

Indian Journal of Modern Research and Reviews

This Journal is a member of the '*Committee on Publication Ethics*'

Online ISSN: 2584-184X



Research Article

Digital Competence Among Secondary School Teachers in Relation to Their Job Satisfaction

AUTHOR(S): Amritpal Kaur

DOI: <https://doi.org/10.5281/zenodo.11127996>

ABSTRACT

The study was conducted to explore the digital competence among secondary school teachers in relation to their job satisfaction. The study was conducted on secondary school teachers. Digital competence scale for teachers (TDCS) developed by Ramkrishna (2017) and Job satisfaction scale (JSST-DM) developed by Dixit (2013) scales were used for the collection of data. The descriptive method of research was used in this study. The sample of the study consisted of 200 secondary school teachers from Patiala and Muktsar district of Punjab. The results of the study had shown that there was a significant and positive relationship between digital competence and job satisfaction among secondary school teachers.

KEYWORDS: Digital competence, Job satisfaction, Secondary school teachers

1. INTRODUCTION

Education has a significant impact on a person's growth on many levels, including the physical, cerebral, social, emotional, ethical, creative, and spiritual. Education is seen as a process that facilitates the entire development of a person's uniqueness, helps them to develop their innate abilities in a natural and harmonious way, transforms their behavior in the desired directions, and, on the other hand, gets them ready for happy and responsible lives. This is a result of their belief that education promotes the development of innate qualities and potentials found in every person.

According to Dewey (1978), Our ability to predict particular blessings and results is enhanced by education. We therefore plan our experiences for the future in order to predict the best results and ensure the worst ones. One thing that never stops changing is education; it never ends. Fafunwa (2018) defined Education is the last step in assisting a child in acquiring knowledge, values, and other behavioural traits that will benefit the community in which he lives. Modern education is the kind that is currently taught in classrooms. Writing, picturing, envisioning, and thinking are all components of contemporary schooling. Secondary education is the most significant level in the educational hierarchy since it prepares students for both the workforce and higher education.

DIGITAL COMPETENCE

The European Commission (2006) issued the recommendation on key competences for lifelong learning and the features of the digital competence. For the European Commission the development of digital competence is based on the confident and critical use of Information Society Technology (IST) for work, leisure and communication and is underpinned by basic skills in ICT: that is the use of computers

Article History

- ISSN: 2584-184X
- Received: 05 Mar 2024
- Accepted: 08 Apr 2024
- Published: 07 May 2024
- MRR:2(5) May 2024: 05-09
- ©2024, All Rights Reserved
- Peer Review Process: Yes
- Plagiarism Checked: Yes

Authors Details

Amritpal Kaur

Research Scholar, Department of Education and Community Services, Punjabi University, Patiala, Punjab, India

Corresponding Author

Amritpal Kaur

Research Scholar, Department of Education and Community Services, Punjabi University, Patiala, Punjab, India

to retrieve, assess, store, produce, present and exchange information and to communicate and participate in collaborative networks via the Internet. The above issues led to the definition of work plans for the creation of suitable frameworks for digital competence assessment and the development of strategies helping students build sound digital competence. One of the eight essential competencies is digital competence, which is defined as the assured and critical application of the entire spectrum of digital technologies for information, communication, and basic problem-solving in all spheres of life. This requires high-level information management skills, well-developed communication abilities, and confident and critical thinking, possessing the information, abilities, awareness, and mindset required for the thoughtful, secure, critical, and efficient use of digital instruments. a combination of abilities, attitudes, and knowledge that enable the effective and safe use of information and communications technologies. Its breadth is broad, encompassing media and communication, technology and computing, literacy, and information science. It is composed of a multitude of skills and competences. Technical proficiency with digital technologies, the ability to apply them meaningfully for work, education, and daily living in general, the capacity to assess digital technologies critically, and the drive to engage with digital culture are all components of digital competence. To be able to function in today's society, citizens must possess both the need and the inherent right to digital competency. It has been demonstrated, meanwhile, that individuals are not always keeping up with the changing demands brought on by the quick uptake and modification of technology.

JOB SATISFACTION

Job satisfaction is a psychological aspect of functioning in any occupation. It is the positive emotional response to the job situation resulting from attaining what the employee expects from the job. It is a pleasurable emotional state of the assessment of the job. According to Hoppock (1935) term job satisfaction refers to a pleasurable or positive emotional state resulting from the appraisal of one's job, an affective reaction to one's job and an attitude towards one's job. Weiss (2002) stated that job satisfaction is the result of employees' insight on the facilities that his organizations provide. It is influenced by situational factors of the job and the dispositional characteristics of the individual. Sharma and Ghosh (2006) described job satisfaction as a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with his job. People's attitudes toward their jobs reflect how satisfied they are with their work. Their attitude is formed by how they view their work. It could be characterised as a person's positive psychological state or feeling toward his current employment circumstance. Job satisfaction is a broad attitude that is the product of several distinct attitudes in three areas, namely, specific job component, individual adjustment, and relationship outside of the job. Job satisfaction which encompasses the professional interest and the enthusiasm that a person displays, the achievement of the goal an individual sets and for himself/ herself and his/ her group in a given job situation, is a powerful force for

ensuring success in the job. According to Caner and Coruk (2018) job satisfaction is a favourable emotional state that arises from an individual's personal analysis of their work or work experiences. An attitude that can affect performance, productivity, motivation, interpersonal relationships and quality of life is one that is satisfied.

SIGNIFICANCE OF THE STUDY

Over the past few decades, instructors' roles have drastically changed from being information suppliers to helping pupils become more intellectually empowered. The primary means of sharing information in today's globally interconnected world is through digital media and technology, to the point where proficiency with these tools is essential for both surviving and effectively disseminating knowledge among locals. Students learn through the use of internet-based technologies and smart classrooms; therefore, teachers need to be adept in digital abilities. As a result, a teacher's performance is directly related to their capacity to impart pertinent knowledge, which is reliant on their stress, job satisfaction, and digital proficiency levels at work. Secondary education is crucial since it is the time when young people who are preparing to enter the workforce and pursue higher education are expected to acquire the required abilities, aptitudes, attitudes, and skills. Thus, by acting as role models for their pupils, secondary school teachers can help mould the character, subject-matter knowledge, social intelligence, emotional maturity, and other attributes necessary for a healthy, forward-thinking existence in their students. Enhancing digital literacy and empowering teachers are essential components that can boost teacher effectiveness and enhance student learning outcomes.

2. OBJECTIVES OF THE STUDY

- To study the digital competence of secondary school teachers.
- To study the job satisfaction of secondary school teachers.
- To study the inter correlation between digital competence and job satisfaction of secondary school teachers.\)

Hypothesis of the Study

There will be no significant relationship between digital competence and job satisfaction among secondary school teachers.

Delimitations of the Study

The study was confined to only secondary school teachers from two districts i.e., Patiala and Muktsar of Punjab state.

Operational Definitions of the Study

Digital Competence: The term "digital competency" refers to the collection of knowledge, skills, and attitudes—which include abilities, strategies, values, and awareness—that are necessary when utilizing ICT and digital media to carry out tasks, solve issues, communicate, manage information, work together, create and share content, and acquire knowledge in an effective, efficient, and appropriate manner.

Job Satisfaction: The positive and negative emotions instructors have regarding their employment comprise their job satisfaction.

An employee's response to his work might be attributed to a variety of attitudes. The intrinsic component; pay, benefits, and advancement; physical facilities; institutional goals and policies; contentment with authorities; social standing and family welfare; rapport with pupils and relationships with coworkers are some of the specific factors that are linked to these views.

3. RESEARCH METHOD

In any research process, the research method is the first stage. The descriptive method of research was used to perform the study. A descriptive study assigns labels to the characteristics of the population under investigation in a given occurrence. Research using the descriptive technique emphasizes the "what" of the issue more so than the "why."

4. SAMPLE OF THE STUDY

The schools were selected randomly from the list of government and private schools affiliated to Punjab School Education Board, Sahibzada Ajit Singh Nagar & Central Board of Secondary Education, New Delhi located in Muktsar and Patiala districts of Punjab. Thus, a stratified random sample of 200 secondary school

teachers teaching in secondary schools of Patiala and Muktsar districts was selected for the present study.

Tools used

Digital competence scale for teachers (TDCS) developed by Ramkrishna (2017).

Job satisfaction scale (JSST-DM) developed by Dixit (2013)

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the present study was to examine the digital competence of secondary school teachers in relation to job satisfaction. For this purpose, descriptive statistics, namely, mean, median, mode and standard deviation was used to study the digital competence and job satisfaction secondary school teachers. Correlation was used to study the relationship of digital competence and job satisfaction among secondary school teachers.

DIGITAL COMPETENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO JOB SATISFACTION

The table 1 and table 2 shows the frequency distribution on digital competence and job satisfaction teachers.

Table 1: Frequency Distribution of Digital Competence of Secondary School Teachers.

Class Interval	Frequency	Percentage	Cumulative Percentage
280-294	2	1.00	100.00
265-279	8	4.00	99.00
250-264	10	5.00	95.00
235-249	29	14.50	90.00
220-234	32	16.00	75.500
205-219	52	26.00	59.500
190-204	40	20.00	33.500
175-189	22	11.00	13.500
160-174	5	2.500	2.500
Total	200		

Mean= 207.57; Median= 204.00; Mode= 205.00; SD= 26.19; Skewness= -0.783; Kurtosis= 0.542; Maximum= 292; Minimum= 169; Range= 123

It may be observed from the table 4.1 that the mean scores of digital competence of secondary school teachers came out to be 207.57, Median is 204.00, Mode is 205.00, SD 26.19, Skewness is -0.783 and kurtosis is 0.542. The table 4.1 shows that 40.5% secondary school teachers were found to possess an above average level of digital competence, 33.5% secondary school

teachers were at below average level of digital competence. Whereas, 26% secondary school teachers were found to possess an average level of digital competence. In general, it can be concluded that most of the secondary school teachers in the sample possessed above average level of digital competence



Figure 1: Frequency Distribution of Digital Competence of Secondary School Teachers

The table 1 shows that the value of skewness came out to be -0.783 and the mean value is 207.57 which is smaller than median 204.00 and mode value 205.00 hence it is clearly show that skewness is negative. The kurtosis came out to be -0.542 which is

smaller than hence the curve is leptokurtic. The all values of descriptive statistics shows that frequency distribution of job satisfaction of secondary school students is near to normal distribution.

Table 2: Job Satisfaction

Class Interval	Frequency	Percentage	Cumulative Percentage
250-259	7	3.5	100
240-249	15	7.5	96.5
230-239	24	12	89
220-229	74	37	77
210-219	36	18	40
200-209	25	12.5	22
190-199	12	6	9.5
180-189	7	3.5	3.5
Mean= 220.85; Median= 222.00; Mode= 225.00; SD= 15.60; Skewness= -0.434; Kurtosis= -0.451; Maximum= 251; Minimum= 181; Range= 70			

It may be observed form the table 2 that the mean scores of job satisfaction of secondary school teachers came out to be 220.85, Median is 222.00, Mode is 225.00, SD 15.60, skewness is -0.434 and kurtosis is -0.451, The table 4.2 shows that 23% secondary school teachers were found to possess an above average level of job satisfaction, 40% secondary school teachers were at below

average level of job satisfaction. Whereas, 37% secondary school teachers were found to possess an average level of job satisfaction. In general, it can be concluded that most of the secondary school teachers in the sample possessed below average level of job satisfaction.

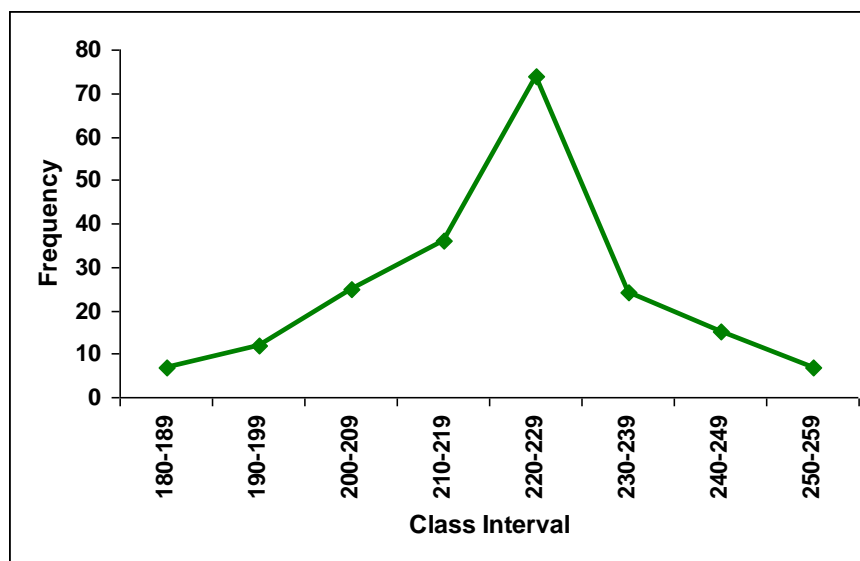


Figure 2: Job Satisfaction

The table 2 shows that the value of skewness came out to be -0.434 and the mean value is 220.85 which is smaller than median 222.00 and mode value 225.00 hence it is clearly show that skewness is negative. The kurtosis came out to be -0.451 which is smaller than hence the curve is leptokurtic. The all values of descriptive statistics shows that frequency distribution of job satisfaction of secondary school students is near to normal distribution.

RELATIONSHIP BETWEEN DIGITAL COMPETENCE AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

The table 3 shows the value of correlation co-efficient between knowledge of digital practices with job satisfaction came out to be 0.187, which is significant at 0.01 level. It indicates that there a positive and significant relationship between knowledge of digital practices and job satisfaction of secondary school teachers. The table 3 shows the value of correlation co-efficient between expertise in using Digital technology for teaching learning with job satisfaction came out to be 0.270, which is significant at 0.01 level. It indicates that there a positive and significant relationship

between knowledge of digital practices and job satisfaction of secondary school teachers.

The table 3 shows the value of correlation co-efficient between evaluating and authorizing online information with job satisfaction came out to be 0.144, which is significant at 0.05 level. It indicates that there a positive and significant relationship between knowledge of digital practices and job satisfaction of secondary school teachers.

The table 3 shows the value of correlation co-efficient between managing and communication digital data with job satisfaction

came out to be 0.244, which is significant at 0.01 level. It indicates that there a positive and significant relationship between knowledge of digital practices and job satisfaction of secondary school teachers.

The table 3 shows the value of correlation co-efficient between collaborating and sharing digital data for teaching with job satisfaction came out to be 0.390, which is significant at 0.01 level. It indicates that there a positive and significant relationship between knowledge of digital practices and job satisfaction of secondary school teachers.

Table 3: Correlation co-efficient between collaborating and sharing digital data

S. No.	Dimension	Job Satisfaction
1.	Knowledge of Digital Practices	0.187**
2.	Expertise in using Digital technology for Teaching Learning	0.270**
3.	Evaluating and Authorizing Online Information	0.144*
4.	Managing and Communication Digital Data	0.242**
5.	Collaborating and Sharing Digital Data for Teaching Learning	0.390**
6.	Total Digital Competence	0.257**

5. CONCLUSIONS

- The results of the study revealed that most of the secondary school teachers in the sample possessed above average level of digital competence.
- The findings of the study indicated that most of the secondary school teachers in the sample possessed below average level of job satisfaction.
- The results of the study had shown that there was a positive and significant relationship between digital competence and job satisfaction of secondary school teachers.

SUGGESTIONS FOR FURTHER RESEARCH

- This study can be applied to teachers in higher education or teacher preparation courses, as it was limited to secondary school educators. Moreover, digital competency is becoming increasingly important in technical and professional education. Therefore, distinct studies in each of these fields may validate one another.
- The current study's completeness precluded it from drawing conclusions that could be applied globally because it only included Punjabi instructors as a sample. Therefore, a more comprehensive investigation with larger sample sizes might be carried out to make the findings more broadly applicable.
- Studies on these and other related factors can be conducted using samples from schools connected with various school boards, such as CBSE, ICSE, and • The only factors in this study were Digital Competence and Job Satisfaction. Other variables, such teaching methods, creative approaches, teachers' resourcefulness and ingenuity, etc., can be used in further research
- Samples from schools affiliated with different school boards, such CBSE, ICSE, and other state school boards, can be used for research on these and other relevant characteristics. other state school boards.

REFERENCES

1. Caner L, Coruk A. The Relationship between Morale and Job Satisfaction of Teachers in Elementary and Secondary Schools. *Educ Policy Anal Strateg Res.* 2018;13(6):54-70.
2. Christen M, Iyer G, Soberman D. Job Satisfaction, Job Performance and Effort: A Re-examination Using Agency Theory. *J Mark.* 2006;70(22):137-150.
3. Dewey J. John Dewey on education: Selected writings. 1974.
4. Dixit M. Job Satisfaction Scale. Agra: National Psychological Corporation; 2013.
5. European Parliament and the Council. Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. *Off J Eur Union.* 2006:L394/310. Available from: <http://eurlex.europa.eu/legal-content/HR/ALL/?uri=URISERV:c11090>.
6. Fafunwa A. History of Education in Nigeria. 2018. doi:10.4324/9780429454905.
7. Hoppock R. Job Satisfaction. New York: Harper and Brothers; 1935. p. 47.
8. Ramkrishna. Teacher effectiveness in relation to self-esteem, job satisfaction and digital competence [PhD thesis]. Chandigarh: Punjab University; 2017.
9. Sharma M, Ghosh A. Perception of organizational climate and job satisfaction in nursing staff personnel: Influence of personality and self-efficacy. *Indian J Soc Work.* 2006;67(13):263-274.
10. Weiss HM. Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Hum Resour Manag Rev.* 2002;12(2):173-194.

Creative Commons (CC) License

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.