

DYNAMICS OF JOB-SATISFACTION AND TEACHING-COMPETENCY AMONG SECONDARY SCHOOL TEACHERS A CASE STUDY

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Abstract-This paper provides an overview of Job-satisfaction and Teaching competency of secondary school teachers in districts Bhopal and Raipur of Madhya Pradesh. Firstly, the paper tries to find out different dimensions of job satisfaction of teachers like professional, domestic and inter-personal etc. Secondly, the paper scrutinizes the relationship between job-satisfaction and teaching-competency of secondary school teachers. It is also designed to find out the reasons for differences in teaching-competency of sec. school teachers particularly with references to sex and demographics. The underlying factors of job satisfaction and teaching-competency are domestic satisfaction, individual satisfaction, emotional satisfaction, job-security, etc. The present study was conducted on 200 sec. school teachers of Bhopal region. On the basis of random sampling technique, out of 200 sec school teachers 100 were rural (50 male and 50 female) and 100 urban (50 male and 50 female). General Teaching Competency Scale by Passi and Lalitha and a self-designed job satisfaction questionnaire were executed in this study. The data was subjected to mean, S.D. and t-value of statistical treatment. Evidences suggest that there is a significant difference in job-satisfaction and teaching competency among sec. school teachers. The findings of the research also conclude that there is a positive relationship between job satisfaction and teaching competency.

Keywords-Job satisfaction, teaching-competency

I INTRODUCTION

It is an established fact that education is the most powerful instrument whose effective and efficient utilization deserves the strength of will, want and dedication and above all sacrifice.

Teaching-learning process is a positively directed action, for which teachers need to be highly satisfied with their job and having a sound teaching-competency can only make a teacher can be technically effective, inventive and competent. He becomes able to use a range of strategies and

invent new strategies and techniques. Highly satisfied and competent teachers are able to establish dialogues, rapport and interaction supported by deeds with the students. These teachers are always willing and able to break from the routine when the situation calls for change. In other words such teachers become "situational-psychologists" i.e., they accept the need of understanding the students in general – patterns common to particular ages, culture, social class, geography and gender. Such teachers see students against a backdrop of sociological and psychological generalizations about groups and maintains the pace just right to keep students learning.

(a) Job Satisfaction

It brings to the surface the degree of agreement between an employ's expectations of the job and the rewards the job provides. However, the term 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 (Strauss, 1974).

(b) Teaching-competency

Teaching-competency is conceived as a matter of degree. Those of knowledge, abilities and beliefs a teacher possess and brings to the teaching situation" becomes feed back to influence future performance. According to Edward this improvement in satisfaction is because of employees feeling that they are receiving rewards in proportion to their performance. Have a significant relationship with job satisfaction.

(C) Earlier Studies Using teacher effectiveness scale by Pramod and Mutha. The Major findings of the study were:-

- (a) There was no difference in teacher effectiveness among teachers working in Govt and private schools.
- (b) There was no significant difference in teacher effectiveness between Male and Female Teachers.

- (c) There was no significant difference in Teacher effectiveness under the joint influence of sex of teacher and type of schools to which they belong.

II OBJECTIVES

The following objectives were formulated for the present study:

- To study and compare male and female sec. school teachers on their teaching-competency.
- To study and compare rural and urban sec. school teachers on their teaching-competency.
- To study and compare male and female sec. School teachers on their job-satisfaction.
- To study and compare rural and urban sec. School teachers on their job-satisfaction.
- To compare high and low competent sec. School teachers on their job-satisfaction.

III SELECTION OF THE SAMPLE

The present study was conducted on (200) secondary school teachers of two districts, district Bhopal and district Riasen(Div. Bhopal). On the basis of random sampling with demographic and gender composition as shown in table 1

District	Nature of District	No. of teachers	Male	Female
Riasen	Rural	100	50	50
Bhopal	Urban	100	50	50
Total	2	200	100	100

Table 1:Graphical Representation of Sample Configuration

IV TOOLS USED

(a) GTCS

The data for the present study was collected with the help of GTCS (Gen. Teaching Competency Scale) as suggested by B.K.Passi and M.S.Lallita .

The GTC Scale is generally used for measuring teaching competency of a teacher individually by a reliable observer or a group of observers making direct observations of his classroom behavior for the entire teaching period. satisfaction and make assessment on GTC scale < > . Either by marking frequencies or write verbal descriptions against each item which would help him in giving ratings more objectively.

G.T.C.S. has 21 items to be rated on seven point scale the sum of ratings against all the items constitute the sum of scores. The maximum score possible is 147 and the minimum 21

The scale ensured content validity since at every stage of its development discussions were held with teachers and educators with regard the different teaching skills included and their behavioral Job-Satisfaction TOOL.

(b) Job-Satisfaction questionnaire

The Job-Satisfaction questionnaire consisted of three option provided against each item “ (a) yes,(b) no,(c) not certain”. A clear instruction was given to the respondents to express their opinion by putting a tick mark against the response category to which they are consented with. 100 rural) in and around the Bhopal The scale was provided with the demographic data sheet.The investigator made strong endeavor to secure complete and wholesome co-operation of all secondary school teachers. The teachers were related according to their responses on job-Satisfaction questionnaire.

The investigator personally visited each institution and administered these questionnaire .for the teachers. were requested not to leave any item of the questionnaire. Most of the teachers responded on the spot and handed-over the tools to the investigator. Thus the tool collected and scores were analysed according to the statistical procedure.

V DATA ANALYSIS AND INTERPRETATION

The responses scored according to the key and against each item of the questionnaire of Job-Satisfaction. In respect of Job-Satisfaction for all positive items scores given from 3 to 1 for the responses viz. yes(Y), no (N) and not certain(NC) for all the 25 items (i.e. job satisfaction 25 items)whereas weightage awarded in reverse order for all negative items. Basing on the above scoring procedure the tool was scored

and designed the statistical profiles presented in the analysis of data. After the scoring of GTSC and Job-Satisfaction Questionnaire (JSQ), were completed, the data was subjected to statistical analysis by applying Mean, S.D. and 't'-test in order to get an understanding of teaching competency and job-satisfaction of rural and urban Sec. school teachers. Bar-graph and Line graph were plotted in order to make the results transparent.

VI DELIMITATION OF THE STUDY

This study is limited to the teachers working in secondary schools in and around Bhopal district and Riasen district of Bhopal city. To measure the opinion of teachers regarding their teaching-competency and job-satisfaction, GTCS and self-rating scale was used. Of many dimensions of teaching competency only "planning, presentation, closing, evaluation and managerial aspects were taken into account. Similarly, out of many dimensions of teacher's job-satisfaction "professional, teaching-learning, innovation and interpersonal relations" were taken into account.

VII CONCLUSION

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.

- (a) Male sec. school teachers in comparison to female sec. school teachers are more competent on teaching competency.
- (b) Rural sec. school teachers in comparison of urban sec. school teachers are low competent on teaching competency.
- (c) 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.
- (d) 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 of satisfactions.

- (e) 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. High competent in comparison to low competent sec. school teachers display better domestic satisfaction.
- (f) High competent in comparison to low competent sec. school teachers show better individual satisfaction.
- (g) High competent in comparison to low competent sec. school teachers show high level of inter-personal satisfaction.
- (h) High competent in comparison to low competent sec. school teachers show better emotional satisfaction.
- (i) High competent in comparison to low competent sec. school teachers show better professional satisfactio