

## IMPACT OF TEACHER COMPETENCIES AND JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS ON SCHOOL CLIMATE IN ODISHA

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### Abstract

*This research aims to study the relationship between Teacher Competence and Job satisfaction of Primary Teachers in relation to school climate. This case will be examined through quantitative research made in sample of 142 primary school Teachers in Jajpur, Odisha. In the present study, the researcher has used **Google Form** to collect the data from Primary school Teachers. The tool was a 3 points Likert scale having 20 items in it. For hypotheses testing, inferential statistics such as 'Chi-Square test' was employed. The study confirms that There is no the relationship between Teacher Competence and Job satisfaction of Primary Teachers in relation to school climate.*

*Key Words: Teacher Competence, Job Satisfaction, School Climate*



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## INTRODUCTION AND BACKGROUND

### Teacher Competence

**Parker-Stanford (2020)** defined competency as a professional ability to apply knowledge, skills, and experience in carrying out activities in certain jobs to produce the required results. Similarly, **(Trinder 2021)** defined competency as a professional ability to apply knowledge, skills, and experience in carrying out activities in certain jobs to produce the required results. Teacher competencies are the accumulation of the teacher's ability to carry out the learning process in the classroom (**Abe, 2019; Carreker & Boulware, 2021**). **Taghipourzahir (2020)** divided teacher competencies into two categories, which are vocational and personality. Personality competencies are mental and physical health, adherence to values, and good mental abilities. Whereas, vocational competencies are general knowledge, vocational knowledge, and communication skills.

Teacher competencies refer to the performance and rational actions in order to meet certain specifications when carrying out educational tasks (**Mulyasa, 2020**). Teacher competencies contains multi-dimensional constructive, both in the form of pedagogical and professional competencies (**Baumert & Kunter, 2021**). **Hospesová & Tichá (2019)** mentioned that teacher competencies are pedagogical competency, subject-didactic competency, pedagogical-organizational competency, and the ability to conduct self-reflection. **Redding (2021)** and **Carreker & Boulware (2021)** stated that there are four teacher competencies, which are cognitive competency, metacognitive competency, motivational competency, and emotional/social competency.

Competencies are very important for teachers in carrying out successful learning, thus it needs to be developed. **Passos (2019)** stated that competencies can be developed through education, experience through work, and training in the workplace. Teaching experience can also improve the teachers' ability to cope with unusual things. While education gives teachers a strong understanding about the subject matter. Work-related education and experience also enhances the teachers' understanding on the principles and concepts underlying mathematical learning that efficient and effective.

### **Job Satisfaction**

Job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to work in the organization. The more the employers are satisfied in the job; the better is their participation and commitment to the organization (**Shila et al. 2021**). The happy or satisfied feeling of the teachers towards the organization affects the overall process in carrying their job, thus, contributes to the school success as a whole (**Sadasa, K. 2020**)

Job satisfaction affects students' performance; and educational improvement is not possible without improving these two factors. It leads towards school improvement, quality education, and student satisfaction, which is the ultimate goal of any organization. Besides, this variable significantly affects leadership behaviour, work performance, and styles (**Maqbool, S.2017**). It is critical in one's work. Adaptability, job motivation, and job success may influence each other. Satisfaction, health security creditability, and meeting basic requirements can be achieved when performance is better (**Mirzaii et al.2021**)

### **Institutional Climate**

School Environment Teacher shortages in most schools are determined by the school environment (**Ingersoll & Smith, 2021**). Teachers who teach in a positive school environment are more likely to stay in the teaching profession (**Ladd, 2021; Tickle et al., 2020; Urick, 2021**). However, as a result of the poor working environment, teachers' job dissatisfaction keeps rising. An uncondusive school environment can lead to teachers' absenteeism and poor classroom practices, and early departure from the teaching profession. Increased workload and emotional exhaustion lead to job dissatisfaction (**Skaalvik & Skaalvik, 2021**). A stressful working environment can lead to teachers' dissatisfaction and, consequently, teacher attrition (**Collie et al., 2020; Fernet et al., 2021; Boyd et al., 2021, Bahtilla, 2017**). Most schools lack a supportive environment for teaching and learning (**Borman & Dowling, 2019; Jackson, C. K. (2019)**). As an instructional leader, the principal needs to ensure that the school environment is conducive to teaching and learning (**Bahtilla & Hui, 2020**). Principals who create a friendly and supportive school environment suppress fear in both students and teachers, fostering teaching and learning (**Hallinger, 2003; Baptiste, 2019**)

A school environment that is comfortable and relatively low in physical and psychological stress can lead to high levels of satisfaction among teachers. According to (**Fernet et al. 2021**), the main cause of burnout is deleterious working conditions. Teachers' working conditions are below expectation compared with their counterparts in different occupations (**Ladd, 2021; Mafora, 2020**). The school environment plays a pertinent role in determining the supply of qualified and experienced teachers and influencing their decisions about remaining in the profession. Schools that are characterized by a safe and supportive environment can enhance teachers' job satisfaction. The school environment determines the quality of knowledge and skills acquired by students (**Forte & Flores, 2020; Jackson, C. K. 2019**) Schools that involve teachers in decision-making create opportunities for teachers' collaboration, provide adequate instructional materials, and implement effective motivational strategies to enhance teachers' job satisfaction, improving students' performance.

### **LITERATURE REVIEW OF THE STUDY**

**Muin et al.(2019)** published an abstract entitled "Teacher Competencies for Dyslexia Students" This study aims to identify the competencies that teachers have in dealing with dyslexic students. Method: The type of research used is quantitative which uses a research

design survey that is strengthened by the results of interviews to support the results of quantitative data. Where the total number of samples from this study were 91 teachers taken based on the total sampling technique. Data were then analyzed with the help of the SPSS 21 application to look for descriptive statistics in the form of mean, median, min, max, and category. Findings: From the results of the analysis conducted, it is found that there is a teacher's ability to handle dyslexic students in the good category, which is indicated by a good category of 64.8% (59 of 91) students. Implications and Recommendations: For this reason, it is recommended that teachers need to have good competence in order to help dyslexic students. Students need to be given the opportunity to develop direct experiences and thoughts in learning activities.

**Baluyos et al (2019)** published an abstract entitled “Teachers’ Job Satisfaction and Work Performance” This study determined the relationship of teachers’ job satisfaction and their work performance in the Division of Misamis Occidental during the school year 2018-2019. One hundred and four (104) school heads and three hundred and thirteen (313) teachers responded to the study. The researcher used the descriptive-correlation research design; and the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and Individual Performance Commitment Review Form (IPCRF) as instruments. Mean, standard deviation, and Multiple Regression Analysis were the statistical tools used. Findings revealed that the teachers were highly satisfied with their job, and their work performance was very satisfactory. The satisfaction of teachers on school heads’ supervision and job security inversely affect the teachers’ work performance. Schools have to be provided with the faculty lounge so teachers can talk freely on their well-being. Human Resource Department officers have to include in their teacher retention strategies the teachers’ welfare packages. Future researchers have to look into other factors that might predict the teachers’ work performance.

**Bahtilla et al(2021).** published an abstract entitled “The impact of school environment on teachers job satisfaction in secondary schools”. The study focused on finding the extent to which four predictors of the school environment (teachers’ collaboration, motivation, instructional materials, and teachers’ participation in decision making) predict teachers’ job satisfaction. Besides, the study also aimed at determining which variable is the best predictor of teachers’ job satisfaction. This study was guided by the following research questions: (1) To what extent does teachers’ collaboration influence their job satisfaction? (2) To what extent does teachers’ participation in decision-making influences their job satisfaction? (3)

To what extent does motivation influence teachers' job satisfaction? (4) To what extent do instructional materials influence teachers' job satisfaction? The simple random sampling technique was used for this study. The sample population was made up of all 550 teachers in 15 public secondary schools, 320 females and 230 males. A questionnaire was used as an instrument for data collection. The instrument's validity and reliability were ensured. Descriptive and inferential statistics were used for data analysis. Pearson product-moment correlation was used to determine the relationships between the independent variables and the dependent variable. Simple linear regression was used to determine the amount of variance in the dependent variable accounted for by each independent variable. In addition, a multiple regression was used to assess the ability of four control measures to predict teachers' job satisfaction and to find out which of the independent variables is the best predictor of teachers' job satisfaction. The study found out that all the independent variables make a unique and statistically significant contribution to predicting teachers' job satisfaction. The model explains 84.9% of the variance in teachers' job satisfaction. Teachers' participation in decision-making made the largest contribution (Beta= .626). This reveals that teachers' participation in decision-making is the best predictor of teachers' job satisfaction, followed by motivation (Beta= .532). This study provides useful findings which have implications for school leaders and policy-makers.

### **NEED OF THE STUDY**

The teacher is a vital component of school administration. He stands at the most important point in the educational process, as if the educational parent of the students and undertaker of the great task of educating of the students who look to him for knowledge, wisdom, manners, morals, inspiration, and enlightenment (**Sari et al 2020**). Even though the teacher is named as the back-bone of society, the superior guide, the nation engineer etc., but he still suffers from poverty, neglect, indifference and insecurity. The expected social status, the salaries, and the general service conditions of teachers are still far from Job satisfaction (**Habaridota, M. L. B. 2021**).

Administration, schools have comprehensively undertaken planning organizing, coordinating and controlling tasks. However, such undertakings are still far from complete. Particularly, the administrative structure was still congruent with the uniqueness of educational provision and management tasks cater to students (**Toom et al(2021)**)

support from government of Odisha and concerned authorities that effect to the instrumentalities - which are inappropriate, lack of materials and equipment the buildings are inadequate (Jahan, M., & Ahmed, M. M. (2021).

Climate in the school is the human environment within that surroundings and affects to the teachers and organisation. It is the reflection of the quality of human interaction and the relationships in the schools, and it affects the job satisfaction and outcome of both teachers and students (Bahtilla, M., & Hui, X. 2021).

According to the above reasons, the present study of “Teacher Competence and Job Satisfaction of Primary School Teacher in relation to School Climate in Odisha.” is undertaken in order to improve the efficiency of teachers, which will help in improving the administration of the system and ultimately resulting in better achievements of the students

### **STATEMENT OF THE PROBLEM**

Teacher Competence and Job Satisfaction of Primary School Teacher in relation to School Climate in Odisha.

### **OBJECTIVES OF THE STUDY**

1. To study the relationship between Teacher Competence and Institutional Climate.
2. To study the relationship between Job Satisfaction and Institutional Climate.

### **HYPOTHESES OF THE STUDY**

1. Ho1: There is no significant relationship between Institutional Climate and Job Satisfaction. (Ho:  $\mu = 0$ )
2. Ho2: There is no significant relationship between Institutional Climate and Teacher Competence. (Ho:  $\mu = 0$ )

### **DELIMITATION OF THE STUDY**

- (i) The investigation was delimited to 142 numbers of primary Teachers for data collection
- (ii) The investigation was confined to the Jajpur district of Orissa in its geographical area.
- (iii) The investigation was delimited to Government primary school in jajpur district.
- (iv) The investigation was delimited to online mode for collecting the data

### **DESIGN OF THE STUDY**

The investigator has selected a descriptive survey method for the present study.

A descriptive study involves the collection of data, measurement, classification, analysis, comparison, and interpretation of data. The present study is a type of descriptive survey which includes Job Satisfaction, Teacher Competence and Institutional Climate

### The population of the Study

. In the present study, Government Primary school Teachers of Jajpur District of Orissa come under the population of the study

### SELECTION OF SAMPLE

. In the present study, a total of 142 Primary School Teachers(Male Teachers=63, Female Teachers=79) in Primary school were selected by adopting random sampling techniques to collect their opinion about Job Satisfaction, Teacher Competence and Institutional Climate of the Jajpur district of Orissa.

### Tools Used

In the present study, the researcher has used **Google Form** to collect the data from Primary school Teachers.The tool was a 3 points Likert scale having 20 items in it.

### Statistical Techniques Used:

For hypotheses testing ,inferential statistics such as 'Chi-Square test' was employed

### ANALYSIS AND INTERPRETATION OF DATA

#### TESTING OF HYPOTHESES

#### Institutional Climate v/s Job Satisfaction

The significant of correlation between Institutional Climate and Job Satisfaction is tested by formulating the following hypothesis.

#### Hypothesis-1

There is no significant relationship between Institutional Climate and Job Satisfaction

To test the above hypothesis, Chi-Square test was used. The Chi-Square value is given in table 1

**Table 1: Chi-Square table for Institutional Climate and Job Satisfaction Scores of Teachers**

		Job Satisfaction			Total
		Low	Average	High	
Institutional Climate	Low	<b>14</b> (4.57)	<b>10</b> (17.39)	<b>2</b> (4.02)	<b>26</b>
	Average	<b>10</b> (16.02)	<b>67</b> (60.88)	<b>14</b> (14.09)	<b>91</b>
	High	<b>1</b> (4.40)	<b>18</b> (16.72)	<b>6</b> (3.87)4	<b>25</b>
Total		<b>25</b>	<b>95</b>	<b>22</b>	<b>142</b>

The Chi-Square value is **31.89** which is significant at 0.05 level of significance. It means that there is a significant relationship between Institutional Climate and Job Satisfaction of teachers. The Pearson Product moment correlation between these scores is 0.43 which is significant at 0.05 level. It means that there is a significant positive correlation between Institutional Climate and Job Satisfaction. The better Institutional Climate leads to the higher Job Satisfaction of teachers.

**Institutional Climate v/s Teacher Competence**

The significant of correlation between Institutional Climate and Teacher Competence is tested by formulating the following hypothesis.

**Hypothesis-2**

There is no significant relationship between Institutional Climate and Teacher Competence  
To test the above hypothesis, Chi-Square test was used. The Chi-Square value is given in table 2

**Table 2: Chi-Square Table for Institutional Climate and Teacher Competence Scores of**

		<b>Teachers</b>			
		<b>Teacher Competence</b>			
		<b>Low</b>	<b>Average</b>	<b>High</b>	<b>Total</b>
Institutional Climate	Low	<b>8</b> (4.21)	<b>18</b> (17.76)	<b>0</b> (4.02)	<b>26</b>
	Average	<b>14</b> (14.73)	<b>62</b> (62.16)	<b>15</b> (14.09)	<b>91</b>
	High	<b>1</b> (4.04)	<b>17</b> (17.07)	<b>7</b> (3.87)	<b>25</b>
Total		<b>23</b>	<b>97</b>	<b>22</b>	<b>142</b>

The Chi-Square value is 12.32 is significant at 0.05 level. It means there is a significant relationship between Institutional Climate and Teacher Competence teachers. The Pearson Product moment correlation between these scores is 0.48 and square rank order positive and also significant at 0.05 level. It means that there is a correlation between Institutional Climate and Teacher Competence. The positive correlation that better Institutional Climate leads to the higher Teacher Competence



## Results & Discussion

(i) When there is comparison between Institutional Climate and Job Satisfaction Scores of Teachers (From table 1) it is inferred that the Chi-Square value is **31.89** which is significant at 0.05 level of significance (df=4, Critical Value of  $\chi^2 = 9.488$ ). So, there is no significant relationship between Institutional Climate and Job Satisfaction.

(ii) When there is comparison between Institutional Climate and Teacher Competence Scores of Teachers (From table 2) it is inferred that the Chi-Square value is 12.32 which is significant at 0.05 level of significance (df=4, Critical Value of  $\chi^2 = 9.488$ ). So, There is no significant relationship between Institutional Climate and Teacher Competence

## Educational Implication

The present study has various educational implications which are listed below

1. This study will help the researcher for conducting further research related to it.
2. This study will help policymakers and Government to take care of this area and more emphasis should be given to enhance the Teacher competence and secure the job satisfaction.
3. It also helps the administrators to organize various workshops, seminars, and skill development programs which will surely help to deal with related Teacher competence
4. It helps Primary Teacher to find out the strategies to enhance Teacher competence and resolve the job satisfaction Problems.
5. . It will help the governing bodies to provide Necessary infrastructural facilities like adequate classrooms, computers, and internet and communication technologies for teacher training institutions for smooth functioning.

## Suggestion for Further Research

1. The present study was conducted for Primary Teacher in Odisha, which can be extended considering the population at another place.
2. This study was conducted of 142 Primary Teacher, which can be extended to a large no of samples for more comprehensive results and better generalization.
3. It was conducted on Primary Teacher further High school, college Teacher, University Teacher can also be considered as the sample for future research.
4. The present study focused on variables like Institutional Climate, Teacher Competence, and Job satisfaction, which also can be conducted on other variables like gender, educational

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