

Teaching Competence and Job satisfaction among teachers' educators of Teachers' Training college in Punjab

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Abstract

This paper is an attempt to study the influence of job satisfaction and teaching Competency from their teacher educators. Using convenient sampling technique, 100 teacher educators working in B.Ed. colleges were selected for study. One newly constructed tool entitled 'teaching competence scale' and other tool 'job satisfaction scale' were administered on the sample for the collection of data. Statistical Techniques used for the study include descriptive statistics, Findings of the study show significant relationship between the variables under the study for the total sample and for sub-samples. The study also explored the significance of difference in correlation for sub-samples based on gender, regular and ad hoc bases teacher educators.

Key words: Job satisfaction, Teaching competence, Teacher educators, Regular and Ad hoc basis college educator.

INTRODUCTION:

Liberalization and commercialization have significantly changed the teacher training institutions in India. Along with the wave of liberalisation, several private teacher-education programmes were developed, creating an excess of demand for teachers.

Overall satisfaction refers to the overall level of good or negative feelings that a worker has towards their employment Locke (1976). Job satisfaction with the overall features of their job condition, such as compensation, Aspects such as oversight, the company, the actual work, colleagues, and opportunities for career growth. Job satisfaction among educational personnel is a reliable indicator of staff retention, which in turn has a significant impact on the functioning of schools. Efficiency. Studies on job satisfaction among educational professionals, however, demonstrate a broad range of findings. Variations in identifying the characteristics that contribute to job satisfaction.

The significance of job satisfaction and competences is essential for the sustained development of any educational system. They likely rank alongside professional knowledge and skills, core competencies, educational resources, and tactics as the definitive predictors (Hoppock, 1935) of educational success and performance. Professional knowledge, skills, and competencies are manifested when an individual perceives effectiveness in their action.

Job satisfaction significantly influences the productivity and competence of educators. Job satisfaction among educators enhances educational quality and fosters full engagement in their career, resulting in better student outcomes. Colleagues, the work environment, possibilities, terms and conditions, and remuneration are few elements that influence workers' opinions. Hoppock (1935) defined "job satisfaction" as a synthesis of environmental, psychological, and physiological elements that influence an individual's enjoyment with their work. The Education Commission (1966) defines professional stagnation as the dissatisfaction a person has with their career, irrespective of the occupation. Job dissatisfaction among educators has significant repercussions, affecting not just the instructors but also society at large. Professional dissatisfaction among educators might result in several adverse consequences. (Tharyani, 1986)

(Locke, 1976): "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. It represents an individual's overall attitude towards their job, including feelings of contentment, fulfilment, and happiness."

Hoppock (1935): "Job satisfaction is the contentment or emotional fulfilment an individual experiences with their

work, resulting from the perceived alignment between their expectations, needs, and the actual experiences encountered in the workplace”

Teaching competence encompasses the educators' cognitive expertise, which is believed to have an impact on student learning. Competence-based teaching is closely linked to the training of educators, with the goal of equipping students with skills and abilities for classroom performance. The teacher's competency is in their deliberate utilisation of their knowledge, abilities, skills, and talents to motivate pupils to acquire information. Teaching competency refers to the ability to effectively use objectives, topics, activities, methods, materials, resources, and assessment to determine whether students have successfully learnt the required fundamental abilities.

Teaching competencies refer to a collection of abilities and skills that a teacher should possess to enhance their performance in various tasks. These competencies are reflected in the teacher's ability to facilitate learning and comprehension, as well as effectively transmit information to students through lesson planning and other daily activities. (Marai, 1981).

lot of research efforts have been directed on teaching competence but unfortunately, much attention to research is not. Investigator studied teaching competence and job satisfaction among teacher educators in this paper. A considerable amount of study has focused on teacher educators; however, little studies have been conducted on a regular and ad hoc basis, government-aided, and at self-financing B.Ed. institutions.

LITERATURE REVIEW:

The review of related studies is an essential requirement for the planning and execution of any research work. This review examines the literature associated with studies that closely align with the current research. Numerous studies have examined the prevalence of teaching competence and job satisfaction among educators.

A study conducted by Passi and Sharma (1982) in their study focused on teaching competency of secondary school teachers. Similarly, a study conducted by Rajameenakshi, P.K. (1988) . Factors Affecting Teaching Competency of B.Ed., trainees in teaching physical science. De Souza (2008), Moberly et al. (2002) studied that Management & Professional attitude of teachers are important domain of teaching competence. Thamilmani (2000) conducted a study on teaching competency, teacher personality and teacher attitude on student achievement in science in higher secondary schools. Abdul Rahim Hamdan (2010) conducted a study on teaching competency testing among Malaysian school teachers. The findings showed that there was a significant relationship between gender and teaching competency.

Waqas (2012) carried out a study with the intention to gauge the role of job satisfaction in increasing the service quality of University Teachers. Nabin Thakur (2014) This study was undertaken to study the level of job satisfaction of teacher educators, to compare the level of job satisfaction of female and male teacher educators as well as to compare the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani. Mishra (2017). Research was conducted to assess the teaching capacity of secondary school teachers, considering disparities in gender, topics taught, educational qualifications, and teaching experience. Pachaiyappan and Sadayakumar (2018) studied the soft skills and teaching competency among prospective teachers.

A study conducted Singha and Raychaudhuri (2016) examined teacher job satisfaction in both the public and private sectors Toropova (2018) examined the association between teacher job satisfaction, teacher qualities, and school working circumstances is investigated.

The study's findings indicate that Teaching Competency varies across all demographic factors, including Sex, Locality, and Qualification. experience, management style, and institution type vary considerably, Job satisfaction varies based on demographics such as gender, experience, type of also vary greatly.

OBJECTIVES:

The present study had the following objectives:

- 1 To study Teacher competence and Job satisfaction among teacher educators in terms of genders and nature of their appointment
- 2 To compare teaching competence of male and female teacher educators
- 3 To compare teaching competence of teacher educators as regular and Ad hoc basis
- 4 To compare Job satisfaction among teacher educators in terms in genders
- 5 To compare Job satisfaction among teacher educators appointed as Regular and Ad hoc basis.
- 6 To Find out correlation between Teaching competence and Job satisfaction

HYPOTHESES:

- 1 Teacher Educators have different levels of Teaching competence and Job satisfaction.
- 2 There will be no difference between teaching competence between male and Female teacher Educator
- 3 There will be no difference between teaching competence of teacher educator appointed as regular and ad hoc basis
- 4 There will be no significant difference between Job satisfaction of male and female teacher educators
- 5 There will be no significant difference in Job satisfaction between teacher educators appointed in regular and ad hoc bases
- 6 There will be positive correlation between teaching competence and Job satisfaction

METHODOLOGY:

This research employed a qualitative and quantitative approach to explore the Job satisfaction and Teaching Competence of B.Ed. College Teacher.

SAMPLE OF THE STUDY:

The investigator adopted the purposeful sampling survey method. The investigator randomly selected a sample consisting of 50 regular and 50 ad hoc teachers. The study's sample consisted total of 100 Regular and Ad hoc Self-Finance B.Ed. College teachers in the districts of Pathankot (PB).

TOOL USED:

1. Job Satisfaction Scale (1999) by Amar Singh and T.R Sharma
2. The Teaching Competency Scale constructed by R. Rajeswari (2009) was used to measure the teaching competency of college teachers

PROCEDURE:

The dependent variable of the present study is 'Job Satisfaction' and dependent variable of the study is 'Teaching Competence' of teacher educators working in self-financing B.Ed. colleges in Pathankot (Punjab). Gender and nature of their appointment Regular and Ad-hoc basis) of teacher educators were treated as criterion variables for identifying sub samples. Sample selected for the study was based on convenient sampling technique. The teacher educator of Pathankot districts was taken as the sample for the study. The final sample of the study consisted of one hundred teacher educators.

DESCRIPTIVE ANALYSIS OF THE SAMPLE**STATISTICAL ANALYSIS**

As the initial step of analysis mean, median, mode, standard deviation, skewness, and t -test was calculated. The following table presents the descriptive statistics for the variables of interest in this study:

Table 1 Teacher Educators have different levels of Teaching competence and Job satisfaction.

	Teacher Competency	Jobs Satisfaction
N	100	100
Mean	127.21	104.46
Std. Deviation	10.596	3.249

Table 1 The mean score for Teaching Competency and Job satisfaction was 127.21 (SD = 10.596) and 104.46 (S.D =3.249) indicating that, teaching Competency is more than job satisfaction among teacher's educator.

Table- 2 Teaching competence between male and Female teacher Educator

Gender	N	Mean	SD	t – ratio	Level of Significance
male	19	124.89	14.391	1.059**	0.05
Female	81	127.75	9.527		

****Significant at 0.05 level**

Table 2 Shows the mean difference of teaching competency of male and female teachers' educators. It shows that mean score and S.D of male teachers and female teachers are 124.89(S. D=14.391) and 127.75 (S. D=9.527) respectively. The calculated t-value is 1.059 which is not significance at 0.05 level of significance. It indicates

that there is no significance difference male and female of teaching competency of teacher's educator. Therefor the hypothesis "There will be no difference between teaching competence between male and Female teacher Educator" accepted

Table 3 Competence of teacher educator appointed as regular and ad- hoc basis

Nature of appointment (Teaching Competency)	N	Mean	SD	t – ratio	Level of Significance
Regular	63	128.71	10.679	1.876**	0.05 level
Ad-hoc	37	124.65	10.081		

****Significant at 0.05 level**

Table 3 Shows the mean difference of teaching competency of regular and ad-hoc teachers' educators. It shows that mean score and S.D of regular and ad-hoc teachers are 128.71(S. D=10.679) and 124.65 (S. D=10.081) respectively. The calculated t-value is 1.876 which is not significance at 0.05 level of significance. It indicates that there is no significance difference regular and ad hoc of teaching competency of teacher's educator. Therefor the hypothesis "There will be no difference between teaching competence between regular and ad-hoc basis teacher Educator" accepted.

Table 4 Job satisfaction of male and female teacher educators

Gender (Job satisfaction)	N	Mean	SD	t – ratio	Level of Significance
male	19	103.68	3.092	1.159**	0.05 level
Female	81	104.64	3.276		

****Significant at 0.05 level**

Table 4 Shows the mean difference of Job satisfaction of male and female teachers' educators. It shows that mean score and S.D of male teachers and female teachers are 103.68(S. D=3.092) and 104.64 (S. D=3.276) respectively. The calculated t-value is 1.159 which is not significance at 0.05 level of significance. It indicates that there is no significance difference male and female of Job satisfaction of teacher's educator Barman, P., & Bhattacharyya, D. (2017) The study also revealed that, job satisfaction of teacher educators has no relationship with gender, marital status, educational qualification, locality, teaching experience and salary Therefor the hypothesis "There will be no difference between job satisfaction of male and Female teacher Educator" accepted

Table 5 Job satisfaction between teacher educators appointed in regular and ad hoc bases

Nature of appointment (Job Satisfaction)	N	Mean	SD	t – ratio	Level of Significance
Regular	63	104.67	3.162	.829**	0.05 level
Ad-hoc	37	104.11	3.406		

****Significant at 0.05 level**

Table 5 Shows the mean difference of teaching competency of regular and ad-hoc teachers' educators. It shows that mean score and S.D of regular and ad-hoc teachers are 104.67(S. D=3.162) and 104.11 (S. D=3.406) respectively. The calculated t-value is .829which is not significance at 0.05 level of significance. It indicates that there is no significance difference regular and ad hoc basis of job satisfaction of teacher's educator.

Therefor the hypothesis "There will be no difference between Job satisfaction between male and Female teacher Educator" accepted

Table -6 Correlation between teaching competence and Job satisfaction

		Teacher Competency
Jobs Satisfaction	Pearson Correlation	.112
	Sig. (2-tailed)	.269
	N	100

****Significant at 0.05 level**

Table 6 indicates that there is Positive and significant relationship of teaching competency and Job satisfaction of teacher's educator ($r=.112^{**}$; $P<0.05$). Teacher Educators with respect to their 'r' between 'job satisfaction' and 'teaching competence' was not significant at 0.05. Hence it can be concluded that the relation between 'job satisfaction' and 'teaching competence' was positive. A result by Gupta, A., & Kaur, A. (1993) Job satisfaction and burnout correlates of teaching competency

Discussion and conclusion:

The investigation of teaching competency and job satisfaction among teacher educators at Teachers' Training Colleges in Punjab is essential for comprehending the issues and strengths within the educational sector. The results generally indicate the correlation between teacher competence and job satisfaction, impacting both the educators and the prospective teachers they mentor.

A significant difference exists between the mean scores of the variable of teaching competency and Job satisfaction of teachers' educators, as the mean score of teaching competency was higher than Job satisfaction of teachers' educators.

However, there is no significance difference male and female of teaching competency of teacher's educator.

There is no significance difference regular and ad hoc of teaching competency of teacher's educator. As well as there is no significance difference male and female of Job satisfaction of teacher's educator and there is no significance difference regular and ad hoc basis of job satisfaction of teacher's educator. A result by Nabin Thakur (2016) Barman, P., & Bhattacharyya (2017) there was no significant difference in the level of job satisfaction of female than male teacher educators It can be concluded that in the context of the existing study that different factors determine the study of teaching competency and job satisfaction. Teacher Educators with respect to their 'r' between 'job satisfaction' and 'teaching competence' was not significant at 0.05. Hence it can be concluded that the relation between 'job satisfaction' and 'teaching competence' was positive. Hence The study reveals that there is positive relationship between teaching competency and job satisfaction of college Educators.

Educational Implication:

Teaching Competence and Job Satisfaction among Teacher Educators in Punjab Teachers Training Colleges is important for education. Understanding the link between teaching ability and job satisfaction helps enhance teacher education and the education system. The main educational implications of such findings are:

- 1 This study demonstrates a robust correlation between teaching Competency and job satisfaction, indicating the need for ongoing professional development programs for teacher educators.
- 2 This study might emphasise classroom management, curriculum design, assessment, and technological skills.
- 3 This will improve school teaching standards by improving the quality of educators graduating from these institutions.
- 4 This may encourage policymakers to amend recruiting and retention tactics at teacher education institutions to attract and retain high-calibre educators.
- 5 Satisfied and competent teacher educators are more likely to produce competent teachers.
- 6 A study on Teaching Competence and Job Satisfaction among Punjab's teacher training college instructors might enhance teacher education. Educational institutions and policymakers may support, improve, and dynamically assist teacher educators by addressing competency and satisfaction aspects. These reforms will improve Punjab's education system, future teachers, and educators.

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