

**TEACHING COMPETENCY OF ELEMENTARY TEACHER  
EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND  
TEACHING EXPERIENCE**

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**ABSTRACT**

The present study was undertaken to investigate teaching competency of elementary teacher educators in relation to job satisfaction and teaching experience. Descriptive survey method was employed for the present investigation. The sample was drawn from the institutions of randomly selected districts of Himachal Pradesh. General Teaching Competency Scale developed by B.K. Passi & M.S. Lalitha and job satisfaction tool developed by Pramod Kumar and D.N. Mutha were the tools used in the study. The data were analyzed using descriptive and inferential statistics. The major findings of the study showed that the teaching competency and job satisfaction of elementary teacher educators has positive significant relation. The analysis of study of relationship between various dimensions of teaching competency and job satisfaction was also found positive and significant. Relationship of teaching competency and teaching experience showed no significant results. The relationship study of various dimensions of teaching competency and teaching experience results revealed that only evaluation dimension had significant negative relation with teaching experience while, planning, presentation, closing and managerial dimension of the teaching competency of elementary teacher educators had no significant relationship with teaching experience.

**Keywords:** Teaching competence, Job satisfaction, Teaching competence.

**Introduction**

Education is a vivacious process which stimulates the creative potential of an individual to focus his energies on the aims he sets. The world is changing rapidly, 21<sup>st</sup> century teachers need to be equipped with certain competencies and skills to provide effective education to the students of

this century. The teacher education today has become substantial component in our educational system having a large scale network of institutions involved in teaching and training of teachers. Teacher education is grounded on the theory that, 'Teachers are made, not born'. Teacher educators have the responsibility of making the teachers equipped with the required skills. Teacher educators should possess and need to acquire essential competencies in teaching so that the teaching and training of the future teachers is enriched and complete. Teacher educators need to be role model for teacher trainees so as they nurture future teachers by their knowledge and skills with respect to the demand of profession. The skills which are required for competent teachers should be inculcated in the trainee teachers through the teacher educators competent teaching. Competent teaching is perceived as a set of teaching skills where in teaching skill is a set of teaching behavior that facilitate or bring about a specific instructional objective (Gage, 1963). In other words teaching competence involves effective use of various teaching skills. Among the various factors influencing the competence of teachers includes job satisfaction and teaching experience.

**Amaladoss Xavier (2009)** in his study had aimed to investigate the relationship between job satisfaction and teaching competency the results revealed that there is no significant relationship between job satisfaction and teaching competency and its dimensions- organization, knowledge, clarity, communication, rapport, audio-visual aids and personality of postgraduate chemistry teachers.

**Shukla (2009)** studied the teaching competency, professional commitment and job satisfaction of primary school teachers. The results showed low positive correlation between teaching competency and job satisfaction. This shows that job satisfaction level do not affect competency skill of the teachers.

**Selvam (2012)** undertook a study on teaching competency and job satisfaction among high school teachers. It has been found that no significant difference between teaching competency and job satisfaction among high school teachers.

**Naseema and Ayishabi (1995)** analyzed whether job satisfaction can predict perceived teaching competence of physical science teachers in secondary schools of Kerala. The multiple correlation obtained for perceived teaching competence from satisfaction of and areas of satisfaction such as work, rewards, context of work, self and others was found significant and were capable of predicting perceived teaching competence.

**Suryanarayana (2010)** designed a study to know the teaching competency and teacher's job satisfaction among secondary school teachers and concluded that the teaching competency was related with the teacher's job satisfaction.

**Hong, Jon-Chao, et al. (2008)** had conducted a study to explore whether pre-service teacher education in Taiwan equips in-service teachers with the necessary knowledge and competency to meet the demands of the 80 professional careers. One of the results revealed that the years of service, and size of school have a significant difference in the value system of competency disparity.

**Das and Nalinilatha (2017)** studied teaching competency of school teachers and found that there is no significant difference towards teaching competency with respect to teaching experience and other demographic variables of secondary school teachers of Palakkad district of Kerala.

### **Objectives of the study**

1. To study the relationship of teaching competency and job satisfaction of elementary teacher educators.
2. To study the relationship of following:
  - i) Planning skill of teaching competency and job satisfaction.
  - ii) Presentation skill of teaching competency and job satisfaction.
  - iii) Closing skill of teaching competency and job satisfaction.
  - iv) Evaluation skill of teaching competency and job satisfaction.
  - v) Managerial skill of teaching competency and job satisfaction.
3. To study the relationship of teaching competency and teaching experience of elementary teacher educators.
4. To study the relationship of following:
  - i) Planning skill of teaching competency and teaching experience.
  - ii) Presentation skill of teaching competency and teaching experience.
  - iii) Closing skill of teaching competency and teaching experience.

- iv) Evaluation skill of teaching competency and teaching experience.
- v) Managerial skill of teaching competency and teaching experience.

### **Hypothesis**

Ho1. There is no statistically significant relationship of teaching competency and job satisfaction of elementary teacher educators.

Ho2. : There is no statistically significant relationship of following:

- i) Planning skill of teaching competency and job satisfaction.
- ii) Presentation skill of teaching competency and job satisfaction.
- iii) Closing skill of teaching competency and job satisfaction.
- iv) Evaluation skill of teaching competency and job satisfaction.
- v) Managerial skill of teaching competency and job satisfaction.

Ho3. There is no statistically significant relationship of teaching competency and teaching experience of elementary teacher educators.

Ho4. There is no statistically significant relationship of following:

- i) Planning skill of teaching competency and teaching experience.
- ii) Presentation skill of teaching competency and teaching experience.
- iii) Closing skill of teaching competency and teaching experience.
- iv) Evaluation skill of teaching competency and teaching experience.
- v) Managerial skill of teaching competency and teaching experience.

### **Research Methodology**

For conducting the present investigation, survey technique under descriptive method of research was used.

**Sampling:** Out of the 12 districts 5 districts viz. Shimla, Kullu, Mandi, Bilaspur and Solan were selected with simple random sampling. Of the selected districts data of 100 teacher educators from all 5 DIETs were selected and 16 private training institutions was selected.

### **Research tool used**

1. General Teaching competence scale- Developed and standardized by B.K. Passi and M.S. Lalitha (1994)

2. Job Satisfaction Scale – Developed and standardized by Pramod Kumar and D.N. Mutha (1996).

**Analysis of data**

The data was analysed with the help of descriptive statistics and Karl Pearson’s Product Moment Coefficient of Correlation was used to study the teaching competence of elementary teacher educators in relation to job satisfaction and teaching experience. Different statistical techniques were used for the analysis of data by using Statistical Package for Social Sciences (SPSS version 20). The objective wise analysis and interpretation of data is below.

**Objective 1: To study the relationship of teaching competency of elementary teacher educators with job satisfaction.**

In order to study the relationship of teaching competency with job satisfaction of elementary teacher educators following null hypothesis was formulated

**Hypothesis 1: There is no statistical relationship between teaching competency and job satisfaction of elementary teacher educators.**

**Table 1- The relationship (Correlation coefficient) of teaching competency and job satisfaction of elementary teacher educators**

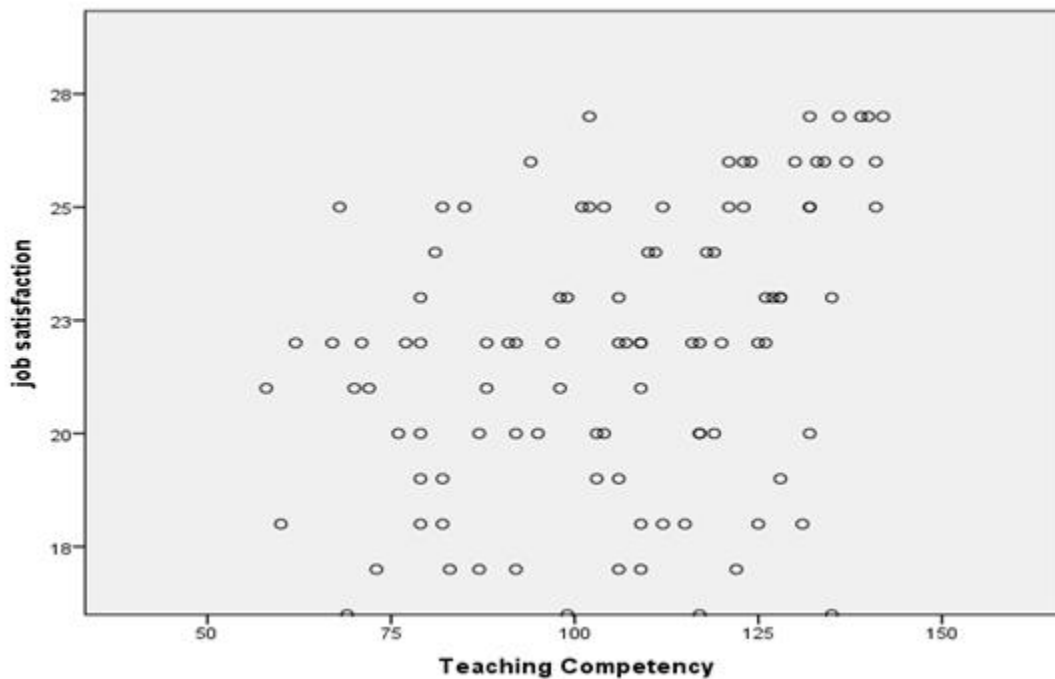
Variable	Sample Size (N)	Pearson Correlation ('r' value)	Sig. (p value)
Teaching competency	100	.368**	.000
Job satisfaction			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product moment correlation between teaching competence (dependent variable) and job satisfaction(Independent variable) of elementary teacher educators are depicted in the table shows that there is positive relationship( $r= 0.368$ ) the relationship is statistically significant at .01 level as ‘p’ value= $0.000(p<0.05)$ . Therefore, the null hypothesis,  $H_0$ 1 ‘There is no relationship between teaching competence and job satisfaction of elementary teacher educators’ is rejected. This means there is a significant relationship between the teaching competence and job

satisfaction of elementary teacher educators. This shows that the teaching competence increases with the increase in job satisfaction.

The figure below also shows the correlation of teaching competence and job satisfaction through scatter diagram



**Figure 1: Showing Scatter graph of correlation between teaching competence and job satisfaction**

**Objective 2: To study the relationship of various dimension of teaching competency and job satisfaction.**

In order to study the relationship of planning skill teaching competence with teaching experience of elementary teacher educators following null hypothesis was formulated:

**Hypothesis 2 : There is no significant relationship between various skill of teaching competency and job satisfaction.**

**Table-2**

**The relationship (Correlation coefficient) of planning skill of teaching competency and job satisfaction of elementary teacher educators**

Objective	Relationship between	Sample Size (N)	Pearson Correlation ('r' value)	Sig. (p value)
2				
(i)	Planning Skill of Teaching Competence and job satisfaction	100	.339**	.001
(ii)	Presentation Skill of Teaching Competence and job satisfaction	100	.318**	.001
(iii)	Closing Skill of Teaching Competence and job satisfaction	100	.202*	.043
(iv)	Evaluation Skill of Teaching Competence and job satisfaction	100	.277**	.005
(v)	Managerial Skill of Teaching Competence and job satisfaction	100	.320**	.001

\*\* Correlation is significant at the 0.01 level (2-tailed), \* Correlation is significant at the 0.05 level.'

The Pearson product moment correlation between planning, presentation, closing, evaluation and managerial skill of teaching competency(dependent variable) and job satisfaction(Independent variable) of elementary teacher educators are depicted in the table 2 shows that there is positive relationship, the relationship is statistically significant at .01/.05 level. The relationship of planning, presentation, evaluation and managerial skill of teaching competency and job satisfaction are positively significant at .01 level with 'r' values .339, .318, .277 and .320 respectively. The relationship of closing skill of teaching competency and job satisfaction is significant at .05 level with r= .202. The value of significance 'p' is less than 0.05 in all the relationships. Therefore, the null hypothesis, Ho--- 'There is no relationship between various dimension of teaching competency and job satisfaction of elementary teacher educators' is

rejected. This means there is a significant relationship between the various dimension of teaching competence and job satisfaction of elementary teacher educators. This shows that the various dimension of teaching competence increases with the increase in job satisfaction.

**Objective 3: To study the relationship of teaching competency of elementary teacher educators with teaching experience.**

In order to study the relationship of teaching competence with job satisfaction of elementary teacher educators following null hypothesis was formulated

**Hypothesis 3: There is no statistical relationship between teaching competence and teaching experience of elementary teacher educators.**

**Table - 3**

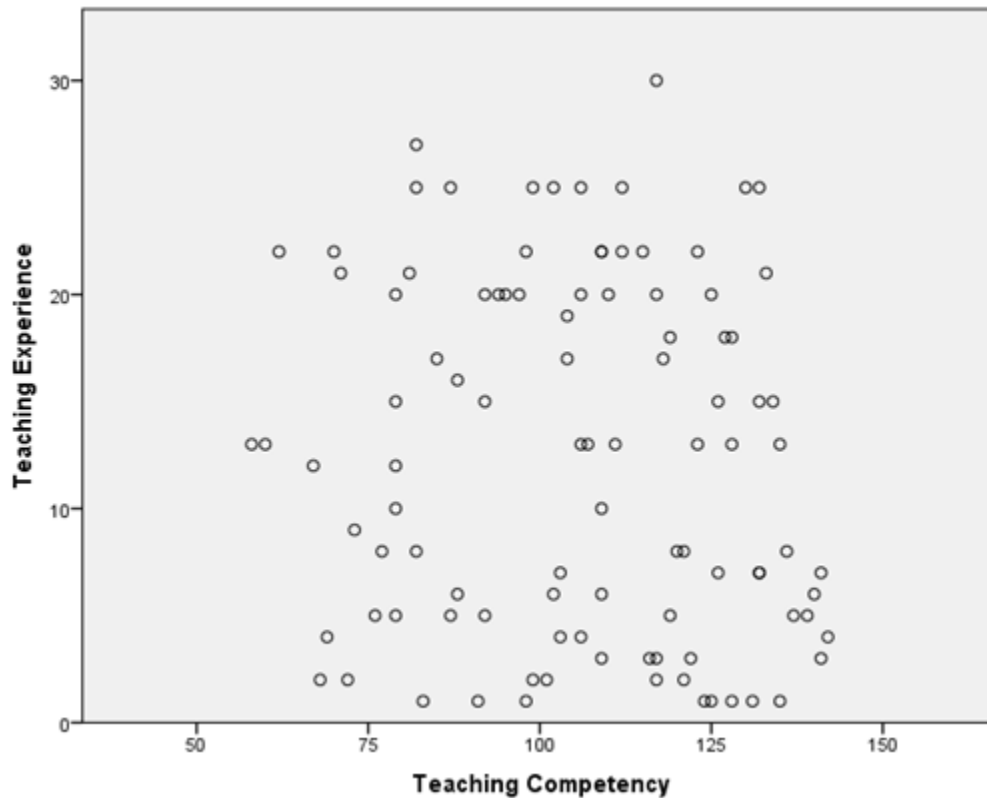
**The relationship (Correlation coefficient ) of teaching competence and teaching experience of elementary teacher educators**

Variable	Sample Size (N)	Pearson Correlation ('r' value)	Sig. (p value)
Teaching competency	100	-.119	.237
Job satisfaction			

<sup>NS</sup>- Correlation is significant at the 0.01 OR 0.05 level (2-tailed).

The Pearson product moment correlation between teaching competence (dependent variable) and teaching experience (Independent variable) of elementary teacher educators are depicted in the table shows that there is negative relationship( $r = -0.119$ ) but the relationship is not statistically significant at .01 and .05 level as 'p' value = 0.237 ( $p > 0.05$ ). Therefore, the null hypothesis,  $H_0$  'There is no relationship between teaching competence and teaching experience of elementary teacher educators' is accepted. This means there is a no significant relationship between the teaching competence and teaching experience of elementary teacher educators. This shows that the teaching competence has no significant effect of increases or decrease of teaching experience of elementary teacher educators.





**Figure 4.2: Showing Scatter graph of correlation between teaching competency and teaching experience**

**Objective 4: To study the relationship of various dimension of teaching competency and teaching experience.**

In order to study the relationship of planning skill teaching competence with teaching experience of elementary teacher educators following null hypothesis was formulated:

**Hypothesis 4 : There is no significant relationship between various dimension of teaching competency and teaching experience.**

**Table 4****The relationship (Correlation coefficient) of various skills (dimension) of teaching competency and teaching experience of elementary teacher educators**

Objective 4	Relationship between	Sample Size (N)	Pearson Correlation ('r' value)	Sig. (p value)
(i)	Planning Skill of Teaching Competence and teaching experience	100	-.142 <sup>NS</sup>	.158
(ii)	Presentation Skill of Teaching Competence and teaching experience	100	-.059 <sup>NS</sup>	.562
(iii)	Closing Skill of Teaching Competence and teaching experience	100	-.094 <sup>NS</sup>	.352
(iv)	Evaluation Skill of Teaching Competence and teaching experience	100	-.213*	.034
(v)	Managerial Skill of Teaching Competence and teaching experience	100	-.129 <sup>NS</sup>	.201

\* Correlation is significant at the 0.05 level, <sup>NS</sup> -Correlation is not significant at the 0.01 or 0.05 level .

The Pearson product moment correlation between planning, presentation, closing, evaluation and managerial skill of teaching competency (dependent variable) and job satisfaction (Independent variable) of elementary teacher educators are depicted in the table 4 shows that there is negatively significant relationship between evaluation skill of teaching competency and teaching experience, the relationship is statistically significant at .05 level as 'p' = .034 with 'r' value - .213. This shows that with the increase in teaching experience the evaluation skill of teaching competency decreases. However, the relationship of planning, presentation, closing and managerial skill of teaching competency and teaching experience are not significant at 0.01 or 0.05 level with 'r' values -.142, -.059, -.094 and -.129 respectively. Hence the hypothesis is rejected for the evaluation skill of teaching competency, whereas the hypothesis is accepted for

the planning, of planning, presentation, closing and managerial skill of teaching competency. This shows that presentation, planning, closing and managerial skill of teaching does not increase or decrease significantly with the increase or decrease in teaching experience.

### **Discussion of Findings and Implications of the Study**

The present investigation was conducted to study the teaching competency of elementary teacher educators with job satisfaction and teaching experience. After interpretation of data it has been found that teaching competency and job satisfaction has significant positive relationship. The teaching competencies are particular qualities that possess for successful teaching, research results shows that teaching competency of teacher educator increases with the increase in job satisfaction significantly. To know which dimensions of teaching competency have such relationship, the relationship of each dimension of teaching competency with job satisfaction was calculated. The analysis showed that various dimensions of teaching competency have significant positive relationship with job satisfaction. Hence, it is recommended that there should be focus on the job satisfaction of teacher educators' and all the unsatisfactory hurdles related to job should be reduced so that teacher educators can perform better with their competencies. The relationship of teaching competency and teaching experience was also studied in the present investigation. No significant relationship of teaching competency and teaching experience was found, which means more or less experience of the teacher educators have no significant impact on teaching competency and teaching competency remains unaffected. The relationship of various dimensions of teaching competency and teaching experience was studied and found that only evaluation dimension of teaching competency and teaching experience has significant relationship. Whereas, planning, presentation, closing and managerial dimensions of teaching competency have no significant dimension. Hence, while recruiting the teacher educators for the elementary teacher education teaching experience should not be a major factor.

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