



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Teaching Competency Of Tribal Secondary School Women Teachers In Relation To Job Satisfaction, Teaching Experience And Type Of Institution

**\*Prof. Prabha Jishtu, \*\*Raj Devi**

\* Professor (Rtd.), Faculty of Education, \*\*Research Scholar

Department of Education,

Himachal Pradesh University Summerhill, Shimla-171005, India

**Abstract:** The major purpose of the present study is to be find out the relationship between teaching competency and job satisfaction as well as to find out the differences in teaching competency with respect to teaching experience and type of institution. The present study has conducted on a sample of 100 tribal secondary school women teachers from government and private schools of district Kinnaur. The researcher used multistage sampling techniques in the present study. Descriptive statistics was used to find inferences on the hypotheses. The finding of the study revealed that there is a significant difference in the teaching competency with respect to teaching experience of tribal secondary school women teachers. Teachers with more than five years of teaching experience are more competent in comparison to those with fewer than five years of experience. It means, teachers having five years or more experienced are more competent than less experienced teachers. There is no significant difference found in the type of institution of tribal secondary school women teachers in the teaching competency. It means, government and private tribal secondary school women teachers are the same in teaching competency. There exists a positive significant relationship between teaching competency and job satisfaction.

**Keywords - Tribal Secondary School Women Teachers, Teaching Competency, Job Satisfaction, Teaching Experience, Type of Institution.**

### I. Introduction

In the 21<sup>st</sup> century educational system has been widely revised with the qualitative aspects. Now it is essential that teachers have such qualities that help to sustain and continue the qualitative progress in the educational field. It is the responsibility of the teachers to carry on this qualitative progress, only competent and satisfied teachers make this true.

#### ❖ Teaching Competency

In the present scenario, the level of education is very high and competitive due to advancement of the knowledge. The changing level of education demands highly competent teachers in the educational field. Only competent teachers can bring the changes in the educational system. The development of the society and the nation depends upon our future generation. So, it is the duty of the teacher that shape them for the future. Only teachers can do this by putting their hard in the classroom. Indian Education Commission rightly said, "The destiny of India is now being shaped in her classroom." National Education Policy 2020, said that quality

education for the students for this purpose emphasised the teacher's competency, job satisfaction and commitment to quality education.

Teaching competency consists of the various skills that are essential for a teacher to well performing in any educational system. Hence, competency requires three main domains which are a wide range of knowledge related to their work and profession that leads to teachers being updated and aware, skills that help in practices in their related field, attitudes that help to keep positivity and integrity in the profession. The essential Teaching Competencies are listed in ten categories by the National Council for Teacher Education (NCTE) for Teachers. It can be categorized into two main skills which quality have must within teachers these are following:

➤ **Personal and Professional Skills:**

- Contextual competencies
- Conceptual competencies
- Content competencies
- Transactional competencies
- Competencies related to other educational activities
- Competencies to develop teaching-learning materials
- Management competencies
- Evaluative competencies

➤ **Social Skills:**

- Competencies related to working with parents
- Competencies related to working with community and other agencies

❖ **Job Satisfaction**

Job satisfaction is a teacher's degree of liking or disliking with their overall related work and workplace environment. It is an affective reaction that teachers perceive from their workplace and react accordingly in their profession. Job satisfaction is the most important factor in the profession that motivates teachers to persist happily in their workplace and also sustain their positive efforts towards the profession. Teacher's level of satisfaction contributes to enhancing the level of success of the students. Today every profession demands satisfied teachers in their profession because teacher's satisfaction can affect the whole progress of any profession. It is one of the most considered issues that must be resolved. It helps to incorporate the institution as well as the teacher. A teacher's job satisfaction depends upon two important factors:

- **Intrinsic aspect:** it is referring to the teacher's own attitude towards their profession. This positivity or motivation arises within that can lead to the teachers staying on a lifetime in their profession. Intrinsic factor affects the teacher's job stability, relationship with the students and colleagues, their responsibilities towards the profession etc.
- **Extrinsic aspect:** extrinsic factors of job satisfaction persuaded from the outside and the external factors from the overall environment of the workplace that are responsible for the degree of performance of the teachers in their profession. It is likely related to the salary of the teachers, work conditions of the workplace, availability of school resources, school safety measures provided by the schools, administration support and liberty to do their work etc.

## II. Reviews of the Related Literature

**Ahmad and Khan (2016)** conducted the relationship study on secondary school teachers teaching competency with educational qualification, stream and type of school and found that significant difference in teaching competency in government and private secondary school teachers. It means government teachers are more competent than private secondary school teachers. **Patel (2016)** found that there is significant difference between the government and private school teachers where the government teachers are more competent than the private school teachers. **Bashir (2017)** conducted study on job satisfaction of teachers in relation to professional commitment and found that there exists a significant difference between male and female secondary school teachers in their job satisfaction. **Dimbore (2018)** examined the teacher's job satisfaction in government secondary schools in Hadiya Zone and found that that teacher's job satisfaction differed significantly in relation to gender. Male teachers are found to be more satisfied than the female teachers. **Rana and Shivani (2019)** found that private school teachers are more competent than the government school teachers and found that less experienced teachers are more competent than the more experienced teachers. **Vidushy and Kishor (2020)** examined the relationship study of teaching competence with locale. The study has conducted on secondary school teachers. The study revealed that there is no significant difference in teaching competence of male and female secondary school teachers. **Praveen and Srivastava (2020)** conducted study on differences among the central and state government school teachers at upper primary level and found significant difference between male and female teachers. Therefore, female teachers are less competent than male teachers.

## III. Rational of the Study

Our future generations are shaped in the schools for the better future of our nation. For this, competitive teachers are needed in this field who can direct the whole educational process in the right way. Teachers' teaching competency and job satisfaction are enabled to achieve the goals of education. It will not only enable them to achieve academic excellence but also make students more realistic in their lives. It can help to holistic development of the students. In the 21<sup>st</sup> century, the trend of education has changed. Secondary education is the important stage, this stage strengthens the students' abilities and potentialities where in times of need they can contribute to national development. So; it is essential that teachers must be competitive in their field and also satisfied with their jobs. After reviewing the various related literature, it seems some studies have focused on the same variables but there are less studies in the tribal schools, especially in women teachers so, the researcher decided to take the present study. This study will help to contribute in addition to existing knowledge in the field of educational settings based on teachers' teaching competency and job satisfaction also will help the policy makers, teachers as well as authority for the smooth functioning and implementation of best practices in the profession.

## IV. Methodology

### 4.1 Statement of the Problem

Teaching Competency of Tribal Secondary School Women Teachers in relation to Job Satisfaction, Teaching Experience and Type of Institution

### 4.2 Objectives of the Study

- To investigate the differences of tribal secondary school women teachers in the teaching competency with respect to teaching experience.
- To investigate the differences of tribal secondary school women teachers in the teaching competency with respect to type of institution.
- To find out the relationship between the teaching competency and job satisfaction of tribal secondary school women teachers.

### 4.3 Hypotheses of the Study

- There is no significant difference of tribal secondary school women teachers having less and more experienced in the teaching competency.
- There is no significant difference in tribal government and private secondary school women teachers in teaching competency
- There is no significant relationship between the teaching competency and job satisfaction of tribal secondary school women teachers.

### 4.4 Operational Definitions

- **Tribal Secondary School Women Teachers:** In the present study secondary school teachers are refers to only women teachers who are teaching in class 6<sup>th</sup> to 10<sup>th</sup> in tribal schools of district Kinnaur of Himachal Pradesh.
- **Teaching Competency:** In the present study teaching competency refers to teachers' proficiency in teaching and practices in the classroom.
- **Job Satisfaction:** It refers to the teacher's own attitudes towards their job like service conditions, salary, advancement opportunities, benefits and facilities, relationship with colleagues etc.
- **Teaching Experience:** In the present study researcher has taken teachers having teaching experiences with less than 5 years and more than 5 years.
- **Type of Institute:** In the present study type of institution refers to government and private secondary school teachers affiliated by the state board.

### 4.5 Delimitations of the study

- The present study is restricted only to the secondary schools of the tribal district Kinnaur of Himachal Pradesh.
- The present study sample was delimited to only 100 women teachers from tribal secondary schools.
- The present study is restricted to the study of teaching competency as a dependent variable only.
- The present study is restricted to only three independent variables i.e. job satisfaction, teaching experience and type of institution.

### 4.6 Research Method Used

Descriptive Survey Method was used for the fulfillment of the objectives mentioned above in the present study.

### 4.7 Population and Sampling

All the secondary school teachers comprising government and private school teachers of district Kinnaur are considered as a population of the present study.

For the sample of the present study the researcher used systematic way in various stages to selection of the sample.

- **First Stage:** Selection of the District; Himachal Pradesh consists of three tribal districts namely Chamba, Kinnaur and Lahaul & Spiti. The researcher selected district Kinnaur randomly for the present study.
- **Second Stage:** Selection of Educational Blocks; There were three educational blocks in the district Kinnaur namely Kalpa, Nichar and Pooh. The researcher selected only two educational blocks randomly i.e., Kalpa and Nichar.
- **Third Stage:** Selection of Schools; The researcher prepared all the existing secondary schools list and selected twenty schools randomly i.e. ten secondary schools from each educational block. Therefore, each block has five government and five private schools that were selected randomly.

- **Fourth Stage:** Selection of Teachers; The researcher selected those teachers who were available at the time of data collection and willing to give their cooperation.

Hence, the researcher selected 100 tribal secondary school women teachers for the final sample of the present study i.e. 50 women teachers from the government and 50 from private secondary schools were selected.

#### 4.8 Research Tool Used

To achieve the data for the present study researcher used the Teaching Competence Scale of Vidushy & Kishor (2020) having nine dimensions like planning lessons, classroom and time management, knowledge of the subject, interpersonal relationships, development of teaching learning material, usage of teaching aids, evaluation process during teaching learning and competencies related to working with parents, community, and other agencies. Dixit (2013) having eight job factors like intrinsic, aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students, relationship with co-workers.

#### 4.9 Statistical Technique Used

- In the present study descriptive statistical techniques were used for computing the differences in the variables such as mean, standard deviation and 't'-test.
- Karl Pearson Product Moment 'r' was used to study the relationship between variables.

#### V. Analysis and Interpretation of Data

In the present investigation, obtained scores or information regarding the teaching competency and job satisfaction from the tribal secondary school women teachers was put to computing the hypotheses testing which was systematically given below:

**Table-5.1:** Significance of difference between mean scores of Teaching Competency of tribal secondary school women teachers with respect to teaching experience (N=100)

Variable	Category	N	Mean	SD	df	't'-value	Level of Significance
Teaching Competency	More than 5 Years	50	158.4	10.292	98	2.996**	S
	Less than 5 Years	50	157.1	10.135			

**Significant at 0.05 level\*, Significant at 0.01level\*\*, NS- Not Significant, S- Significant**

Table no.5.1, reveals that the mean scores of teaching competency of tribal secondary school women teachers having more experienced and less experienced are 158.4 and 157.1 respectively. The calculated 't'-value is 2.996 which is significant at 0.01 level on df 98. Thus, Hypothesis no. 1 i.e. "There is no significant difference of tribal secondary school women teachers having less and more experienced in the teaching competency." is not accepted. It means there is a significant difference in the teaching competency of tribal secondary school women teachers in their experience. Furthermore, the tribal secondary school women teachers having more experienced are highly competitive in comparison to less experienced teachers. Hence, the study of Rana and Shivani (2019) is contradictory to the present study that there is a significant difference in teaching competency of secondary school teachers in their experiences but less experienced teachers are more competent than more experienced teachers.



**Table-5.2:** Significance of difference between mean scores of Teaching Competency of tribal women secondary school teachers with respect to type of institution (N=100)

Variable	Category	N	Mean	SD	df	t-value	Level of Significance
Teaching Competency	Govt. Women Teachers	50	158.4	10.291	98	0.670**	NS
	Pvt. Women Teachers	50	157.1	9.686			

**Significant at 0.05 level\*, Significant at 0.01level\*\*, NS- Not Significant, S- Significant**

Table no. 5.2, reveals that the mean scores of teaching competency of tribal government and private secondary school women teachers are 158.4 and 157.1 respectively. The calculated 't'-value is 0.670 which is not significant at 0.01 level on df 98. Thus, Hypothesis no. 2 i.e. "There is no significant difference in tribal government and private secondary school women teachers in teaching competency." is accepted. It means there is no significant difference in the teaching competency of tribal secondary school women teachers in the type of institution. Furthermore, the tribal government and private secondary school women teachers are same level of competency. Hence, the study of Rana and Shivani (2019) is contradictory to the present study that there is a significant difference in teaching competency of secondary school teachers in the type of institution.

**Table-5.3:** Coefficient of correlation between teaching competency and job satisfaction of tribal secondary school teachers (N=100)

Variable	N	Coefficient of Correlation
Teaching Competency	100	0.019** (S)
Job Satisfaction		

**Significant at 0.05 level\*, Significant at 0.01level\*\*, NS- Not Significant, S- Significant**

Table no. 5.3, shows that the 'r'-value is 0.019 regarding teaching competency and job satisfaction of tribal secondary school women teachers on N=100 which was found significant at 0.01 level. Hence, the hypothesis no. 3 i.e. "There is no significant relationship between the teaching competency and job satisfaction of tribal secondary school women teachers" is not accepted. Therefore, there is a significant positive correlation found between teaching competency and job satisfaction. It proves that teaching competency increases with the increase in job satisfaction.

## VI. Conclusion

From the above discussion, it can be concluded that more experienced teachers are more competent in teaching. There is no significant difference found in the government and private teacher's teaching competency. A significant positive correlation was found between teaching competency and job satisfaction.

## VII. Educational Implications

- Training programmes of certain levels towards creative and effective teaching should be conducted for the teachers to enhance teaching competency.
- The government should introduce to the teachers with the latest techniques and technologies which help the teachers in teaching.
- The government should facilitate more to the tribal schools in comparison to other schools due to consideration of geographical conditions.

## References

- [1] Ahmad, J. & Khan, M.A. (2016). A study of Teaching Competency of Secondary School Teachers in relation to their Educational Qualification, Stream and Type of School. *International Journal of Applied Research*, 2(2): 68-72, 2394-7500(p), 2394-5869(o).
- [2] Bashir, L. (2017). Job Satisfaction of Teachers in Relation to Professional Commitment. *International Journal of Indian Psychology*, 4(4): 2349-3429(p), 2348-5396(e).
- [3] Dimbore, B. S. (2018). *Teacher's satisfaction and professional commitment in government secondary schools in Hadiya Zone*. Thesis, The Degree of Master of Arts in Educational Leadership, Addis Ababa University, Ethiopia.
- [4] Niwas, R. (2018). A Study of Teaching Competency in Relation with Attitude Towards Creative Teaching of B.Ed. Trainee-Teacher. *Journal of Education and Practice*, 9(4): 2222-1735(p), 2222-288X(o).
- [5] Patil, M. A. (2016). A Study of Teaching Competency of Primary School Teachers. *International Journal of Research in all Subjects in Multi Languages*, 4(8):2321-2853.
- [6] Praveen, S. & Srivastava, N. (2020). A study of Teaching Competency of Upper Primary School Teachers of Central and State Government Schools. *International Journal of Creative Research Thoughts*, 8(10): 2320-2882.
- [7] Rana, N. & Shivani (2019). Teaching Competency of Secondary School Teachers in relation to selected variables. *Journal of Research in Education*, 7(1): 1-18, 2347-5676.

