

Job Satisfaction as Predictors of Teaching Competency among College Teachers of Punjab



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Abstract:

Purpose: The present study examined the Job Satisfaction as Predictors of Teaching Competency among College Teachers of Punjab and comparative study was made between gender among college teachers.

Methods: A descriptive design was used to compare between job satisfaction and teaching competency among college teachers. The study involved 1074 college teachers as participants.

Finding: The results of the study revealed that job satisfaction and teaching competency exists moderate level and job satisfaction exists significant predictors of teaching competency among college teachers. Further the finding revealed that a significantly difference between gender with respect to teaching competency and no significantly difference between job satisfaction among male and female of college teachers of Punjab.

Originality: The article explained the Job Satisfaction as Predictors of Teaching Competency among College Teachers of Punjab and comparative study was made between gender among college teachers, that is the unique contributions to the field of academics

Key Words: College Teachers, Job Satisfaction and Teaching Competency

Introduction

Throughout history, the practice of teaching has been held in high regard. Regardless, it's an honorable profession. The excellent responsibility of teaching education, helping in raising our future guardians, is given to the instructors. Education is impacted by the quality of the instructor. In addition, creating a classroom atmosphere that motivates children to study is the principal duty of every educator. Teaching is an art, and a teacher's power comes from their enthusiasm, devotion, and love of the subject. The opposite is true: a bad educator just doesn't create a classroom that works for their pupils. The role of the educator is evolving to accommodate new ways of knowing made possible by scientific breakthroughs and technological progress. A teacher's duties are endless, and any educational institution relies on their qualities. Therefore, teacher quality is crucial and has been linked globally to education quality and student learning achievement.

Job Satisfaction

Job is not only a main source of income but also an important component of life. Work takes away a large part of each worker's day and also contributes to one's social standing. because of work's central role in many peoples' life, satisfaction with one's job is an important component in overall wellbeing

(Smith, 2007). Hence, the big question is-are you satisfied with the job? Employee satisfaction is supremely important in an organization because it is what productivity depends on (Wagner & Gooding 1987; Wright & Crapanzano 1997). If your employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions. Improving educational performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, teacher quality, school choice, and related concerns. A high quality teaching staff is the cornerstone of a successful system. Attracting and retaining high quality teacher is thus a primary requirement for an educational institution (Sharma and Jyoti, 2006). For the development of quality teachers one has to understand factors associated with it. Job satisfaction is one of those important factors. Teachers' job satisfaction is a multifaceted phenomenon (Sharma and Jyoti, 2006, Srivastava, Holani & Bajpai, 2005) that is critical to turnover (Hom & Griffeth, 1995), commitment (Mathieu & Zajac, 1990), and school effectiveness. Researchers, policymakers, and education leaders agree that

teacher satisfaction is a vital factor that affects student achievement. Teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organisation's human resource is evaluated. As stated by Garcia-Bernal et al. (2005), job satisfaction is a psychological process that motivates individuals to achieve higher standards of competitiveness and organisational success. Wells (2000), Decroon et al. (2005), and Veitch et al. (2007) all found positive correlations between it and the indoor work environment and employees' mental and physical health (Donald & Siu, 2001).

Teaching competency

Teaching competency in science education is significant as it ensures the accurate and effective transmission of complex scientific concepts and fosters students' critical thinking, inquiry skills, and passion for scientific inquiry. Science education is often characterized by its abstract and complex nature. Consequently, the effective teaching of science requires particular attention on the part of the teachers. It is imperative to optimize student involvement and promote the understanding of scientific principles through tangible and straightforward education (Bal-Taştan et al., 2018). It is asserted that teachers matter and that their attributes have a crucial role in shaping the motivation to learn among science students (Bietenbeck, 2011). Additionally, this level serves as a significant point where disparities in academic achievement begin to emerge among the students (Jimenez & Menendez Alvarez-Hevia, 2021; Morgan et al., 2015).

Job Satisfaction and Teaching Competency

Mangkunegara (2017) defines job satisfaction as a state that motivates workers to complete their tasks. These emotions touch on matters of pay, money earned, prospects for professional growth, interactions with coworkers, job placement, nature of work, and organizational structure of the company. According to several studies, job satisfaction can significantly improve performance; the more satisfied an employee is at work, the more productive they are (Hendri, 2019; Sembiring et al., 2020; Soomro & Shah, 2019). According to other studies, Competency influences job happiness in addition to performance (Arafat & Darmawati, 2022; Gorenak et al., 2019). Job satisfaction is positively correlated with Competency; as Competency rises, so does job satisfaction. According to additional study, job happiness may operate as a mediator between Competency and performance (Zulkifli et al., 2022). This is what drives academics to study these three variables because of their significance and individuality,

which prompts them to consider whether competency has a greater impact on performance when it directly influences it or when it is mediated by job satisfaction. The idea of organizational behavior, which controls one's personal behavior, is the basis for the position of Competency. According to Boulter (2003), Competency is a person's capacity to meet organizational objectives. The dimensions indicated by Wibowo (2014), where these Competencies are separated into three items, namely Knowledge, Skill, and Attitude, would later be disclosed as indicators to measure Competency. Job happiness will depend on Competency. According to various researchers, job happiness is influenced by first Competency to a lesser extent (Gorenak et al., 2019; Pradnyana et al., 2018; Prameswari & Sridadi, 2019). Second, the limited impact of job satisfaction on performance (Carvalho et al., 2020; Gunawan, 2019; Palar, 2016). Finally, a number of research indicate that job satisfaction can operate as a mediator between Competency and performance improvement (Deswarta, 2017; Hilmi Hilmi, 2015; Purnomo, 2016; Suristya & Adi, 2021).

Rational of The Study

The current teaching staff is already understaffed at certain private schools since they do not hire enough teachers compared to what is considered standard. Most impacted are female educators, who must balance the needs of their students and their families with those of their profession. This study aims to examine the indicators of job happiness among instructors, as well as the level of satisfaction among teachers and the causes for any job dissatisfaction. The review of literature reveals that there is less number of researches in the area of Job satisfaction among college teachers. These research studies have been explored on these variables in India. The present study will add to the literature specific study from Punjab as well as taken together in India. The Government, college management and Principal will all benefit from this study, which will assist them in identifying the psychological demands of the teachers. The findings will help educational planners and policymakers establish ways for increasing Job satisfaction college teachers by providing all necessary resources. The study is also expected to useful contribution to the existing literature on the topic in the specific perspective of India. Therefore, the aims of the current study are;

1. To examine the level of job satisfaction and teaching competency among college teachers of Punjab.
2. To study the job satisfaction as predictors of teaching competency among college teachers of Punjab.
3. To compare the difference of job satisfaction and teaching competency among college teachers of Punjab with respect to gender.

Boulter (2003), Competency is a person's capacity to meet organizational objectives. The dimensions indicated by Wibowo (2014), where these Competencies are separated into three items, namely Knowledge, Skill, and Attitude, would later be disclosed as indicators to measure Competency. Job happiness will depend on Competency. According to various researchers, job happiness is influenced by first Competency to a lesser extent (Gorenak et al., 2019; Pradnyana et al., 2018; Prameswari & Sridadi, 2019). Second, the limited impact of job satisfaction on performance (Carvalho et al., 2020; Gunawan, 2019; Palar, 2016). Finally, a number of research indicate that job satisfaction can operate as a mediator between Competency and performance improvement (Deswarta, 2017; Hilmi Hilmi, 2015; Purnomo, 2016; Suristya & Adi, 2021). Because of such research evidence, regarding the first objective, the investigators of the present study hypothesize that ***There exists moderate level of Job Satisfaction and teaching competency among college teachers of Punjab***. The second objective of the present study hypothesizes that ***Job Satisfaction is not significant predictor of Teaching Competency among college teachers of Punjab***. Similarly, the third objective of the present study hypothesizes that ***there exists no significant difference of Job Satisfaction and Teaching Competency among College Teachers of Punjab with respect to gender***

Method and Procedures

Design

The fundamental objective of the study is to determine Job Satisfaction as Predictors of Teaching Competency among College Teachers of Punjab along with difference of Job Satisfaction and Teaching Competency among College Teachers of Punjab with respect to gender and level of variables. The data were collected from a large sample by following a stratified random sampling technique and therefore, the investigators used the survey method of descriptive type of research.

Participants

The study utilized a descriptive survey methodology. The population of the current study comprised degree college teachers from the state of Punjab, encompassing 23 districts. The research population comprises 383 degree colleges and 6,593-degree college instructors in the state of Punjab. The investigator employed a multistage random sampling strategy to obtain a suitable sample from the three universities in Punjab state. In the initial phase of sampling, from the 23 districts of Punjab, 5 of 10 districts were randomly selected from Punjabi University, Patiala; 4 of 6 districts from Panjab University, Chandigarh; and 4 of 7 districts from Guru Nanak Dev University, Amritsar,

utilising a lottery method. The sampling process involved a total of 10 districts: 5 were randomly selected from Punjabi University, Patiala (Barnala, Bathinda, Faridkot, Mansa, and Patiala), 3 from Panjab University, Chandigarh (Fazilka, Ludhiana, and Sri Muktsar Sahib), and 4 from Guru Nanak Dev University, Amritsar (Amritsar, Gurdaspur, Kapurthala, and Jalandhar) using a lottery method for the investigation. The final sample consist of 1074 college teachers.

Instruments

- Job Satisfaction Scale standardised by Y. Mudgil, I.S. Muhar, and P. Bhatia (2012)
- Teaching Competency Scale standardized by Dr. R. Rajeshwari (2009).

Procedure

The careful selection of appropriate techniques for gathering information pertaining to the selected factors of the target demographic, namely college teachers in the Punjab state, the subsequent phase involved the acquisition of data. In order to accomplish his objective, consent was obtained from the college principal in the designated districts to gather data regarding the various instruments employed in the research. The researcher directly administered the instruments by conducting visits to the college. The researcher engaged in individual conversations with several participants in order to build a sense of rapport. The utilization of this technique was determined to be quite valuable in enhancing the lucidity of the investigation. Following the data gathering process, the obtained results were thoroughly examined and analyzed in accordance with the predetermined objectives of the study.

Data Analysis

Data were analyzed with the SPSS-27 program. Descriptive statistics, including Mean and Standard Deviation, were employed, and inferential statistics, namely the t-test, were calculated to determine the significant differences and simple regression for variables

Results of the Study

Hypothesis1: There exists moderate level of Job Satisfaction and teaching competency among college teachers of Punjab

Considering the Hypothesis of the present research, the investigator aimed to examine the levels of Job Satisfaction among college teachers of Punjab. The data were analyzed with the help of descriptive statistics and results are shown in the form of frequencies & percentages in the table shows the levels of job satisfaction and Teaching Competency among college teachers of Punjab.

Table – 1 Levels of Job Satisfaction among College Teachers of Punjab

Sr. No	Levels	Number of Teachers	Percentage (%)
1	Low	221	20.57 %
2	Moderate	512	47.67 %
3	High	341	31.75 %
Total		1074	100%

From Table 1 it can be seen that only 20.57 % of college teachers have low level of Job Satisfaction whereas 47.67 % of college teachers have moderate level of Job Satisfaction and 31.75 % of college teachers have high level of Job Satisfaction. Thus,

the analysis showed that most of the respondents have moderate level of Job Satisfaction. So the Therefore the hypothesis that there exists moderate level of Job Satisfaction among college teachers of Punjab was accepted.

Table – 2 Levels of Teaching Competency of College Teachers of Punjab

Sr. No	Levels	Number of Teachers	Percentage (%)
1	Low	289	26.90%
2	Moderate	536	49.90 %
3	High	249	23.20 %
Total		1074	100%

From Table 2 it can be seen that only 26.90 % of college teachers have low level of teaching competency whereas 49.90 % of college teachers have moderate level of teaching competency and 23.20 % of college teachers have high level of teaching competency .. Thus, the analysis showed that most of the respondents have moderate level of teaching competency. So the Therefore the hypothesis that there exists moderate level of teaching competency among college teachers of Punjab was accepted.

Hypothesis 2: Job Satisfaction is not significant predictor of Teaching Competency among college teachers of Punjab.

On the basis of the literature, it was hypothesized that there exists significant influence of job satisfaction on the teaching competency of college teachers of Punjab. So, to examine the influence of job satisfaction on the teaching competency of college teachers, linear regression was applied. The scores on the job satisfaction of college teachers were taken as the dependent variable, and the scores on teaching Competency were considered the independent variable. A detailed description of the result is given in table 3

Table -3 Influence of job satisfaction on the teaching competency of College teachers of Punjab

Model	Regression Coefficient	Standard Error of Regression Coefficient	t-value	Sig.
Constant Job Satisfaction	0.490	.40	7.08	Significantly
Teaching Competency	278.39	39.33		
R		0.03		
R Square		0.01		
Adjusted R Square		0.01		
F		1.45		
Critical Value		4.61		
Standard Error		61.21		
N		(df 1, 1074)		

It is found from table 3 that the computed t value of Job Satisfaction as a predictor of teaching competency is 7.08 which is more than the critical value of 1.96 at 0.01 level of significance. The value of R is 0.03, which depicts a significant positive relationship among job satisfaction and teaching Competency among college teachers of Punjab. The coefficient of multiple determination of R² value was

found to be 0.01, which indicates that 1% variations in Job satisfaction and teaching competency. The F value was found to be 1.45, which is less than the critical value of 4.61 with 2 & 1072 degree of freedom at 0.01 level of significance. Since the calculated F value is less than the critical value, it is significant at the 0.01 level of significance. Therefore, the formulated hypothesis job

satisfaction exists significant predictors of teaching Competency among college teachers is accepted. The standard error of the estimate was found to be 61.21, which indicated that every time the regression equation was used to predict job satisfaction of college teachers, the chances to predict their job satisfaction would not miss their actual job satisfaction load by more than ± 61.21 .

Hypothesis 3: There exists no significant difference of Job Satisfaction and Teaching Competency among College Teachers of Punjab with respect to gender.

The present study investigates the difference in the teaching Competency of male and female college teachers. This section deals with the data relating to teaching Competency of male and female of College Teachers based on gender presentation of the data follows the below given in Table 4 and figure 1

Table 4 Difference between the teaching Competency of male and female of College Teachers

Variables	Gender	N	Mean	SD	t-ratio	p-Value
Teaching Competency	Male	1074	95.10	7.92	2.74	2.58
	Female		96.76	4.71		

** significant at 0.01 level

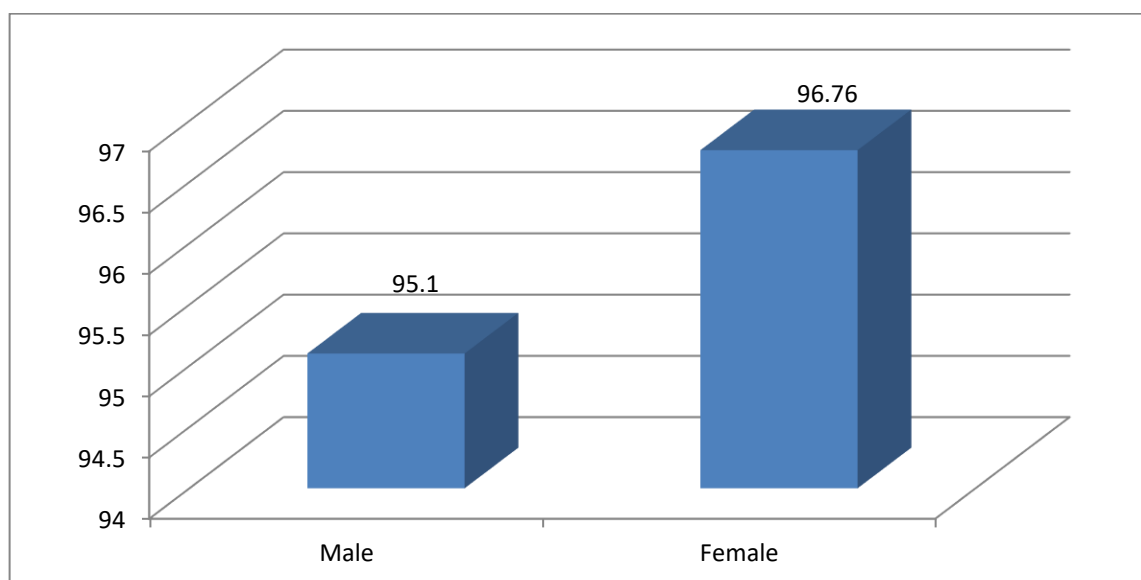


Figure 1: Graphical representation of Mean score of teaching Competency of male and female of College Teachers

When we refer the t ratio for gender difference related teaching Competency in table 4.8 we find that t value is above from the critical value of the probability at .01 level. This also indicates that there is significant gender difference in teaching Competency. Thus the result of the current study rejects the null hypothesis that suggests significant gender difference in teaching Competency. It has been shown that the mean score of males was 95.10 and the mean score of females were 96.76,

which shows that there is almost difference between males and females in teaching Competency.

The present study investigates the difference in the Job Satisfaction of male and female college teachers. This section deals with the data relating to Job Satisfaction of male and female of College Teachers based on gender presentation of the data follows the below given in Table 5 and figure 2

Table 5 Difference between the Job Satisfaction of male and female of College Teachers

Variables	Gender	N	Mean	SD	t-ratio	p-Value
Job Satisfaction	Male	1074	229.61	11.82	0.10	2.58
	Female		228.44	11.67		

** significant at 0.01 level

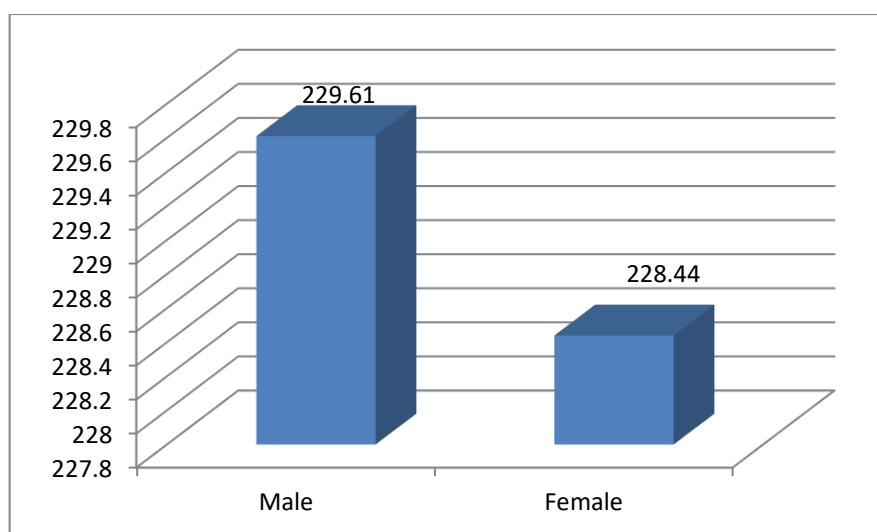


Figure 2: Graphical representation of Mean score of Job Satisfaction of male and female of College Teachers

When we refer the t ratio for gender difference related Job Satisfaction in table 4.10 we find that t value is below from the critical value of the probability at 0.01 level. This also indicates that there is no significant gender difference in Job Satisfaction. Thus the result of the current study accepts the null hypothesis that suggests no significant gender difference in Job Satisfaction. It has been shown that the mean score of males was 229.61 and the mean score of females were 228.44, which shows that there is almost no difference between males and females.

Discussion of the study

The first objective of the study was to examine the level of job satisfaction and teaching competency among college teachers of Punjab. The finding of the study reveals that 20.57 % of college teachers have low level of Job Satisfaction whereas 47.67 % of college teachers have moderate level of Job Satisfaction and 31.75 % of college teachers have high level of Job Satisfaction. Thus, the analysis showed that most of the respondents have moderate level of Job Satisfaction. The present study's findings are consistent with Cerease Nevins-Bennett (2023), Minikumari, D & Binusha K (2021), Shisira Bania (2020). The result of teaching competency showed that 26.90 % of college teachers have low level of teaching competency whereas 49.90 % of college teachers have moderate level of teaching competency and 23.20 % of college teachers have high level of teaching competency. Thus, the analysis showed that most of the respondents have moderate level of teaching competency. The present study's findings are consistent with Choudhury & Chowdhury (2015), Shobha M, (2022).

The second objective was to study the job satisfaction as predictors of teaching competency among college teachers of Punjab. The value of R is

0.03, which depicts a significant positive relationship among job satisfaction and teaching Competency among college teachers of Punjab. The F value was found to be 31.45, which is less than the critical value of 4.61 with 1 & 1074 degree of freedom at 0.01 level of significance. Since the calculated F value is less than the critical value, it is significant at the 0.01 level of significance. Therefore, the formulated hypothesis job satisfaction exists significant predictors of teaching Competency among college teachers is accepted. The standard error of the estimate was found to be 61.21, which indicated that every time the regression equation was used to predict job satisfaction of college teachers, the chances to predict their job satisfaction would not miss their actual job satisfaction load by more than ± 61.21 . The above results are supported by the studies conducted by (Wahl, 2000, Wahl, 2001 as cited in Vogt & Rogalla, 2009, Rahmatullah 2016, Yan et al., 2022, Zakaria et al, 2022)

The third objective was to investigate the difference of job satisfaction and teaching competency among college teachers of Punjab with respect to gender. the t ratio for gender difference related teaching Competency in table 4.8 we find that t value is above from the critical value of the probability at .01 level. This also indicates that there is significant gender difference in teaching Competency. Thus the result of the current study rejects the null hypothesis that suggests significant gender difference in teaching Competency. The above results are supported by the studies conducted by (Augustine, 2010; Ranjini and Mohanasundaram, 2012; Vasanthi and Latha, 2013; Choudhary and Chowdhury, 2015; Murugan, 2018; Sheena, 2019; Deepti, 2020) concluded significant difference between male and female teachers in their teaching competency. Chauhan and Gupta (2014) and Reddy (2019) revealed that teaching competency of female teachers was higher

than the male teachers working at secondary school level and on primary level. On the contrary (Saeed and Mahmood, 2002; Areekkuzhiyil, 2014; Ganaie and Mudasar 2014; Kartik and Ahuja, 2016) concluded that the teaching competency level of male teachers was found higher than their female counterparts. gender difference related Job Satisfaction in table 4.10 we find that t value is below from the critical value of the probability at 0.01 level. This also indicates that there is no significant gender difference in Job Satisfaction the result supported by the studies of Raj and Lalita ,2013, Mishra J., 2016 & Shisira Bania (2020).

Limitations and Implications for Future Study

This study explored that college teachers' job satisfaction are moderately influenced by their pay, supportive co-workers, friendly and kind supervision, teachers' regular and timely promotion and increments, achievements of teachers and well-designed policies of the college. The variable 'pay' is vital input for job satisfaction and it is unanimously accepted by both male and female teachers. Similar results are found in case of co-workers and promotion. The male and female & Science and Arts teachers differ in case of supervision and college policy as the crucial factors for job satisfaction of teachers. Since the study is qualitative in nature so, Likert Scale has helped to helped me to measure the job satisfaction. All round development of any college depends on its well-organized Human Resource (HR) department. Each and every college should have separate Human Resource Management (HRM) for optimum allocation and efficient distribution of the human resource of college. The study has been restricted to the assessment of perceived behavior of teachers through teaching competency, Job satisfaction and work value scale rather than observed. The study has been restricted to Punjab state only. The study has been limited to 77 degree colleges from three universities of Punjab state only i.e. Punjabi University, Patiala, Guru Nanak Dev University, Amritsar and Panjab University, Chandigarh as other universities have not arts degree affiliated college.

Conclusion of the Study

The present study investigated the Job Satisfaction as Predictors of Teaching Competency among College Teachers of Punjab. The result of the study indicated that Job Satisfaction are significantly predictor of Teaching Competency. Further by comparing job satisfaction among college teachers, it was found that college teacher on the basis of gender have no significance difference. It is noteworthy to mention here that teaching competency among college teachers on the basis of gender Such differences may be due to substantial differences in the salary expectation, work load, and

administrative work which need further exploration. The result of the study indicated that Job Satisfaction, teaching competency found moderated level among college teachers of the state of Punjab. The finding of the study might be valuable for thinkers, educational planners, administrators and policy makers, particularly concerned with the competency of teachers. The study has given a clear picture of current situations to help and distinguish the elements leads to improvement of teaching competency among college teachers and after that how to create cordial connection between planning towards teaching and implementing while teaching. The College's principal, administrators and policymakers should prioritize initiatives that support teachers, provide professional development opportunities, and cultivate a motivating work environment. By doing so, government and self-financed colleges can not only boost the performance of young instructors but also contribute significantly to overall educational quality, preparing future educators for the evolving challenges of academia.

Declaration of Conflicting Interests

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