Job satisfaction fosters teaching competency:

A study of govt. Sec. School teachers of district Bhopal and Raisen (MP)

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Abstract

This paper has been an endeavour and attempt to know the extent of existing relationship between job satisfaction and teaching competency of sec. school teachers. Simultaneously, the present research has been carried out to find out the reasons for difference in job satisfaction and teaching competency among sec. school teachers hailing from rural and urban areas of Bhopal region. The study presents some valuable insights that might help educational leadership and governing bodies of both public and private institutions to develop effective and efficient strategies for inculcating commitment, job satisfaction and teaching-competency among teachers of our institutions. This study was carried out on 200 sec. school teachers of districts Bhopal and Raisen respectively. Random sampling technique was utilized in both the districts. Out of 200 sec. school teachers (100 from each district) 100 were rural (50male and 50 female) and 100 were urban (50 male and 50 female).

Well defined research tools have been employed. General Teaching Competency Scale and Job Satisfaction Questionnaire has been employed. Every effort has been made to collect accurate information. After collecting the adequate data, it has been put to statistical treatment for the comprehensive interpretation of the results.

Key words: Job Satisfaction, Teaching Competency.

Introduction

It has been an established fact and now a widely accepted reality that education is the most powerful tool and dynamic instrument for upliftment of the society. Its effective and efficient utilization deserves the strength of will, want and dedication. This instrument shines in the hands of a’ teacher’. To manifest and execute the potentialities of a child, the teacher need to have will, want and dedication very substantially. Teaching-learning is a positively directed action, for which teachers must be highly satisfied. That is to say, having job satisfaction are essential for a teacher to be technically effective, innovative and competent.
In the contemporary world particularly in the countries like India, teacher job satisfaction is a grave concern in the education sector. That is why, inspite of huge investment in the education sector, the ultimate objectives are not realized. The call of the hour is to frame out the ways and strategies for finding out the reasons and surmounting the barriers that check the elevation of teacher’s job satisfaction and commitment very really.

This Paper Throws light on how different dimensions of job satisfaction guides and motivates a teacher to the arena of competition. How teachers satisfied with their job are always are always willing and able to break from the routine when the situation calls for a change? Highly satisfied teachers become “situational psychologists” Ie, They accept to listen the call of the need of undertaking the students in general – patterns common to particular ages, Culture, social-class, geography and gender.

Key terms = Job Satisfaction, Teaching- Competency

1) Job Satisfaction: - According to Strauss, 1974,

   “Job- satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, domestic and professional needs as an Employee”.

   How ever job satisfaction brings to the focus the degree of agreement between an employ’s expectation of the job and the rewards the job provides.

1) Teaching Competency: - A good looking and a comprehensive definition of teaching competency has been given by Donald M. Medley 1982. According to him teacher competency may be defined as those of knowledge’s, Abilities and a belief a teacher possess and brings to the teaching learning situation. This means teaching competency is a range of Strategies and techniques that get executed by the teacher while teaching learning process is in progress. Teaching competency means the ability and creativity by virtue of which the teacher is able to establish a dialogue, rapport, and interaction supported by deeds with the students.

Purpose and Importance

The present study is designed to mainly explore the influence of sex and demography on different aspects of job satisfaction and teaching competency and to find out the relationship between the Duos. This paper will Provide an outlook how teacher job satisfaction has been a matter of grave concern for our country wherein much awaited results of different educational schemes are not upto the satisfactory level.
Selection of the Sample

The present study was explored and conducted on 200 secondary school Teachers of District Bhopal and Raisen. Random Sampling technique was executed and out of 200 secondary school teacher 100 where Rural (50 male & 50 Female) and 100 Urban (50 Male & 5 Female). The following gives a brief outlook of the Sample configuration.

The study was completed in 8 Months and has been Carriedout in two phases. In Phase -1 The sample of the study was 200 secondary school Teachers and in Phase 11 The sample for study was (N=64) Distributed over 2 Groups (32) each.

Tools used

Following research tools have been used to carry out the study successfully"

1) General Teaching competency scale (GTCS) by B.K.Pass and M.S Lalitha.
   This is an observation tool and the more appropriate type of reliability is the inter-observer reliability.

2) Teacher job satisfaction questionnaire was devised and framed out strictly keeping in view various dimensions of job satisfaction like domestic, individual, Emotional, Interpersonal and professional (occupation) it has more than 100 items related to the above mentioned areas of job satisfaction.

Administration of the research tools

1) General Teaching Competency Scale: - Before administering the GTC scale the nature and purpose of scale was frankly and clearly explained to testees. Ever effort has been made to
secure complete cooperation from the respondents. As the teacher was teaching, the Supervisor sat at the back of the classroom and gave rating of different skills on GTC Scale. It is evident to mention here that GTC Scale has 21 items to be rated on Seven point Scale. The Maximum Score Possible is 147 and the Minimum 21.

2) Job Satisfaction questionnaire: - It was administered and the instructions were given individually. There is no time limit in general sense not more than thirty minutes are required for an individual to complete the questionnaire. The scoring was done by a key. Each scoring key or Stencil was placed on the pages of the questionnaire one by one and thus scores for each five areas of job Satisfaction were obtained.

Statistical Treatment

After scoring of the GTC Scale and Job Satisfaction Questionnaire was over, the data has been subjected to statistical treatment by applying Mean, S.D and “t-test” inorder to get an understanding of teaching competency and job satisfaction of Rural and Urban secondary School Teachers.

Delimitation

The study is delimited to the teachers working in secondary schools of District Bhopal and Raisen of Bhopal Division M.P. Out of Many teaching Competency skills only planning, presentation, closing, evaluation and managerial were taken into account. Similarly domestic, individual, interpersonal, emotional and Professional were scrutinised out of various dimensions of Job Satisfaction.

Results and Conclusions

This study has given very interesting results. It has revealed that there is a clear cut distinction between male and female secondary school teachers as far as Job Satisfaction and teaching competency are concerned when their demography is taken into Cognizance. The mean score Reveals that Urban Secondary School Teachers Showed Better Job Satisfaction and in turn high teaching Competency The following Figure Clearly Reveals the Fact
Mean Comparison of high and low competent Secondary School Teacher on their domestic (home) satisfaction.

One more striking feature that has been found out is that Urban female Secondary School teachers are more competent and highly satisfied as compared to Rural Female Secondary School Teachers. The overall results clearly revealed and guided us to establish a fact that there is a positive correlation between job satisfaction and teaching competency. The following figure simply shows the relation between the two.
Conclusions

On the basis of the study following meaningful conclusions have been drawn in respect of secondary school teachers at Bhopal and can be applied to any other cities of MP.

1. Male sec. school teachers in comparison to female sec. School teachers are more competent on teaching competency.

2. Rural sec. School teachers in comparison of urban sec. School teachers are low competent on teaching competency.

3. Male sec. School teachers in comparison of female sec. school teachers are well satisfied on individual, inter-personal and emotional dimensions of satisfactions, whereas male and female sec. school teachers show same satisfaction on domestic and professional dimensions of job satisfactions.

4. Rural sec. School teachers in comparison of urban sec. school teachers show or display more satisfaction problems on domestic, individual and emotional dimensions of satisfaction, whereas rural sec. school teachers show same satisfaction on inter-personal and professional dimensions for satisfactions.

5. High competent sec. School teachers in comparison of low competent sec. school teachers show better or high overall satisfaction than low competent sec. School teachers.