



## TEACHING COMPETENCY AND JOB SATISFACTION AMONG SECONDARY TEACHERS – A CORRELATION STUDY

### Education

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### ABSTRACT

The main objectives of the study were to find out the level of teaching competency and job satisfaction of secondary teachers and to find out the relationship between teaching competency and job satisfaction of secondary teachers. The sample consists of 138 secondary teachers randomly selected from 15 high and higher secondary schools of Sankarankoil Taluk, Tirunelveli district of Tamil Nadu. Teaching Competency Scale and Job Satisfaction Scale was used as tools to collect data. The research reveals that the level of teaching competency and job satisfaction of secondary teachers was average and there is significant relationship found between teaching competency and job satisfaction of secondary teachers.

### KEYWORDS:

Teaching competency, Job satisfaction, Secondary teachers.

### INTRODUCTION

Teaching competency is the ability of a teacher to facilitate behavioral change in students. To be precise, teaching competencies are functional abilities which teachers show in their teaching activities. Teaching competencies may be grouped into two major categories first those involving the teacher's mental abilities, skills, understandings of psychological and educational principles, knowledge of general and specific subject matter to be taught and second, those qualities stemming from the teacher's personality, interests, attitudes and beliefs, behaviour in working relationship with pupils and other individuals. A competent teacher must acquire an awareness of and control over his behaviour which is a pre-requisite to teaching competency (Ranga Rao, 2004).

Job satisfaction refers to one's feeling towards one's job. It can only be inferred but not seen. Job-Satisfaction is often determined by how well out-comes meet or exceeds expectations. Satisfaction in one's job means increased commitment in the fulfillment of formal requirements. There is greater willingness to invest personal energy and time in job performance. Various factors of the employees like health, age, social status and his temperaments may determine has satisfaction on the job (Srivastava, 2005). The job satisfaction of a teacher is a chief factor in an institution which plays a main role to run the institution in a steady and smooth way.

### SIGNIFICANCE OF THE STUDY

Teaching is the process by which a person helps other people to learn. Teaching helps people to gain knowledge and attitudes they need to be responsible citizens, earn a living, and lead a useful, rewarding life. Teaching competency is the ability of a teacher to facilitate behavioral change in students. To be precise, teaching competencies are functional abilities which teachers show in their teaching activities. A competent teacher should have not only mastery over his or her subject matter, but students learning should measure his or her competency. It is true that effective learning is the result of successful teaching, but successful teaching does not depend only upon the methods used because methods and procedures of teaching are means but not ends. Satisfaction is an essential factor in a man's life so also in any profession. If he is not satisfied in his job he will not be able to carry out his duties effectively and efficiently. Especially in the case of teachers, job satisfaction is essential because it not only affects the teacher but also students. So the teaching competency and job satisfaction are equally important to the teachers in the view of the investigator. Therefore, the investigator wishes to study the relationship between teaching competency and job satisfaction of secondary teachers.

### OBJECTIVES OF THE STUDY

- To find out the level of teaching competency and job satisfaction of secondary teachers with regard to Gender.
- To find out the significant relationship, if any, between teaching competency and job satisfaction of secondary teachers.

### METHOD ADOPTED

Survey method was adopted for the present study.

### POPULATION AND SAMPLE

The population for the study consists of all the secondary teachers working in high and higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

The sample consists of 138 secondary teachers from 15 high and higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

### TOOLS USED

The tools used for the present study were given below,

- Teaching Competency Scale* - developed and validated by Sumathi and Sheela in 2010. The tool consists of 40 statements.
- Job Satisfaction Scale* - developed and validated by Mr. M. Kannan (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool consists of 22 statements.

### ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

**Table 1**  
Level of Teaching Competency among Secondary Teachers with regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Teaching Competency	Male	49	8	16.3	31	63.3	10	20.4
	Female	89	12	13.5	64	71.9	13	14.6

It is inferred from the above table (1) that 16.3% of the male secondary teachers have low, 63.3% of them have average and 20.4% of them have high level of Teaching Competency. It is also inferred that 13.5% of the female secondary teachers have low, 71.9% of them have average and 14.6% of them have high level of Teaching Competency.

**Table 2**  
Level of Job Satisfaction of Secondary Teachers with regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Job Satisfaction	Male	49	5	10.2	34	69.4	10	20.4
	Female	89	16	18.0	57	64.0	16	18.0

It is inferred from the above table (2) that 10.2% of the male secondary

teachers have low, 69.4% of them have average and 20.4 % of them have high level of Job Satisfaction. It is also inferred that 18.0% of the female secondary teachers have low, 64.0% of them have average and 18.0% of them have high level of Job Satisfaction.

**H<sup>0</sup>1:** There is no significant relationship between teaching competency and job satisfaction of secondary teachers.

**Table 3**  
**Relationship between teaching competency and job satisfaction of secondary teachers**

Teaching Competency		Job Satisfaction		$\sum XY$	Calculated	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$		'r' value	
19978	2965204	4290	137720	636694	0.877	Significant

Table value of 'r' is 0.174 (Biswal & Dash, 2006).

It is inferred from the above table (3) that the calculated 'r' value (0.877) is greater than the table value (0.174) at 0.05 level of significance. This shows that there is significant relationship between teaching competency and job satisfaction of secondary teachers.

### FINDINGS

- 16.3% of the male secondary teachers have low, 63.3% of them have average and 20.4% of them have high level of Teaching Competency.
- 13.5 % of the female secondary teachers have low, 71.9% of them have average and 14.6% of them have high level of Teaching Competency.
- 10.2% of the male secondary teachers have low, 69.4% of them have average and 20.4 % of them have high level of Job Satisfaction.
- 18.0% of the female secondary teachers have low, 64.0% of them have average and 18.0% of them have high level of Job Satisfaction.
- There is significant relationship between teaching competency and job satisfaction of secondary teachers.

### EDUCATIONAL IMPLICATIONS

The results of the study reveal that the level of teaching competency and job satisfaction of secondary teachers are average. So, teachers should improve their teaching competency through technology based teaching. In-service training should be given at regular intervals to the teachers may improve their teaching competency. The administration should provide adequate facilities to their staff to maintain a better job satisfaction level. Significant positive relationship found between teaching competency and job satisfaction of secondary teachers. This shows that the teaching competency and job satisfaction of the secondary teachers are significantly related. The school administration should provide adequate facilities, like teaching learning materials, better classroom environment, adequate salary and freedom, to the teachers to improve their teaching competency and job satisfaction.

### REFERENCES

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