

# RELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHING COMPETENCY

Research Paper

## INTRODUCTION

We are living in a competitive world where education also has become a commodity. The student community is taxed heavily. Even then they are ready to pay because of the good results. To sell the commodity at a high price, the educational institutions look for talented, competent and committed teachers. These institutions promise a number of incentives to teachers. The best teachers are chosen to teach in these institutions.

Various investigations show that when a person is satisfied with his/her work, the employer profits and the nation prospers. This is the reason why satisfaction in the job becomes a serious consideration for all. The teacher can remain satisfied in his/her job only when opportunities for the satisfaction of his/her social and ego needs are provided.

Are these teachers satisfied with their job?

In this present scenario of the commercial and competitive world the investigator tries to investigate the competency of the teachers and to study whether there is any relation between competency and job satisfaction.

## TEACHING

Teaching is an immensely rewarding profession. Love of knowledge, devotion to duty and selfless service to humanity are the higher values of life being achieved through this profession. Unless and until one feels satisfied in his/her profession, he or she cannot execute the values of his or her profession.

## JOB SATISFACTION

Job satisfaction refers to the way one feels about events, people and things in his working situation. According to Blum (1956), job satisfaction is based on "the results of various attitudes the person has towards his job, towards related factors and towards life in general."

Hence job satisfaction is a pleasant positive attitude possessed by an employee towards his/her job as well as his/her life.

## TEACHING COMPETENCY

Competency of a teacher's concern students, competency of using audio-visual competency of professional perception, competency of giving assignments, competency illustration with examples, competency of pace while introducing, logical exposition, classroom management, use of questions, initiating participation, use of black board, recognizing attending behaviour and competency of achievement closure are the desirable teaching competencies of a Physics teacher, according to Mathew (1988).

## OBJECTIVES

1. To find out the level of job satisfaction of postgraduate Chemistry teachers.
2. To find out the level of teaching competency of postgraduate Chemistry teachers.
3. To study the significant relationship between teaching competency of postgraduate Chemistry teachers and job satisfaction.

## HYPOTHESES

1. The level of job satisfaction of postgraduate Chemistry teachers is average.
2. The level of teaching competency of postgraduate Chemistry teachers is average.
3. There is no significant relationship between different levels of competent postgraduate Chemistry teachers and their job satisfaction.
4. There is no significant relationship between teaching competency and its dimensions of postgraduate Chemistry teachers and their job satisfaction.

Rev. Dr.S. Amaladoss Xavier S.J.,  
Lecturer in Physical Science, St. Xavier's College  
of Education, Palayamkottai.

## METHODOLOGY

The survey method was used to collect the data. To study the teaching competency of postgraduate Chemistry teachers, the investigator constructed a tool which was standardized by the investigator. To measure the job satisfaction of the teachers the investigator used the job satisfaction tool constructed by Dr. S. X. Saxena.

## SAMPLE

The postgraduate Chemistry teachers working in Kanyakumari revenue district forms the population, out of which the investigator chose 96 postgraduate Chemistry teachers. Care was taken during the distribution of the tool to include male and female, rural and urban, government, non-government and aided schools.

## STATISTICS

Mean, standard deviation, correlation, t-test, and anova were used to analyze the data.

## FINDING AND INTERPRETATION

1. Job satisfaction of postgraduate Chemistry teachers is average.

TABLE - 1

### JOB SATISFACTION OF POSTGRADUATE CHEMISTRY TEACHERS

Description	Low		Average		High		Remark
	Count	%	Count	%	Count	%	
Job-Satisfaction	14	15.73	63	70.79	12	13.48	H Accepted

## FINDING

The level of job satisfaction of postgraduate Chemistry teachers is average (70.79%).

2. Teaching competency and its dimensions of postgraduate Chemistry teachers are average.

## FINDINGS (from Table 2)

Level of teaching competency and its dimensions:

- Teaching competency of postgraduate Chemistry teachers teaching Chemistry in Kanyakumari District is found to be average (66.29%).

TABLE - 2

## TEACHING

## COMPETENCY AND

## ITS DIMENSIONS OF POSTGRADUATE CHEMISTRY TEACHERS

Research Paper

Description	Low		Average		High		Remark
	Count	%	Count	%	Count	%	
Content	15	16.85	56	62.92	18	20.22	NS
Organisation	14	15.73	65	73.03	10	11.24	NS
Knowledge	22	24.72	41	46.07	26	29.21	NS
Clarity	15	16.85	53	59.55	21	23.60	NS
Communication	16	17.98	42	47.19	31	34.83	NS
Rapport	14	15.73	75	84.27	0	0.00	NS
Audio-visual aids	16	17.98	59	66.29	14	15.73	NS
Personality	14	15.73	52	58.43	23	25.84	NS
Total	15	6.85	59	66.29	15	16.85	NS

- The dimensions content, organization, knowledge, clarity, communication, rapport, audio-visual aids, and personality, of the teaching competency of postgraduate Chemistry teachers are found to be average (69.92%, 73.03%, 46.07%, 59.55%, 47.19%, 84.27%, 66.29%, 58.43% respectively).

- Among the eight dimensions of teaching competency of postgraduate Chemistry teachers rapport seems to have the highest score (84.27%) and knowledge has the lowest score (46.07%).

3. There is no significant relationship between the different levels of competent postgraduate Chemistry teachers and job satisfaction.

TABLE - 3

### CORRELATION BETWEEN DIFFERENT LEVELS OF COMPETENT POSTGRADUATE CHEMISTRY TEACHERS AND JOB SATISFACTION

Competency Level	$\Sigma X$	$\Sigma Y$	$\Sigma XX$	$\Sigma YY$	$\Sigma XY$	Calculated 'y' Value	Remark
Low	2030	353	276856	8503	47799	0.04	NS
Average	9544	1418	1548756	34714	229390	0.01	NS
High	2699	379	485869	9893	68257	0.40*	S

S - Significant

NS - Not Significant

April - June 2009

## FINDINGS

1. High-level competency is statistically significant (1%) (Table value 0.267).
2. Low-level and average level competencies are statistically non-significant.
3. There is significant relationship between high level competent postgraduate Chemistry teachers and their job satisfaction.
4. There is no significant relationship between teaching competency and its dimensions of postgraduate Chemistry teachers and their job satisfaction.

TABLE - 4

### TEACHING COMPETENCY AND ITS DIMENSIONS OF POSTGRADUATE CHEMISTRY TEACHERS vs. JOB SATISFACTION

Dimensions	$\Sigma X$	$\Sigma Y$	$\Sigma XX$	$\Sigma YY$	$\Sigma XY$	' $\gamma$ ' Value	Remarks
Content	3444	2150	1350001	52900	83494	0.23	S
Organisation	1346	2150	20768	52900	32587	0.11	NS
Knowledge	755	2150	6581	52900	18316	0.19	NS
Clarity	2636	2150	79586	52900	63750	0.06	NS
Communication	1172	2150	15714	52900	28353	0.08	NS
Rapport	1190	2150	16142	52900	28763	0.03	NS
A-V aids	1784	2150	37064	52900	43204	0.10	NS
Personality	1976	2150	44482	52900	47833	0.13	NS
Total	14273	2150	2311471	52900	345446	0.14	NS

\*Significant at 5% level of significance.

## FINDINGS

- i) There is no significant relationship between job satisfaction and teaching competency and its dimensions - organisation, knowledge, clarity, communication, rapport, audio-visual aids and personality of postgraduate Chemistry teachers.
- ii) There is significant relationship between job-satisfaction and content of teaching competency of postgraduate Chemistry teachers (5%).

## INTERPRETATIONS

The present study reveals that the teaching competency of postgraduate Chemistry teachers is average. There is significant relationship between high-level competence of postgraduate Chemistry teachers and their job satisfaction.

From the study it is understood that the teaching competency of postgraduate Chemistry teachers is average and hence job-satisfaction does not have any impact on their teaching competency. From the investigation one can conclude if one is satisfied in his teaching career naturally he will be a highly competent teacher.

## RECOMMENDATIONS

There is significant relationship between high-level teaching competency with job satisfaction (Mutha, D.N., 1980). In general there is no significant relationship between job satisfaction and teaching competency. At the same time to achieve high teaching competency a teacher must develop interest in his/her job. Only then he/she can compete in this competitive world.

## REFERENCES

- Best, J.W. (1977), *Research in Education*, Prentice Hall, New Delhi.
- Blum M.L. (1956), *Industrial Psychology and its foundations*, Harper and Row, New York.
- Sathiyagirirajan, S. (1994). *College Teacher Competency: A Research Report*, Madurai Kamaraj University Publication, Madurai.
- Ryan, D.G. (1969), *Characteristics of Teachers*, Scribner Publishers, Delhi.

### Action

If a man says, "I will do it soon"  
- the way is poor.

If he says, "I am ready to do it now"  
- it is of average quality.

If he says, "I am doing it"  
- the way is praiseworthy.

- Jewish Wisdom