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Exploring the Nexus Between Teaching Competence and Job Satisfaction of Teacher Educators

Masud Alam Sarkar

Research Scholar,
Department of Education,
University of Kalyani, Kalyani,
Nadia (West Bengal, India)

Email: masudalam331@gmail.com

ORCID: <https://orcid.org/0009-0002-7581-5688>

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Dr. Dibyendu Bhattacharyya

Professor,
Department of Education,
University of Kalyani, Kalyani,
Nadia (West Bengal, India)

Abstract:

This study investigates the relationship between teaching competence and job satisfaction among teacher educators, with a focus on gender, institutional affiliation, and academic discipline. Utilizing a descriptive survey research design, data were collected from 300 teacher educators in government and private B.Ed. colleges in West Bengal. The Teaching Competence Scale (TCS) and Job Satisfaction in Teaching Profession Scale (JSTPS) were employed for data collection, and statistical analyses, including t-tests and Pearson correlation, were conducted. Findings reveal that teaching competence predominantly falls within the average range, with minor variations across gender, institutional type, and academic discipline. However, no statistically significant differences in teaching competence or job satisfaction were found based on these demographic factors. Notably, a strong positive correlation ($r = 0.84$) was observed between teaching competence and job satisfaction, indicating that educators with higher competence tend to experience greater job satisfaction and vice versa. The study underscores the critical role of professional competence in enhancing job satisfaction, reinforcing the need for targeted professional development programs and institutional reforms to support teacher educators. Recommendations include bridging competence gaps between government and private institutions, addressing discipline-based training needs, and fostering a positive work environment. These findings have significant implications for educational policymakers, emphasizing the need for structured interventions to enhance teacher educator effectiveness and overall job satisfaction.

Keywords: Teaching Competence, Job Satisfaction, Teacher Educators, Professional Development, Institutional Affiliation.

INTRODUCTION:

In recent years, the quality of teacher education has emerged as a pivotal factor in the overall improvement of educational systems worldwide. Teacher educators, who are responsible for training

future teachers, play a crucial role in shaping the pedagogical skills and professional attitudes of school-level instructors. Given their central position in the educational process, their teaching competence is a critical determinant of the effectiveness of teacher preparation programs. Concurrently, job satisfaction among teacher educators has been recognized as an essential element that influences their performance, motivation, and commitment to their roles (Sharma & Meenakshi, 2024). This research paper, titled “Teaching Competence of Teacher Educators in Relation to Their Job Satisfaction in Teaching Profession” seeks to explore the interrelationship between teaching competence and job satisfaction, with a focus on various demographic variables.

BACKGROUND AND RATIONAL OF THE STUDY:

Teaching competence encompasses a range of skills, including subject matter expertise, pedagogical proficiency, classroom management, and the ability to inspire and engage learners. It is a multidimensional construct that not only affects the quality of instruction but also impacts the overall learning environment (Luzviminda et al., 2024). The dual emphasis on competence and job satisfaction is grounded in the understanding that an educator’s professional fulfilment is linked to their ability to perform effectively. When teacher educators are both competent and satisfied with their job, they are more likely to innovate, remain committed, and deliver superior training to future teachers (Toropova et al., 2021).

Moreover, the educational landscape is continually evolving, necessitating that teacher educators not only maintain a high level of competence but also derive satisfaction from their professional roles. Job satisfaction among educators is influenced by factors such as institutional support, opportunities for professional development, work environment, and recognition of efforts. Thus, understanding the nexus between teaching competence and job satisfaction is critical for educational institutions aiming to improve teacher training and, by extension, overall educational outcomes.

REVIEW OF RELATED LITERATURE:

A review of related studies is essential for framing research on teaching competence and job satisfaction among educators. Early work by **Passi and Sharma (1982)** examined the teaching competency of secondary school teachers, establishing foundational benchmarks for educator effectiveness. **Pratibha (2017)** found that while sex and educational qualification did not impact the overall teaching competency of primary school teachers, they significantly influenced certain aspects of teaching competency. **Rajeswari and Sree (2017)** explored the teaching competency of teacher educators and their attitude towards ICT, finding a significant positive relationship between the two. The study revealed that teacher educators exhibit high levels of teaching competency and hold a favorable attitude towards ICT. **Das and Nalinilatha, (2017)** conducted a study on the teaching competence of secondary school teachers and found no significant gender-based differences in their

teaching competence. **Hamdan et al., (2010)** further revealed a significant relationship between gender specializations, and academic achievement. Also teaching competency among Malaysian school teachers, indicating that demographic variables may influence performance.

On the job satisfaction front, **Thakur (2014)** compared job satisfaction levels across gender and institutional types among teacher educators. These studies underscore that job satisfaction is shaped by a combination of organizational support, work environment, and recognition. **Shukla (2014)** explored the relationship between teaching competency, professional commitment, and job satisfaction. The study highlighted that a teacher's commitment and competency are closely linked to job satisfaction and their attitude toward the teaching profession. Overall, these studies indicate that both teaching competence and job satisfaction are multifaceted constructs that vary with demographic factors such as gender, institutional type, and academic discipline. This body of literature provides a strong foundation for exploring how improvements in teaching competence may enhance job satisfaction and vice versa, ultimately leading to better educational outcomes.

OBJECTIVES OF THE STUDY:

Objectives of this study are:

1. To assess the overall level of teaching competence among teacher educators, as well as variations based on gender, institutional affiliation, and academic discipline.
2. To assess the overall level of job satisfaction in teaching profession among teacher educators, as well as variations based on gender, institutional affiliation, and academic discipline.
3. To investigate whether there are significant differences in teaching competence among teacher educators based on gender, institutional affiliation, and academic discipline.
4. To investigate whether there are significant differences in job satisfaction in teaching profession among teacher educators based on gender, institutional affiliation, and academic discipline.
5. To examine the relationship between the teaching competence of teacher educators and their job satisfaction in the teaching profession.

RESEARCH QUESTIONS:

R.Q-1: What is the level of teaching competence among teacher educators?

R.Q-2: What is the level of job satisfaction among teacher educators in the teaching profession?

HYPOTHESES OF THE STUDY:

In alignment with the objectives of the research, the subsequent null hypotheses have been formulated.

- **H₀₁:** There is no significant difference in teaching competence between male and female teacher educators.
- **H₀₂:** There is no significant difference in teaching competence between teacher educators from

government and private colleges.

- **H₀₃:** There is no significant difference in teaching competence between teacher educators from arts and science faculties.
- **H₀₄:** There is no significant difference in job satisfaction between male and female teacher educators.
- **H₀₅:** There is no significant difference in job satisfaction between teacher educators from government and private colleges.
- **H₀₆:** There is no significant difference in job satisfaction between teacher educators from arts and science faculties.
- **H₀₇:** There is no significant relationship between teaching competence and job satisfaction among teacher educators.

RESEARCH METHODOLOGY:

Method of the study:

This study employs a descriptive survey research design. Given the nature of the research problem, the investigator identified the descriptive survey method as the most suitable approach. Consequently, an array of tools, techniques, and strategies aligned with this method have been utilized for data collection, analysis, and interpretation.

Population:

All teacher educators from B.Ed. colleges in West Bengal were considered the target population for this study.

Sample and Sampling:

A purposive sampling technique was utilized to select the sample for this study. The sample consisted of 300 teacher educators employed in thirty government and private B.Ed. colleges across West Bengal. Among them, 200 were male and 100 were female, with 150 educators from government colleges and 150 from private colleges. Additionally, 220 educators belonged to the Arts faculty, while 80 were from the Science faculty.

Tools used for collection of data:

- **Teaching Competence Scale (TCS)**
- **Job Satisfaction in Teaching Profession Scale (JSTPS)**

Both the tools are developed and validated by the investigator with help and guidance of the Research Supervisor

ANALYSING AND INTERPRETATION:

The data for the present study were obtained from teacher educators' responses to the Teaching Competence Scale and the Job Satisfaction in Teaching Profession Scale. The collected data were systematically tabulated and subjected to statistical analysis using Mean, Standard Deviation, and

Percentage Analysis. Additionally, Independent Sample 't'-test and Pearson Product-Moment Correlation were employed to analyze the data.

The analysis and interpretation of the data are organized into two sections:

Section 1: Analysis based on Research Questions

Section 2: Analysis based on Hypotheses

Section 1: Analysis based on Research Questions

R.Q-1: What is the level of teaching competence among teacher educators?

Table 1

Overall Level of Teaching Competence among Teacher Educators

Teaching Competence	Criteria	Score limit	Percentage of Teacher Educators	
			Frequency	Percentage
High	Above $M+\sigma$	210-240	42	14
Average	Between $M-\sigma$ & $M+\sigma$	161-209	205	68.33
Low	Below $M-\sigma$	90-160	53	17.67
Total			300	100

Figure 1

Overall Level of Teaching Competence among Teacher Educators

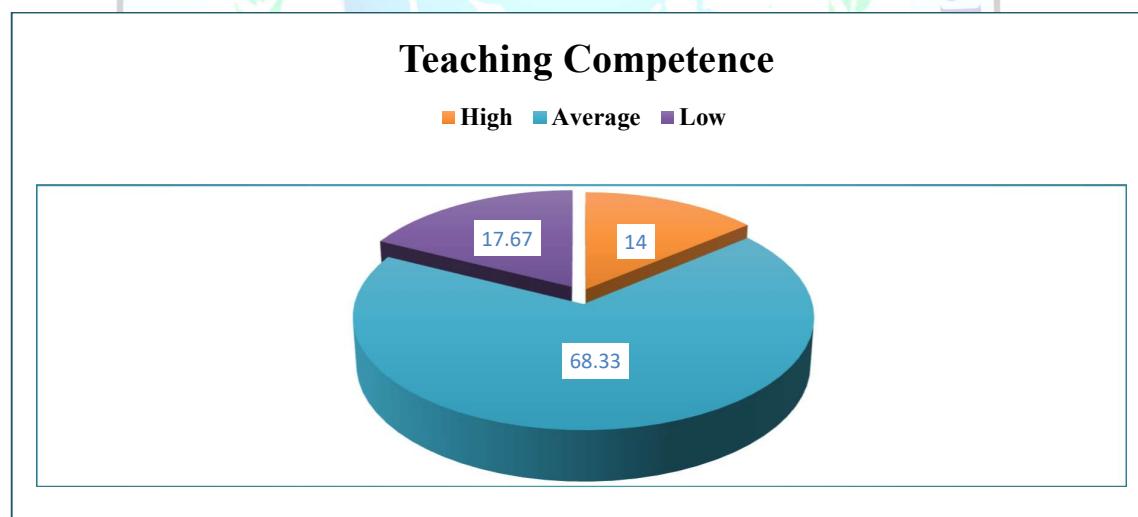


Table 1 and Figure 1 indicate that the majority of teacher educators (68.33%) exhibit an average level of Teaching Competence. Additionally, the data reveal that only 14% of teacher educators demonstrate a high level of Teaching Competence, while 17.67% fall into the low Teaching Competence category.

Table 2

Level of Teaching Competence among Male and Female Teacher Educators

Teaching Competence	Gender wise Percentage of Teacher Educators	
	Male	Female
High	13.68	16.52
Average	71.43	63.71
Low	14.89	19.77
Total	100	100

Figure 2

Level of Teaching Competence among Male and Female Teacher Educators

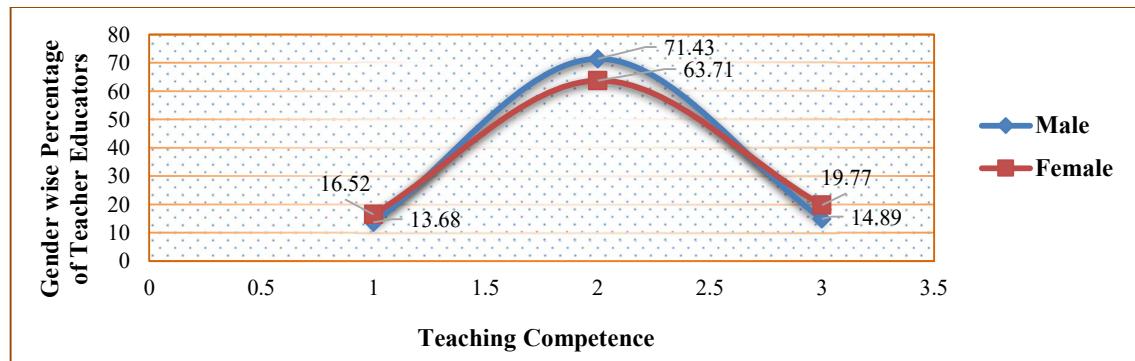


Table 2 and Figure 2 indicate that the majority of teacher educators demonstrate an average level of teaching competence, with 71.43% of male educators and 63.71% of female educators falling into this category. In contrast, only 13.68% of male educators and 16.52% of female educators exhibit high teaching competence. Additionally, 14.89% of male and 19.77% of female teacher educators are classified as having low teaching competence.

Table 3

Level of Teaching Competence among Government and Private college Teacher Educators

Teaching Competence	Institutional Affiliation wise Percentage of Teacher Educators	
	Government	Private
High	25.62	14.78
Average	62.35	72.41
Low	12.03	12.81
Total	100	100

Figure 3

Level of Teaching Competence among Government and Private college Teacher Educators

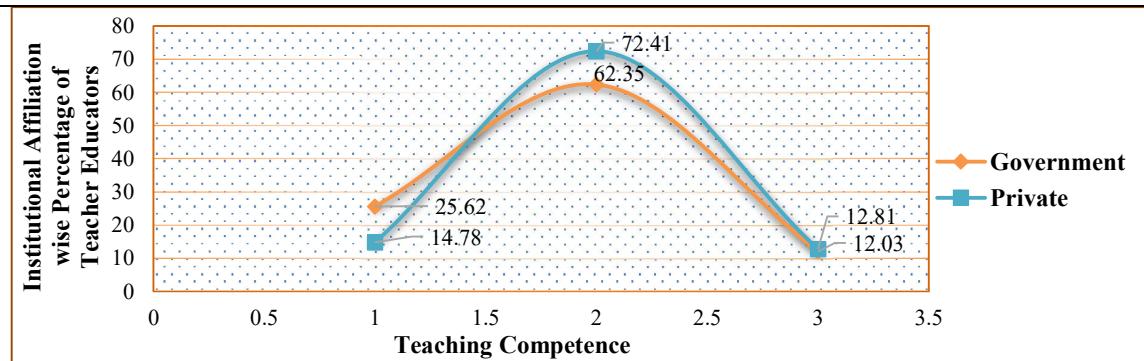


Table 3 and Figure 3 indicate that the majority of teacher educators exhibit an average level of teaching competence, with 62.35% of government college educators and 72.41% of private college educators falling into this category. Furthermore, only 25.62% of government educators and 14.78% of private educators demonstrate high teaching competence, while 12.03% of government and 12.81% of private teacher educators are classified as having low teaching competence.

Table 4

Level of Teaching Competence among Arts and Science faculty Teacher Educators

Teaching competence	Academic Discipline wise Percentage of Teacher Educators	
	Arts	Science
High	15.85	12.25
Average	69.43	74.85
Low	14.72	12.92
Total	100	100

Figure 4

Level of Teaching Competence among Arts and Science faculty Teacher Educators

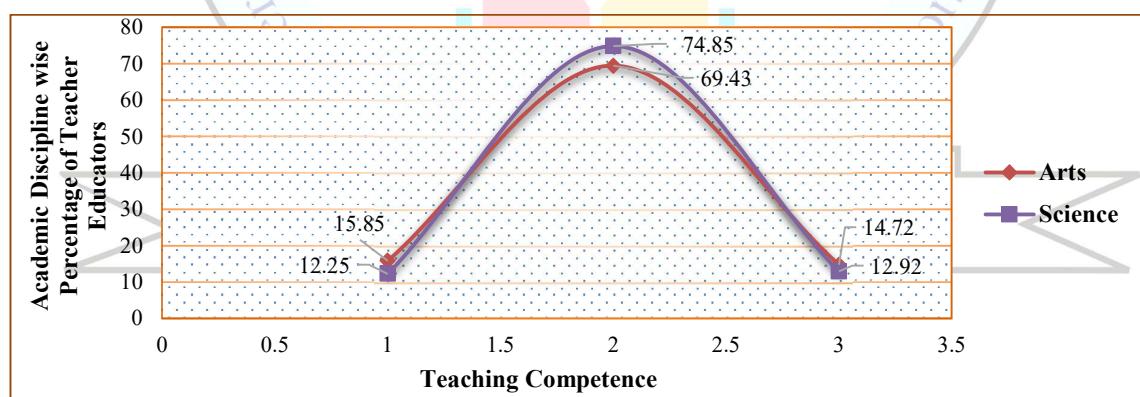


Table 4 and Figure 4 indicate that the majority of teacher educators demonstrate an average level of teaching competence, with 69.43% of those in the Arts faculty and 74.85% in the Science faculty falling into this category. In contrast, only 15.85% of educators in the Arts faculty and 12.25% in the Science faculty exhibit high teaching competence, while 14.72% of Arts and 12.92% of Science faculty educators are classified as having low teaching competence.

R.Q-2: What is the level of job satisfaction among teacher educators in the teaching profession?

Table 5

Overall Level of Job Satisfaction in Teaching Profession among Teacher Educators

Job Satisfaction in Teaching Profession	Criteria	Score limit	Percentage of Teacher Educators	
			Frequency	Percentage
High Satisfaction	Above Mean	125 and Above	167	55.46
Low Satisfaction	Below Mean	124 and Below	133	44.54
Total			300	100%

Figure 5

Overall Level of Job Satisfaction in Teaching Profession among Teacher Educators



The data presented in Table 5 and Figure 5 indicates that the majority of teacher educators, specifically 55.46%, experience high job satisfaction in their teaching roles. On the other hand, 44.54% of teacher educators report low job satisfaction in their profession.

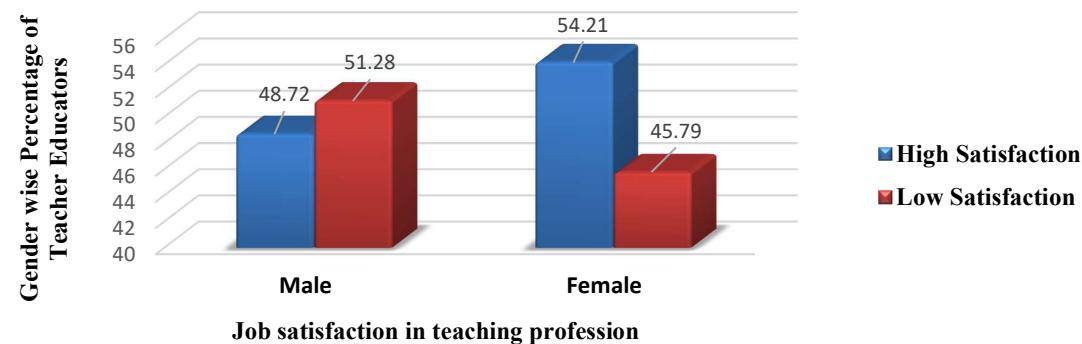
Table 6

Percentage of Male and Female Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession

Job Satisfaction in Teaching Profession	Gender wise Percentage of Teacher Educators	
	Male	Female
High Satisfaction	48.72	54.21
Low Satisfaction	51.28	45.79
Total	100%	100%

Figure 6

Percentage of Male and Female Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession



According to Table 6 and Figure 6, 48.72% of male and 54.21% of female teacher educators demonstrate high levels of job satisfaction in the teaching profession. Conversely, 51.28% of male and 45.79% of female teacher educators report lower levels of job satisfaction. Overall, female teacher educators appear to be more satisfied with their jobs compared to their male counterparts.

Table 7

Percentage of Government and Private College Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession

Job Satisfaction in Teaching Profession	Institutional Affiliation wise Percentage of Teacher Educators	
	Government	Private
High Satisfaction	57.14	40.46
Low Satisfaction	42.86	60.54
Total	100%	100%

Figure 7

Percentage of Government and Private College Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession

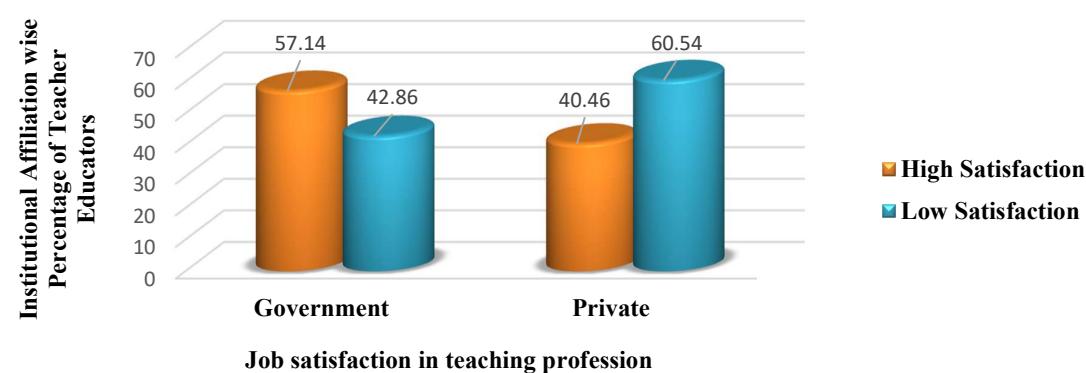


Table 7 and Figure 7 indicate that 57.14% of government teacher educators and 40.46% of private teacher educators exhibit high levels of job satisfaction in the teaching profession. Meanwhile, 42.86% of government and 60.54% of private teacher educators report low levels of job satisfaction.

These findings suggest that teacher educators in government colleges experience greater job satisfaction compared to their counterparts in private colleges.

Table 8

Percentage of Arts and Science faculty Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession

Job Satisfaction in Teaching Profession	Academic Discipline wise Percentage of Teacher Educators	
	Arts	Science
High Satisfaction	53.55	47.35
Low Satisfaction	46.45	52.65
Total	100%	100%

Figure 8

Percentage of Arts and Science faculty Teacher Educators with respect to different levels of Job Satisfaction in Teaching Profession

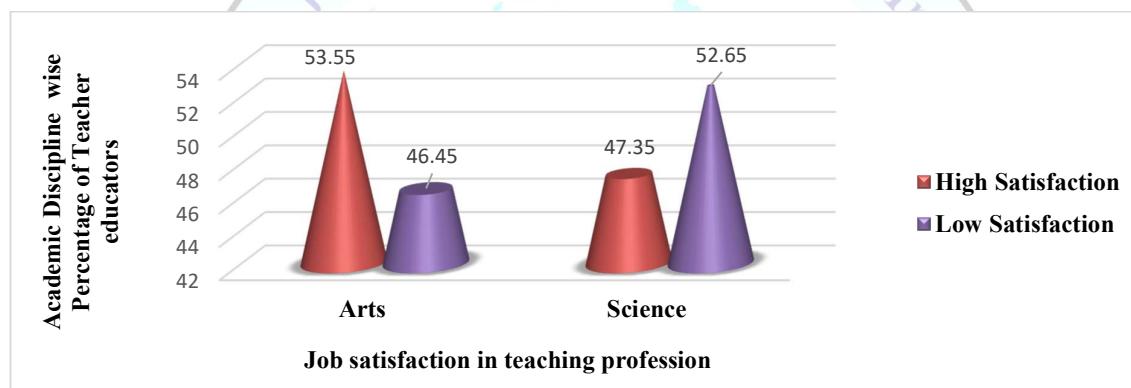


Table 8 and Figure 8 highlight that 53.55% of teacher educators from the arts faculty and 47.35% from the science faculty exhibit high levels of job satisfaction in the teaching profession. On the other hand, 46.45% of arts faculty and 52.65% of science faculty report low job satisfaction. These findings suggest that teacher educators in the arts faculty tend to experience higher job satisfaction compared to their counterparts in the science faculty, who appear to have lower levels of satisfaction in their profession.

Section 2: Analysis based on Hypotheses

H₀₁: There is no significant difference in teaching competence between male and female teacher educators.

Table 9

Summary Table: t-Test Analysis of Teaching Competence between Male and Female Teacher Educators

Teaching Competence	Gender	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
	Male	200	187.65	23.14	0.54	298	NS
	Female	100	186.14	22.12			

NS- Not Significant

Table 9 indicates that the computed t-value (0.54) is lower than the critical t-value (1.97) at the 0.05 significance level with 298 degrees of freedom. Hence, the null hypothesis (H_{01}) is accepted, indicating that there is no statistically significant difference in teaching competence between male and female teacher educators.

H₀₂: There is no significant difference in teaching competence between teacher educators from government and private colleges.

Table 10

Summary Table: t-Test Analysis of Teaching Competence between Teacher Educators from Government and Private colleges.

NS- Not Significant

Teaching Competence	Institutional Affiliation	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
	Government	150	126.54	14.35	0.67	298	NS
	Private	150	125.46	13.60			

Table 10 indicates that the computed t-value of 0.67 falls below the critical t-value of 1.97 at the 0.05 level of significance with 298 degrees of freedom. Consequently, the null hypothesis (H_{02}) is accepted, indicating that there is no statistically significant difference in teaching competence between teacher educators from government and private colleges.

H₀₃: There is no significant difference in teaching competence between teacher educators from arts and science faculties

Table 11

Summary Table: t-Test Analysis of Teaching Competence between Teacher Educators from arts and science faculties.

Teaching Competence	Academic Discipline	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
	Arts	220	111.15	16.6	0.85	298	NS
	Science	80	112.95	15.3			

NS- Not Significant

Table 11 indicates that the calculated t-value of 0.85 is lower than the critical t-value of 1.97 at the 0.05 significance level, with 298 degrees of freedom. Consequently, the null hypothesis (H_{03}) is

accepted, leading to the conclusion that there is no statistically significant difference in teaching competence between teacher educators from the arts and science faculties.

H₀₄: There is no significant difference in job satisfaction between male and female teacher educators.

Table 12

Summary Table: t-Test Analysis of Job Satisfaction between Male and Female Teacher Educators

Job Satisfaction in Teaching Profession	Gender	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
	Male	200	130.79	21.99	0.49	298	NS
	Female	100	129.50	20.12			

NS- Not Significant

Table 12 indicates that the calculated t-value of 0.49 is below the critical t-value of 1.97 at a 0.05 significance level with 298 degrees of freedom. Consequently, the null hypothesis (H₀₄) is accepted, leading to the conclusion that there is no significant difference in job satisfaction between male and female teacher educators.

H₀₅: There is no significant difference in job satisfaction between teacher educators from government and private colleges.

Table 13

Summary Table: t-Test Analysis of Job Satisfaction between Teacher Educators from Government and Private colleges.

Job Satisfaction in Teaching Profession	Types of institution	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
	Government	150	126.54	13.36	0.56	298	NS
	Private	150	125.70	12.60			

NS- Not Significant

Table 13 indicates that the calculated 't' value of 0.56 is below the critical 't' value of 1.97 at the 0.05 significance level with 298 degrees of freedom. Consequently, the null hypothesis (H₀₅) is retained, leading to the conclusion that there is no statistically significant difference in job satisfaction between teacher educators from government and private colleges.

H₀₆: There is no significant difference in job satisfaction between teacher educators from arts and science faculties.

Table 14

Summary Table: t-Test Analysis of Job Satisfaction between Teacher Educators from Arts and Science Faculties.

Job Satisfaction in Teaching Profession	Faculty	N	Mean	S.D	t-Value	df	Significance ($\alpha = 0.05$)
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	Arts	220	120.20	14.04	0.75	298	NS
	Science	80	118.85	13.10			

NS- Not Significant

Table 14 reveals that the computed 't' value of 0.75 is lower than the critical 't' value of 1.97 at the 0.05 significance level with 298 degrees of freedom. As a result, the null hypothesis (H_06) is accepted, indicating that there is no statistically significant difference in job satisfaction between teacher educators from the arts and science faculties.

H_07 : There is no significant relationship between teaching competence and job satisfaction among teacher educators.

Table 15

Summary Table: Pearson Product Moment Correlation analysis for Teaching Competence of Teacher Educators and their Job Satisfaction in Teaching Profession.

Variables	N	'r' Value
Teaching Competence and Job Satisfaction in Teaching Profession	300	0.84*

* Very high correlation

The analysis in Table 15 indicates that the calculated 'r' value is 0.84, signifying a very high and positive coefficient of correlation. Consequently, the null hypothesis (H_07) is rejected. Therefore, it is concluded that a very strong positive correlation exists between the Teaching Competence of teacher educators and their Job Satisfaction in the teaching profession.

MAJOR FINDINGS:

The findings are presented based on the research objectives

Objective 1: The findings reveal that the majority of teacher educators exhibit an average level of teaching competence, with variations based on gender, institution type, and faculty. Female educators show slightly higher high competence but also more low competence than males. Government educators demonstrate a higher proportion of high competence compared to private educators. Arts faculty educators display marginally better teaching competence levels than Science faculty educators. Overall, teaching competence predominantly remains within the average range.

Objective 2: The findings reveal that the majority of teacher educators experience high job satisfaction in their teaching roles, although a significant portion reports low satisfaction. Female educators tend to show higher job satisfaction compared to males. Government college educators exhibit greater satisfaction than those in private colleges. Additionally, arts faculty educators demonstrate higher levels of satisfaction than their counterparts in the science faculty. These variations highlight differences in job satisfaction across gender, institution affiliation and academic discipline.

Objective 3: The findings indicate that there is no statistically significant difference in teaching

competence based on gender, institution affiliation and academic discipline. Male and female educators, government and private college educators, and educators from the arts and science faculties all demonstrate similar levels of teaching competence.

Objective 4: The findings demonstrate no statistically significant differences in job satisfaction based on gender, institution affiliation and academic discipline. Male and female educators, government and private college educators, as well as educators from the arts and science faculties, report similar levels of job satisfaction.

Objective 5: The analysis reveals a strong and positive correlation between the teaching competence of teacher educators and their job satisfaction in the teaching profession, confirming that higher teaching competence is closely associated with greater job satisfaction and vice versa.

KEY RECOMMENDATIONS:

1. **Enhance Professional Development** – Provide regular training and mentorship to elevate teaching competence beyond average levels.
2. **Address Gender-Specific Needs** – Implement targeted support programs for male and female educators to balance competence levels.
3. **Institutional Policy Reforms** – Bridge competence gaps between government and private colleges by improving infrastructure and professional training.
4. **Discipline-Based Interventions** – Offer specialized training for Science faculty to match the higher competence levels seen in Arts faculty.
5. **Foster a Positive Work Climate** – Enhance job satisfaction through recognition programs, career growth opportunities, and supportive environments.
6. **Encourage Further Research** – Conduct longitudinal studies to monitor and improve teaching competence and job satisfaction.

By implementing these strategies, institutions can improve teaching effectiveness and overall job satisfaction among educators.

CONCLUSION:

This study set out to examine the teaching competence of teacher educators and its relationship to their job satisfaction, while also considering the impact of selected demographic variables such as gender, institutional affiliation, and academic discipline. The investigation revealed that, overall, teacher educators tend to demonstrate an average level of teaching competence. Although some variations were noted in descriptive analysis but none of these differences reached statistical significance. Similarly, job satisfaction levels did not differ significantly based on these demographic factors.

Despite the absence of significant differences in both teaching competence and job satisfaction across the demographic categories examined, one of the most compelling findings of this study was

the strong and positive correlation between teaching competence and job satisfaction. This correlation suggests that higher teaching competence is closely linked with greater job satisfaction and vice versa. In essence, when teacher educators are more competent, they tend to be more satisfied with their roles; conversely, increased job satisfaction appears to foster improvements in teaching competence. This interrelationship underscores the vital role that job satisfaction plays in enhancing the professional capabilities of teacher educators, who, in turn, are responsible for training the next generation of teachers.

Given the critical role of teacher educators in the teaching-learning process—since they are the primary agents who shape the pedagogical skills and methodologies of school-level teachers—it is imperative to focus on strategies that enhance both their teaching competence and their job satisfaction. By fostering an environment where teacher educators are well-supported and satisfied, educational institutions can ensure that these educators are equipped to deliver high-quality teacher training. This, ultimately, contributes to the overall improvement of the education system, as better-prepared teachers have a direct impact on student learning outcomes.

In summary, this investigation concludes that improving teacher educators' job satisfaction is essential for enhancing their teaching competence. Satisfied educators are better positioned to develop and implement effective teaching strategies, which is crucial given that they are ultimately responsible for training future teachers. Therefore, educational policymakers and administrators should prioritize initiatives that improve the work environment, provide targeted professional development, and support teacher educators in achieving both high competence and job satisfaction. Such measures are likely to yield long-term benefits, contributing to the overall quality of education and the professional growth of both teacher educators and their students.

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