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# Teaching Competency And Job Satisfaction: Exploring The Relationship

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### Abstract

It is challenging to define teaching competency precisely in educational research since it is a complicated variable. Some phrases used to show teaching competency are "teaching performance," "teaching ability," "teaching effectiveness," "teaching success," and "successful teaching." Procedures for evaluating job satisfaction seem sophisticated at first appearance. Going to the employees and getting data from them, then interpreting, sounds like an easy process. However, past experiences have demonstrated that inconsiderate procedural mistakes can significantly reduce the survey's validity and use. Careful consideration needs to be paid to the formulation of the questions, protecting employees' privacy, and the sampling process. The results of this study, which focused on teaching competency and work satisfaction, strongly emphasised the value of practicing fundamental human traits like empathy in relationships with family members as well as in the community, society, and global community. These attributes also included fostering successful interpersonal interactions between the instructor and the students, collaboration, happiness, and mutual understanding between the teaching and non-teaching personnel. In order to assist students in developing these essential components of human existence, the teacher has the most important role to play in transferring knowledge and moral principles to the students. The aim of the present research is to investigate the relationship between Mizoram higher secondary school teachers' work happiness and their ability to teach. Stratified random sampling has been used for this study to ensure that the participants are represented proportionately to their presence in the overall population. the finding of the study indicated there exists positive moderate link between teaching skill and work satisfaction among higher secondary school teachers in Mizoram.

**Keywords:** Competent, Teaching Competency, Teaching skills, Job Satisfaction, Cooperation, Higher Secondary School, Mizoram

### Introduction:

The word "competence" is often used by different people in different contexts. In the current study, competence is defined as the application of a set of related knowledge, skills, and abilities required to perform effectively in a work context. Therefore, competencies may be observed, quantified, and assessed in relation to an employee's performance.

One component of teaching aptitude is having a thorough comprehension of the topic matter. An educator's fundamental competences include methodologies, understanding student psychology, and the learning process. It is true to say that the ability to apply theory to practical situations constitutes teaching competency.

Contentment in one's work or well satisfied in ones' job is implied by a sense of enjoyment, motivation, and fulfilment. A person who is happy in their job is more likely to be productive and valuable because they will perform their tasks with enthusiasm and ease, fulfilling their obligations and being highly motivated. In contrast, a person who is dissatisfied in their job may become uninterested in their work, perform with fatigue, and become a lethargic worker. Lack of motivation in the workplace causes a lazy worker to produce less, which eventually results in poorer production and a loss of profit.

Therefore, Job satisfaction is depending upon the person who takes his/her job positively or negatively for his/her own career. It is a function of perceived relationship between what one expects and how much value or priority he/she attributes to it.

The numerous challenges that come up in everyday life must be manageable for an excellent teacher. In order for students to become informed and valuable contributors to society, our educational system works to meet their needs in the modern world and demonstrate positive learning outcomes. Because of this, the definition of a teacher's professional competencies should be updated on a regular basis through research projects to reflect the shifting demands of contemporary society. As globalisation picks up speed, educators are essential in helping students learn and build the skills they need to contribute to society on a global scale. A teacher's professional performance will improve when they have a satisfactory degree of job happiness, which will raise institutional productivity.

Given the connections between teaching competency and job satisfaction, a person with a high spiritual intelligence level will be more motivated and enjoy their work, which will enable them to finish the task at hand quickly and diligently. They will also be more focused and satisfied with their work overall. A teacher with spiritual intelligence will cultivate qualities such as conviction, compassion, modesty, generosity, and humility and will always be full of hope for the future. In a similar vein, remarkable personality, academic achievement, emotional competence, psycho-social skills, and teaching talents are all prerequisites for being an effective teacher.

### **Review of related literature**

**Choque, V. (1998)** conducted a study entitled 'Proceso de transformacion del sistema de formation docente inicial in Bolivia'. According to the survey, teachers nowadays must fulfil a variety of intricate responsibilities. Their roles include acting as a mediator between the students and the educational process, encouraging meaningful activities that lead to learning, managing social work among students and the community, conducting research, gathering information, reflecting, and continuously evaluating the learning process, communicating across cultural boundaries, mediating issues pertaining to cultural differences in the classroom, and being a dynamic individual who encourages students to participate in both learning activities and decision-making related to education by creating an environment of understanding where all points of view are valued.

**Arun, K. S. & Ashish K. S. (2002)** conducted a study on "Job satisfaction as a function of extrinsic factors of job". A sample of ninety employees from various institutions participated in the study on extrinsic job variables. The independent factors that were chosen were spouse's occupation, age, sex, and intellect. The GMAT was used to measure intelligence, while the Job contentment Scale

was used to measure job contentment. The findings showed that: 1. The employees' degree of job satisfaction was influenced by their age, IQ, and spouse's occupation. 2. An employee's sexual orientation has no bearing on how satisfied they are with their work. Vroom carried out a research along the same lines in 1964. 3. Job satisfaction is the favourable opinion of a person's work and work function, according to his study "Work and motivation."

**Rajendra Kumar (2007)** found out that people communicate verbally and nonverbally to share their thoughts, feelings, and experiences. The quality of these communications determines the interpersonal connection. Effective communicators are invariably terrific teachers. A teacher cannot be deemed good if they are an expert in their topic but have poor communication skills. Effective teacher communication makes it feasible for the classroom to have a positive atmosphere or for students to be motivated. Effective communication uses well-chosen words to convey attitudes, beliefs, and sentiments. A brief overview of communication includes the following topics: the concept of communication, its process, its principles, its barriers and how to overcome them, its technology, its different forms, and the idea of the Inner Side of Effective People (ISEP).

**Slavic and Avakumovic (2019)** examined employee job satisfaction in higher education. The job happiness of teachers has a major impact on the performance of higher education. Achieving the organization's strategic goal and ensuring employee happiness are the dual goals of human resource management initiatives. The study outlined the primary factors that influence teachers' work happiness in higher education, as well as practical solutions and human resource management strategies to improve employee satisfaction.

**Adam and Radosław (2020)** did an investigation on the problems and job satisfaction among higher education academic staff. The goal of the study was to evaluate academics' satisfaction levels with their scientific job and to pinpoint the variables that affect those levels. There are 763 Polish professors in the sample size. The research utilised a basic random sampling methodology. Research has demonstrated that: 1. Researchers' satisfaction with their own scientific work is influenced by their employment circumstances and the social relevance of the work they do; 2. Researchers' satisfaction with their work is strongly connected with their access to scientific opportunities (i.e., opportunities for academic and didactic work, interactions with students and colleagues). Negatively correlated with the necessity to carry out administrative work, and the majority of Polish researchers are proud of their scientific achievements and treat their profession as a passion or vocation.

### **Objectives of the study**

1. To assess the level of teaching competency and job satisfaction of higher secondary school teachers in Mizoram
2. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study.
3. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study.
4. To study the relationship among job satisfaction and teaching competency of higher secondary school teachers in Mizoram.

### **HYPOTHESES**

1. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
2. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
3. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
4. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.
5. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
6. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
7. There is no significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

## **METHODOLOGY**

The nature of the current study is descriptive survey approach. A descriptive study documents, characterises, analyses, and interprets the current state of affairs by describing and interpreting the existing conditions. The purpose of the survey is to find out how satisfied Mizoram's higher secondary school teachers are with their jobs and how competent they are teachers.

## **POPULATION**

The population of the study comprised of all the teachers working in government and private higher secondary schools in Mizoram.

## **SAMPLE**

For the present study, stratified random sampling has been employed in order to get representation in their proportionate to presence in the larger population. One hundred forty-five (145) male and one hundred sixty-one (161) female higher secondary school teachers from the Arts stream were chosen for the study. The sample of two hundred five (205) teachers from the Science stream was made up of ninety-four (94) female and one hundred eleven (111) male higher secondary school teachers in Mizoram. Eighty-nine (89) upper secondary school teachers in Mizoram, including fifty-four (54) male and thirty-five (35) female teachers, were selected from the Commerce stream to make up the study's sample.

## **DATA COLLECTION AND ANALYSIS**

The process of classifying, organising, and summarising data in order to provide answers to research questions is known as data analysis. It is the initial action done in the process of interpreting data. The process of translating data into meaningful information to support conclusions and decision-making is also known as analysis. This chapter presents the findings from a research on the work satisfaction and teaching ability of higher secondary school teachers in government and private schools located in the three districts of Aizawl, Champhai, and Lunglei, Mizoram. Based on the teachers' replies, the gathered data were analysed using the Likert five (5) point scale, which has the following indexes: Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree, respectively. The analysis and interpretation of data has been carried out on the basis of objectives of the present study. The accumulated data from sample of the study was

assembled and tabulated to facilitate the application of pertinent statistical techniques for the purpose of analysis.

#### Statistical techniques used for the study:

To determine the degree of teaching competency and job satisfaction among Mizoram's senior secondary school teachers, three metrics were used: percentage, mean, and standard deviation. Using the "t" test to determine whether there is a significant difference between gender and management style. ANOVA – to determine the statistically significant differences between several research streams. To investigate the link between the three variables—teaching competency, job satisfaction, and higher secondary school teachers' in Mizoram multiple correlation was employed.

#### DATA INTERPRETATION AND DISCUSSION

##### Objective 1 (A) Level of Job Satisfaction and Teaching Competency of Higher Secondary School Teachers in Mizoram.

**Table: 1 Overall Mean of Job Satisfaction of Higher Secondary School Teachers in Mizoram**

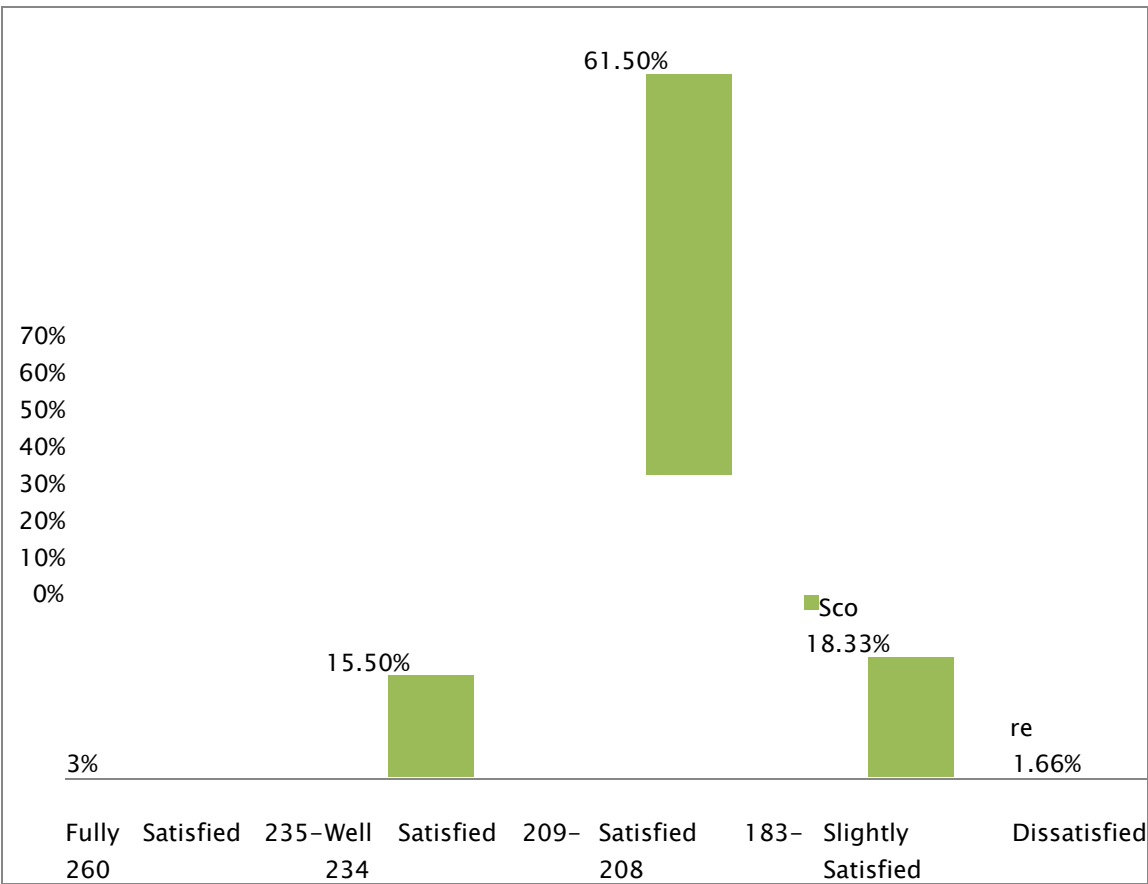
| Variable         | Numbers | Mean   | Standard Deviation |
|------------------|---------|--------|--------------------|
| Job Satisfaction | 600     | 195.67 | 18.33              |

Table 1 revealed that the mean score and standard deviation of the six hundred (600) senior secondary school teachers in Mizoram were, respectively, 195.67 and 18.33. As a result, the aggregate mean score showed that Mizoram's higher secondary school teachers' work satisfaction was on the average, or pleased, side.

**Table: 2 Overall Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram**

| Level of Job Satisfaction   | Scores       |
|-----------------------------|--------------|
| Fully Satisfied 235 – 260   | 18 (3%)      |
| Well Satisfied 209 – 234    | 93 (15.5%)   |
| Satisfied 183– 208          | 369 (61.5%)  |
| Slightly Satisfied 157– 182 | 110 (18.33%) |
| Dissatisfied 131 – 156      | 10 (1.66%)   |

*(Figures in parentheses are given in percentage)*



**Figure 1:** Overall Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram.

Of the six hundred (600) higher secondary school teachers in Mizoram, Table 2 and Figure 1 demonstrated that, of those teachers, only ten (1.66%) were found to be dissatisfied with their jobs; 110 (18.33%) were found to be slightly satisfied; and more than half of the teachers, 369 (61.5%), were found to be satisfied; 93 (15.5%) were found to be well satisfied; and 18 (3%), to be fully satisfied.

**Objective 1 (b) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram.**

**Table 3:**Overall Mean of Teaching Competency of Higher Secondary School Teachers in Mizoram

| Variable            | Numbers | Mean   | Standard Deviation |
|---------------------|---------|--------|--------------------|
| Teaching Competency | 600     | 120.37 | 11.74              |

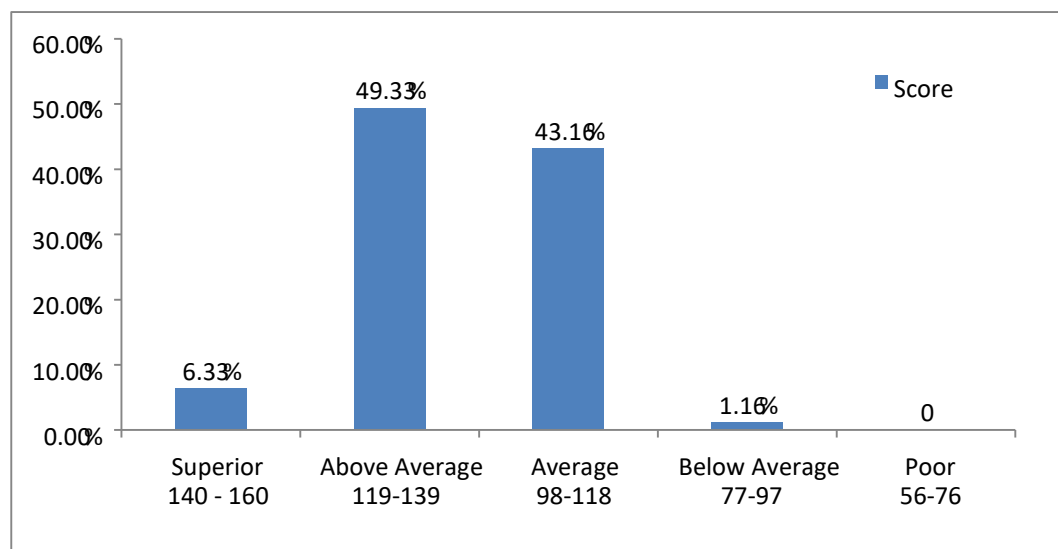
Table 3 revealed that, among the 600 participants, the average score and standard deviation of teachers' teaching ability were 120.37 and 11.74, respectively. Consequently, the aggregate mean score showed that Mizoram's higher secondary school teachers possess an average degree of teaching proficiency.

**Table: 4 Overall Level of Teaching Competency of Higher Secondary School Teachers in Mizoram**

| Level of Teaching Competency | Scores     |
|------------------------------|------------|
| Superior 140 – 160           | 38 (6.33%) |

|                         |              |
|-------------------------|--------------|
| Above Average 119 – 139 | 296 (49.33%) |
| Average 98 – 118        | 259 (43.16%) |
| Below Average 77 – 97   | 7 (1.16%)    |
| Poor 56 – 76            | Nil          |

(Figures in parentheses are given in percentage)



**Figure 2: Overall Level of Teaching Competency of Higher Secondary School Teachers in Mizoram.**

Table 4 and Figure 2 provide evidence that, of the 600 higher secondary school teachers in Mizoram, none were found to have below average teaching competency; rather, only 7 (1.16%) had below average teaching competency; 259 (43.16%) had average teaching competency; 296 (49.33%) had above average teaching competency; and 38 (6.33%) had superior teaching competency across higher secondary schools in Mizoram.

#### **Objective 2 (A): Level of Job Satisfaction and Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.**

In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 1: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

**Table: 5 Comparison of Job Satisfaction Based on Type of Management**

| Variable         | Type of Management of School | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance           |
|------------------|------------------------------|---------|--------|----------------|-----------------|---------|------------------------|
| Job Satisfaction | Government                   | 300     | 193.85 | 18.09          | 1.04425         | 2.44    | ** Significant at 0.05 |
|                  | Private                      | 300     | 197.49 | 18.43          | 1.06377         | –       |                        |

\*\* Significant at 0.05 level

The mean and standard deviation of job satisfaction according to management style were shown in Table 5. The t-value of 2.44 obtained suggests that there were significant variations in work satisfaction between government and private higher secondary school teachers in Mizoram at the

0.05 level. Because private higher secondary school teachers in Mizoram reported higher job satisfaction than government higher secondary school teachers in Mizoram, the null hypothesis, which assumed that there would be no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, is rejected.

#### **Objective 2 (B) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.**

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 2: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

**Table: 6** *Comparison of Teaching Competency with reference to Type of Management*

| Variable            | Type of Management of School | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|---------------------|------------------------------|---------|--------|----------------|-----------------|---------|--------------|
| Teaching Competency | Government                   | 300     | 119.47 | 11.76          | 0.67906         | 1.89    | NS           |
|                     | Private                      | 300     | 121.28 | 11.66          | 0.67332         | –       |              |

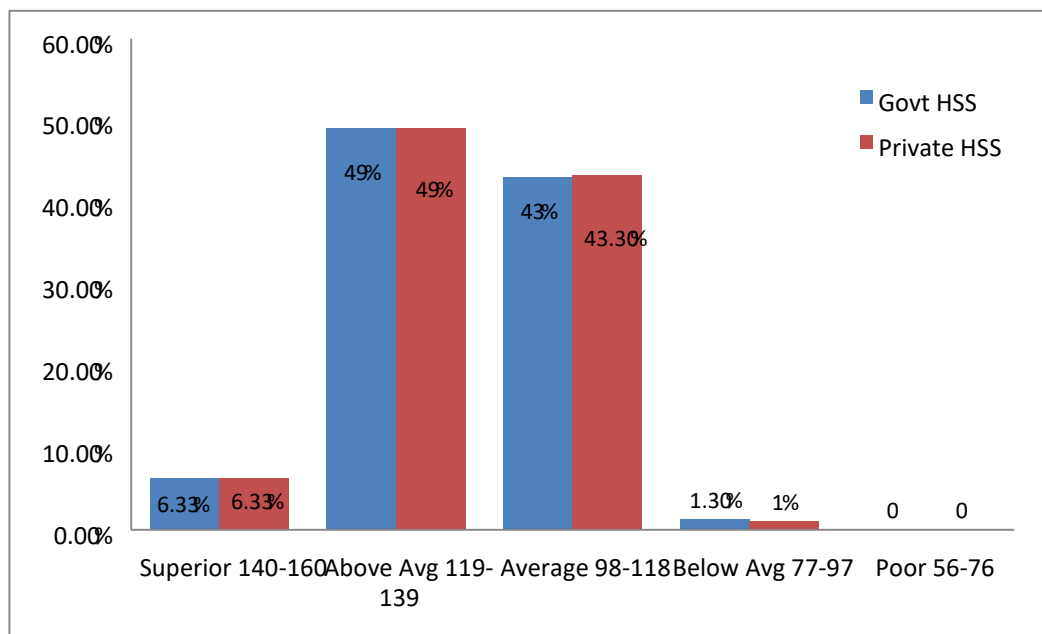
NS – Not Significant

The mean and standard deviation of teaching competency with respect to management type were displayed in Table 6. The t-value of 1.89 indicates that there were no statistically significant variations in teaching skill between Mizoram's government and private higher secondary schools. As a result, the null hypothesis—which holds that there is no discernible variation in the teaching proficiency of Mizoram's senior secondary school teachers according to the kind of management is accepted.

**Table: 7** *Abstract Comparison of teaching competency level among Higher Secondary School Teachers in Mizoram with Reference to Type of Management*

| Variable            | Mean, SD and Range in Score | Govt. HSS Teachers | Private HSS Teachers |
|---------------------|-----------------------------|--------------------|----------------------|
| Teaching Competency | Mean                        | 119.27             | 121.28               |
|                     | SD                          | 11.76              | 11.66                |
|                     | Level Superior (140–160)    | 19 (6.33%)         | 19 (6.33%)           |
|                     | Above Average (119–139)     | 148 (49%)          | 148 (49%)            |
|                     | Average (98–118)            | 129 (43%)          | 130 (43.3%)          |
|                     | Below Average (77–97)       | 4 (1.3%)           | 3 (1%)               |
|                     | Poor (56–76)                | 0                  | 0                    |

(Figures in parentheses are given in percentage)



**Figure 3:** Comparison of Teaching Competency level of Higher Secondary School Teachers in Mizoram with Reference to Type of Management

Table 7 and Figure 3 provide us with an indication that, of the 300 teachers in Mizoram who taught in higher secondary government schools and 300 teachers in higher secondary private schools, the mean score and standard deviation for government teachers were found to be 119.47 and 11.76 respectively, while for private teachers, the mean score and standard deviation were 121.28 and 11.66 respectively.

### Objective 3: Level of Job Satisfaction and Teaching Competency Higher Secondary School Teachers in Mizoram with Reference to Gender.

#### Objective 3 (A) Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram with Reference to Gender.

In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was framed as:

**Hypothesis 3:** *There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.*

**Table: 8** Comparison of Job Satisfaction Based on Gender

| Variables        | Gender | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|------------------|--------|---------|--------|----------------|-----------------|---------|--------------|
| Job Satisfaction | Male   | 310     | 195.34 | 18.49          | 1.05023         | 0.46    | NS           |
|                  | Female | 290     | 196.02 | 18.19          | 1.06791         | —       |              |

NS – Not Significant

The gender-specific mean and standard deviation of work satisfaction are shown in Table 8. The estimated t-value of 0.46 indicates that there were no gender-related differences between male and female senior secondary school teachers in Mizoram.

As a result, the null hypothesis, which holds that there is no discernible gender difference in the work satisfaction of higher secondary school teachers in Mizoram, is accepted.

### Objective 3 (B) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Gender.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was formulated as:

Hypothesis 4: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.

**Table: 9** Comparison of Teaching Competency Based on Gender

| Variables              | Gender | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|------------------------|--------|---------|--------|----------------|-----------------|---------|--------------|
| Spiritual Intelligence | Male   | 310     | 121.11 | 11.990         | 0.68118         | 1.59    | NS           |
|                        | Female | 290     | 119.58 | 11.43          | 0.67087         | –       |              |

*NS – Not Significant*

The mean and standard deviation of teaching ability in relation to gender were shown in Table 9. The t-value of 1.59 indicates that there were no statistically significant gender disparities between male and female teachers in Mizoram's upper secondary institutions. As a result, the null hypothesis, which holds that there is no discernible gender difference in the teaching skill of Mizoram's senior secondary school teachers, is accepted.

### Objective 4 (A:) Level of Job Satisfaction of Higher Secondary School Teachers in Mizoram with Reference to Stream of Study.

In order to find out the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 5: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

**Table: 10** Post hoc comparison – Job Satisfaction versus Stream

| Dependent Variable | (I) stream | (J) Stream | Mean Difference (I–J) | Std. Error | Sig.  | 95% Confidence Interval |             | Significant |
|--------------------|------------|------------|-----------------------|------------|-------|-------------------------|-------------|-------------|
|                    |            |            |                       |            |       | Lower Bound             | Upper Bound |             |
| Job Satisfaction   | Arts       | Commerce   | –1.1435               | 2.20455    | 0.874 | –6.5533                 | 4.2663      | NS          |
|                    |            | Science    | 2.68172               | 1.65215    | 0.269 | –1.3725                 | 6.7359      |             |
|                    | Commerce   | Arts       | 1.1435                | 2.20455    | 0.874 | –4.2663                 | 6.5533      |             |
|                    |            | Science    | 3.82521               | 2.3237     | 0.259 | –1.8769                 | 9.5273      |             |

|  |         |          |          |         |       |         |        |  |
|--|---------|----------|----------|---------|-------|---------|--------|--|
|  | Science | Arts     | -2.68172 | 1.65215 | 0.269 | -6.7359 | 1.3725 |  |
|  |         | Commerce | -3.82521 | 2.3237  | 0.259 | -9.5273 | 1.8769 |  |

*NS – Not Significant*

According to Table 10, there were no appreciable variations in work satisfaction across Mizoram's senior secondary school teachers according to the study stream. As a result, the null hypothesis, which holds that there is no discernible variation in work satisfaction according to the study stream, is accepted.

#### **Objective 4 (B) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Stream of Study**

In order to find out the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 6: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

**Table: 11 Post hoc comparison – Teaching Competency versus Stream**

| Dependent Variable  | (I) stream | (J) Stream | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|---------------------|------------|------------|-----------------------|------------|-------|-------------------------|-------------|
|                     |            |            |                       |            |       | Lower Bound             | Upper Bound |
| Teaching Competency | Arts       | Commerce   | -0.77576              | 1.40263    | 0.858 | -4.2177                 | 2.6662      |
|                     |            | Science    | 3.16**                | 1.05117    | 0.011 | 0.5766                  | 5.7356      |
|                     | Commerce   | Arts       | 0.77576               | 1.40263    | 0.858 | -2.6662                 | 4.2177      |
|                     |            | Science    | **<br>3.93187         | 1.47843    | 0.03  | 0.3039                  | 7.5598      |
|                     | Science    | Arts       | **<br>-3.15611        | 1.05117    | 0.011 | -5.7356                 | -0.5766     |
|                     |            | Commerce   | -3.93**               | 1.47843    | 0.03  | -7.5598                 | -0.3039     |

*\*\* Significant at the 0.05 level*

Table 11 showed that there were significant disparities between scientific and arts teaching competencies in higher secondary schools at the 0.05 level (mean difference=3.16,  $p < 0.05$ ). Table 4.20 further shows that, with regard to the study stream, there were significant disparities in

teaching ability between science and commerce teachers in Mizoram's higher secondary schools (mean difference=3.93,  $p<0.05$ ) at the 0.05 level.

Given that there were notable differences in the teaching competencies of the pairs of Commerce and Science teachers and Arts and Science teachers, the null hypothesis—which held that there would be no significant differences in the teaching competencies of higher secondary school teachers in Mizoram with regard to the study stream—was rejected.

#### **Objective 5: Relationship of Job Satisfaction and Teaching Competency of Higher Secondary School Teachers in Mizoram**

To find out the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram, the following null hypothesis was formed:

Hypothesis 7 : There is a significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

**Table: 12** *Correlation between Teaching Competency and Job Satisfaction*

| Teaching Competency |                     | Teaching Competency | Job Satisfaction |
|---------------------|---------------------|---------------------|------------------|
|                     | Pearson Correlation | 1                   | 0.594*           |
|                     | Sig.(2-tailed)      | –                   | 0.000            |
|                     | Numbers             | 600                 | 600              |
| Job Satisfaction    | Pearson Correlation | 0.594*              | 1                |
|                     | Sig. (2tailed)      | 0.000               | –                |
|                     | Numbers             | 600                 | 600              |

*\*Correlation is significant at 0.01 level.*

Table 12 indicates that among Mizoram's senior secondary school teachers, a positive moderate correlation was discovered at the 0.01 level between teaching competency and job satisfaction ( $r = 0.594$ ,  $p<0.01$ ).

Thus, it may be concluded that there is a positive moderate link between teaching skill and work satisfaction among higher secondary school teachers in Mizoram, refuting the null hypothesis that holds that there is no meaningful relationship between the two.

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