

Teaching Competencies of Secondary School Teachers

Dr. Karabi Kakati*

[The present study was conducted to study the teaching competencies of secondary school teachers in relation to their job satisfaction. The sample comprises 50 secondary school teachers serving in secondary school located in Kamrup (Metropolitan) District of Assam. Teaching Competency Scale (TCS) developed by Bhat, V.D. and 'Job Satisfaction Scale' by Yudhvirendra Mudgil, Prof. I.S. Mhar and Probha Bhatia were used to collect the data. The results indicated that there is significant relationship between teaching competency and job satisfaction Secondary School teachers.]

Teaching is a complex and challenging process. Teaching is a skill, it is an interactive process, involving four aspects, teacher, students, learning process and learning situation. The teacher creates the learning situation. The process is the interaction between the student and teacher. The success of educational system mainly depends upon the competence of the teacher who embrace their profession. It was once believed that teachers are born not made. Competence in teaching requires performance of skills as well as knowledge and higher level of conceptualization.

Competence is usually understood to mean possessing the required skills, knowledge and academic and theoretical background. The concept of competence includes such personality traits like accountability and responsibility classroom learning experience, tolerance etc.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. Job satisfaction is an attitude towards job taking into account feeling, beliefs and behaviours. Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude consists of feelings, thoughts and intention to act. It may be defined as overall attitudes towards the profession, which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job.

Studies cover teachers' status of pre-primary, elementary, Secondary and higher secondary school teachers in respect of academic, economic, professional and social criteria (Chopra, R.K.1988). While studying Job

Satisfaction of graduate teachers in Coimbatore, Sekar, G. and Ranganathan, S. (1988) found that most of the teachers were satisfied with their nature of work, personal policies, salary, personal achievement and their relationship with superiors and colleagues. Naik, G.C. (1990) found that ad hoc teaching assistants of the M.S. University, Baroda, were satisfied with their job mainly because of their favorable attitude towards the teaching profession, financial conditions and the facilities which they were getting for future studies, marital status, age, experience and gender did not affect their level of job satisfaction, leadership qualities of heads of institutions promoted job satisfaction.

Atreya, J.S. (1989) concluded that teaching effectiveness was values and job satisfaction. Basi, S.K. (1991) examined teaching competence of language teachers in relation to job satisfaction, locus of control and professional burn out. Singh, T (1998) attempted to establish a relationship between teaching efficiency and job satisfaction as also with socio-economic status and found a positive relationship.

Statement of the Problem

The problem undertaken for the present study is stated as "Teaching Competencies of Secondary School Teachers in relation to their Job Satisfaction with special reference to Kamrup Metropolitan District of Assam"

Objective of the Study:

1. To study the relationship between Teaching Competencies and Job Satisfaction of Secondary School Teachers
2. To study the Teaching competencies Secondary School Teachers in relation to Teaching Experience

Hypothesis

Ho1: There is no significant relationship between Teaching Competencies and Job Satisfaction of secondary school teachers

* Asst Prof., Dept of Education, R.G. Baruah College, Guwahati.

Ho2: There is no significant difference between Teaching Competencies and Teaching Experiences of secondary school teachers.

Sample of the Study

In the present study the sample is involved 50 secondary school teachers serving in secondary school located in Kamrup (Metropolitan) District of Assam.

Tools for the Study

Following tools were used for collection of data

1. Teaching Competency Scale (TCS) developed by Bhat, V.D. along with his task team as a part of the DPEP activity of the NCERT New Delhi at Regional Institute of Education, Mysore.
2. 'Job Satisfaction Scale' (JSS) by Yudhvirendra Mudgil, Prof. I.S. Mihar and Probha Bhatia was used.

Method of the Study

Descriptive survey method of research was adopted for conducting the present study.

Analysis of Data

Objective 1: To study the relationship between Teaching Competencies and Job Satisfaction of Secondary School Teachers

Ho1: There is no significant relationship between Teaching Competencies and Job Satisfaction of secondary school teachers

In order to study the relationship between Teaching Competencies and Job Satisfaction of secondary school teachers, the investigator collected the data with the help of Teaching Competency Scale and Job Satisfaction Scale. The investigator applied Product Moment Correlation Technique. These are presented in the following table-

Table:1

Pearson's Co-efficient of correlation value of Teaching Competencies and Job Satisfaction of Secondary School teachers

Variables	N	Mean	SD	r	Status
Teaching Competencies	50	268.07	62.18	.322	Significant at .05 level
Job Satisfaction		270.05	59.01		

From the above table it is found that mean value of teaching competencies is 268.07 with SD 62.18. The mean value of Job Satisfaction is 270.05 with 59.01 SD. The result of relationship between Teaching Competency and Job Satisfaction as presented in table 3 reveals that there is positive low correlation between Teaching Competency and Job Satisfaction. The result shows that the correlation between Teaching Competency and Job Satisfaction is statistically significant at .05 level of confidence interval with $r = .322$. Hence, the null hypothesis is rejected at .05 level of confidence interval.

Objective 2: To study the Teaching competencies Secondary School Teachers in relation to Teaching Experience

Ho2: There is no significant difference between Teaching Competencies and Teaching Experiences of secondary school teachers.

To find out teaching competencies of secondary school teachers in relation to teaching experience, the investigator categories the teaching experience into two categories-

- i. Below 10 years
- ii. Above 10 years

The investigator calculated mean and SD of each category. The investigator applied 't' test to determine the significance difference between Teaching Competency and teaching experience.

Table:2

Significance of Mean difference of Teaching Competencies of Secondary School Teachers in relation to Teaching Experiences

Experience of Teachers	Mean	N	SD	df	t'	Status
Below 10 Years	2.01	15	2.13	48	2.30	Significant at both level
Above 10 Years	2.08	35	1.10			

It is also found that mean value of below 10 years teachers is 2.01 with 2.13 SD. The mean value of above 10 years' experience teachers is 2.08 with 1.10 SD. The investigator found that critical value of 't' with 48 df at

.01 and .05 level of significance is 1.68 and 2.01 respectively. The computed value of 't' is 2.30 which is greater than critical value. Hence it can be calculated that calculated value is significant at both levels.

Therefore, there is significant difference of teaching competency of below 10 years and above 10 years' experience of teachers. So, Ho2 is fully rejected. The study shows that teaching competency of teacher is different from below 10 years and above 10 years.

Findings of the Study

From the above data analysis, the investigator get the following findings:

1. A significant positive low relationship was observed between Teaching Competency and Job Satisfaction of Secondary school teachers. It means job satisfaction increases the teaching competency.
2. There is significant difference of teaching competencies of secondary school teachers in relation to teaching experience. So, experience is an important factor in teaching competencies.
3. The study shows that there is difference of teaching competencies of below 10 years and above 10 years' experience of teachers.
4. There is no significant difference between male and female secondary school teachers in respect to their job satisfaction which means the job satisfaction of male and female secondary school teachers is same. So, gender is not a factor of job satisfaction of secondary school teacher.

Conclusion

The present study reveals that the teaching competency of secondary school teachers is influenced by their job satisfaction. So, it is the need of the hour to promote teaching competency of teachers. To promote teaching competency of teachers intensive training programmes may be organized to enrich of teaching competency in turn to promote their job satisfaction. It is also necessary to orient the secondary school teacher on teaching competency. A competency based monitoring system needs to be evolves for quality improvement at secondary education level, since competency is one

essential aspect for qualitative improvement in education.

References

1. Anand, S.P. (1977). School Teachers: Job Satisfaction versus Extroversion and Neuroticism. *Indian Educational Review*, XII, 68-78.
2. Jenkinson, F.R., & Chapman, D. W. (1990). Job Satisfaction of Jamaican Elementary School Teachers. *International Review of Education*, 36(3), 299-313.
3. Kaur, G., & Sidanz, J. (2011). Job Satisfaction of Secondary School Teachers of Punjab with Respect to Area, Gender and type of Institution. *Eduvator*, X(XI), 27-35.
4. Koul, L. (1997). *Methodology of Educational Research*. New Delhi: Vikash Publishing House Ltd.
5. Kumari, N. (1999). *A Comparative Study of Principals' Behaviour in Relation to Teacher's Job Satisfaction and Pupil-Achievement in Schools Affiliated to the CBSE and Assam Board* (M.Ed. Dissertation). Gauhati University.
6. Mudgil, V., Mubar, I.S. & Bharda, P. (2012). *Teachers Job Satisfaction Scale (TJSS-ADTB)*. Agra, National Psychological Corporation.
7. Sharma, B., & Gupta, S.P. (1982). A study of Relationship between Organizational Climate and Teachers' Job-Satisfaction. *The Educational Review*, XXXVIII(X), 177-186.
8. Shivalli, N.M. (2005). Teaching Competencies of Primary School Teachers in Relation to their Job Satisfaction, Locus of Control and Professional Burnout. Ph.D. Thesis, Karnataka University.
9. Wisniewski, W. (1990). The Job Satisfaction of Teachers in Poland. *Comparative Education*, 26(2), 199-306.

