

Sequential analysis on Teaching Competency and Life Satisfaction of College teachers in Aizawl District

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Abstract: This study investigates the relationship between teaching competency and life satisfaction among college teachers in Aizawl District. Teaching competency, which includes subject expertise, pedagogical skills, classroom management and communication which plays a crucial role in ensuring effective learning and students' development. At the same time, teachers' life satisfaction—shaped by factors such as work-life balance, institutional support, and professional growth—directly influences their motivation, resilience, and overall performance. Using a descriptive survey method, data were collected from college teachers to assess levels of competency and life satisfaction, and to analyze their interrelation. Findings highlight that higher teaching competency is associated with greater life satisfaction, underscoring the need for policies and institutional practices that enhance teacher well-being. The study contributes to a deeper understanding of how strengthening teacher competency not only improves educational outcomes but also supports the personal and professional fulfilment of teachers entails with better life satisfaction.

Keywords: Teaching competency, life satisfaction, pedagogical skills, motivation, resilience, college teachers,

1. Introduction

The foundation of a successful education is teaching competency, which includes the abilities, attitudes, and knowledge required of teachers to succeed in their line of work. Subject matter expertise allows a qualified teacher to accurately and effectively explain complicated subjects (Grossman, 1990). Engaging and dynamic classes are guaranteed by pedagogical knowledge, which includes teaching tactics and strategies. Good classroom management creates an environment that is favorable for learning, and effective communication skills enable meaningful interactions with students (Marzano, 2003). In a particularly complicated setting where hundreds of crucial decisions must be made every day, teachers need to be proficient in a wide range of competencies in order to enhance student learning (Jackson, 1990). According to Kour (2017), the proper approach in this case is understanding the content, procedures, techniques, and means of content delivery.

One of the most important factors in determining teachers' overall life happiness is their level of teaching ability. Teachers' self-esteem, job happiness, and personal development are all improved by this mutually beneficial interaction, which eventually improves their wellbeing. Subject matter expertise, pedagogical knowledge, classroom management, communication skills, and assessment methods are all included in teaching competency. Teachers who have these qualities report feeling more effective, confident, and satisfied in their work. This leads to a decrease in tension and anxiety, which promotes a healthy work-life equilibrium. Teaching competency is defined as the state of exhibiting skills, abilities, or aptitudes in the satisfactory completion of a learning assignment by the Encyclopaedia Dictionary of Education (1997).



The life satisfaction of college teachers is significantly influenced by their level of teaching proficiency. Not only is good teaching crucial for students to succeed, but it also has a big impact on instructors' happiness at work and well-being. According to research, classroom management, pedagogical knowledge, subject matter competence, and communication skills are all included in teaching competency (Shulman, 1987). High teaching competency teachers report feeling more confident, independent, and purposeful in their work, which improves their quality of life. According to the Self-Determination Theory (Deci & Ryan, 2000), teaching competency satisfies the essential psychological needs of instructors, including relatedness, competence, and autonomy. This in turn promotes overall life satisfaction, job satisfaction, and intrinsic motivation. Research has repeatedly demonstrated that among college instructors, teaching ability positively correlates with life happiness (Bakker & Demerouti, 2007).

Life satisfaction is described as an individual's overall cognitive assessment of their life. It is defined as "a cognitive, evaluative process based on comparing one's situation with what is considered an appropriate standard" (Landan & Mohali, 2013). Teachers are central to the education system in every country, making their satisfaction or dissatisfaction with life a crucial issue. This is because their personal well-being can significantly affect the students they teach. A teacher who is dissatisfied with their life may have a negative influence on their students, while a satisfied teacher is likely to have a positive impact (Shyim & Korb, 2016).

Numerous studies have examined the connection between teaching competency and life satisfaction, revealing that teachers' professional skills and personal well-being are closely intertwined. Research indicates that teachers with higher teaching competency often experience greater life satisfaction, as their success in the classroom leads to positive professional experiences, enhancing their overall quality of life. Teaching competency, which includes skills, knowledge, and classroom management abilities, is typically associated with higher job satisfaction, which in turn positively impacts personal life satisfaction (Babu & Mendro, 2003; Sanders & Rivers, 1996). Furthermore, teachers who feel competent in their roles are more likely to experience a sense of accomplishment and fulfillment, which can improve their mental health and life satisfaction (Wenglinsky, 2002).

Thus, fostering teaching competency is essential for promoting not only effective education but also the well-being of educators. Teachers who experience higher life satisfaction are generally more motivated, engaged, and effective in their teaching, creating a positive cycle that benefits both their personal well-being and their students' learning outcomes (Skaalvik & Skaalvik, 2011).

Objectives of the study:

1. To find out the level of teaching competency among college teachers in Aizawl district
2. To find out the level of life satisfaction among college teachers in Aizawl district.
3. To find out the relationship between teaching competency and life satisfaction of college teachers in Aizawl district.

2. Review of related literature:

Ahmad and Khan (2016) did a study on secondary school teachers' teaching competency in connection to their educational background, stream, and school type and found that government educators perform better than private educators at the secondary level. Private educators are in a terrible financial position. Teachers in private elementary, middle, and even high schools are not as lucky as those in the government. Additionally, the researcher discovered that qualifications have little bearing on teaching competency. The study found that some competent teachers lacked the skills of other teachers during observations in the classroom. Although they have a solid understanding of the material, they have trouble communicating and managing the classroom. But some educators are much more adept in the classroom, even when they are just graduating and entering the field.

Yogita (2017) conducted a study on life satisfaction among degree college teachers in relation to stress management. The sample was further categorized into male and female from both rural and urban areas. The results revealed that male teachers are more satisfied in their life and can better manage stress also. It was also revealed that teachers of urban areas shows positively significant relationship between life satisfaction and stress management.

Ihtiyaroğlu (2018) did a study on analyzing the relationship between happiness, teachers' level of satisfaction with life and classroom management profiles and the aim of this study is to assess how happiness and a teacher's life satisfaction level predict their classroom management styles. The correlation analysis revealed a positive relationship between happiness and life satisfaction with an appreciative classroom management profile, while a negative relationship was found with an indifferent classroom management profile. The multiple regression analysis showed that happiness and life satisfaction are significant predictors of both appreciative and indifferent classroom

management profiles. Based on the findings, several recommendations were made to enhance teachers' happiness and overall satisfaction.

Singh and Rao (2020) did a study on general teaching competency of pupil-teachers and its correlates. After reviewing the data, the researcher came to the conclusion that student-teachers' mean GTC score is below average. Furthermore, there are notable distinctions between the different gender and academic stream groups, with the exception of the male and female, male and female, and female (science and arts) groups. The study provides an example of how teaching skill is related to gender and academic stream. Keywords: Academic Stream, Gender, Student-Teacher, and General Teaching Competency.

Vidyalakshmi and Praveena (2024) conducted a study on teaching competency of teacher educators in colleges of education. The study used a descriptive survey methodology. Determining the teaching competency of teacher educators in education colleges is the aim of this study. Additionally, it compares the teaching competency of teacher educators with two categories of background characteristics, including locality and gender. The results of the study show that the mean teaching competency scores of male and female teacher educators are comparable. Additionally, the mean Teaching Competency scores of teacher educators in rural and urban areas are comparable.

Rationale of the Study

Teaching is both an intellectual task and a vital service to society, requiring teachers to possess strong competencies that directly influence students' development and educational quality. In vocational institutions, competent teachers play an even greater role in shaping students' skills and progress. Studying life satisfaction among college teachers is therefore imperative, as their well-being affects motivation, resilience, and overall effectiveness towards life satisfaction. Factors such as work-life balance, institutional support, and professional growth opportunities not only shape teacher satisfaction but also influence student learning and institutional success.

3. Methodology

A research methodology provides the systematic plan for solving a research problem. It specifies the design, population, sampling, tools, data collection, and statistical techniques used. The methodology adopted for this study is outlined below:

Method of Study

The study employs a descriptive survey method with a quantitative approach to examine teaching competency and life satisfaction among college teachers in Aizawl district.

Population

The population comprises all college teachers in Aizawl district.

Sample

A sample of 100 college teachers was selected using stratified random sampling.

Tools Used

1. **General Teaching Competency Scale (Passi & Lalitha, 1971)** – consisting of 21 items across five dimensions (Planning, Presentation, Closing, Evaluation, and Managerial). It uses a 7-point rating scale and has high reliability (0.85–0.91) and content validity.
2. **Teacher's Life Satisfaction Scale (Sapna Sharma & Savitri Sharma)** – consisting of 72 items across three dimensions (Personal, Social, and Job Satisfaction). It uses a 5-point Likert scale, with reliability of 0.76 and strong content validity.

Procedure of Data Collection

Permission was sought from selected colleges, and informed consent was obtained from teachers. Questionnaires were distributed with clear instructions, completed by participants, and collected by the investigator. Confidentiality of responses was assured.

Data Analysis

The collected data was analyzed using the following statistical techniques:

- Mean

- Standard Deviation
- t-test
- Correlation
- Percentile

Analysis and intervention

This chapter presents the analysis and interpretation of the data collected to assess general teaching competency and life satisfaction of college teachers. The primary objective of this chapter is to examine the level of general teaching competency and life satisfaction of college teachers based on gender and stream of study. The data were analyzed using descriptive statistics such as mean, standard deviation, and percentiles, as well as inferential statistics such as the t test to determine the significance of differences between groups. The results are organized according to the specific objectives of the study. Tables and charts are used to illustrate the findings, and each section is followed by an interpretation that highlights the implications of the results in the context of the research objectives and hypotheses.

Overall level of Teaching Competency among College Teachers in Aizawl District

Objective 1: Level of teaching competency among college teachers in Aizawl district.

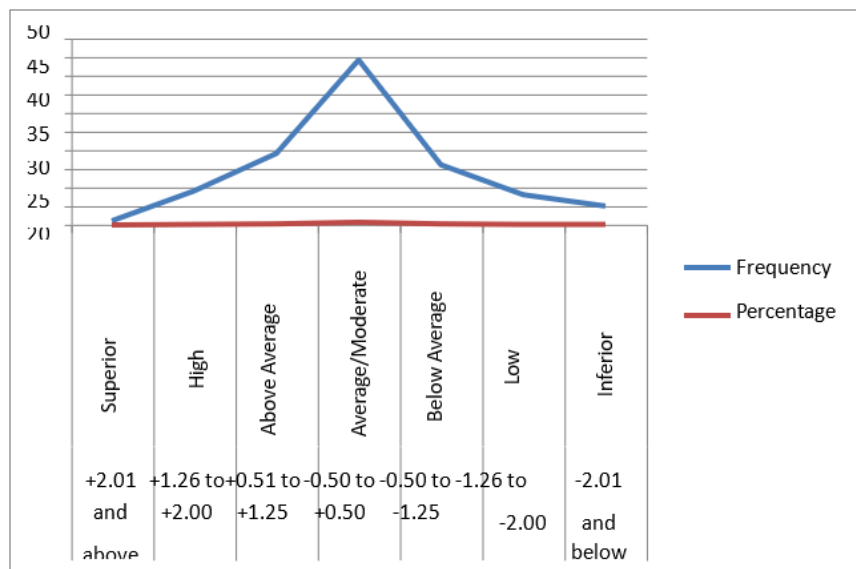
Table 1:

Shows the range of z-Scores, frequency and percentile of college teachers in Aizawl district.

Range of z-Scores	Teaching Competency & Skill Level	Frequency	Percentage
+2.01 and above	Superior	1	1.0%
+1.26 to +2.00	High	9	9.0%
+0.51 to +1.25	Above Average	19	19.0%
-0.50 to +0.50	Average/Moderate	44	44.0%
-0.50 to -1.25	Below Average	16	16.0%
-1.26 to -2.00	Low	8	8.0%
-2.01 and below	Inferior	5	5.0%

Figure 1

Figure shows the level of teaching competency among college teachers in Aizawl district



Interpretation

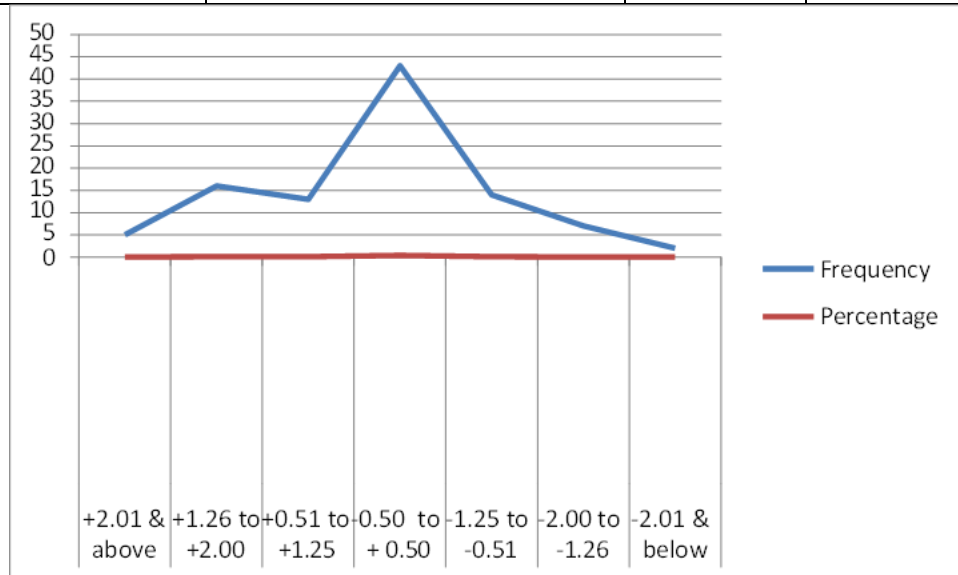
The data reveals that 44% of the college teachers fall in the Average/Moderate level. 19% are in the Above Average category. 16% are classified under the below average level. 9% of teachers are in the high level and 8% of teachers fall under low level, very few teachers with 5% are in inferior level with 1% of teachers under superior categories. This shows that the majority of the college teachers in Aizawl district are at average/moderate, with only a tiny minority falling into lower or extremely high-performance categories. Level of Life Satisfaction Among College Teachers in Aizawl District.

Level of Life Satisfaction Among College Teachers in Aizawl District

Objective 2: To find out the level of life satisfaction among college teachers in Aizawl district.

Shows the range of z-Scores, frequency and percentile of college teachers in Aizawl district.

Range of z-Scores	Level of Teacher's Life Satisfaction	Frequency	Percentage
+2.01 & above	Extremely High	5	5%
+1.26 to +2.00	High	16	16%
+0.51 to +1.25	Above Average	13	13%
-0.50 to + 0.50	Average/Moderate	43	43%
-1.25 to -0.51	Below Average	14	14%
-2.00 to -1.26	Low	7	7%
-2.01 & below	Extremely Low	2	2%



Interpretation

The data reveals that 43% of the college teachers fall in the Average/Moderate level. 16% are in the High category. 14% are classified under the Below Average. A small proportion 13% of teachers are in the Above Average,. Very few teachers fall in the Low (7%), Extremely High with 5%, and Extremely Low 2% categories. This shows that

the majority of the college teachers in Aizawl district are at Average/Moderate, with only a tiny minority falling into extremely low or extremely high-performance categories.

Relationship Between Teaching Competency and Life Satisfaction.

Objective 3: In order to find out the relationship between teaching competency and life satisfaction, Pearson's Product Moment correlation was calculated. The correlation between teaching competency and life satisfaction was found to be 0.87, which may be interpreted as strong positive correlation and the correlation was not significant statistically. So, the null hypothesis

"There is no significant relationship between teaching competency and life satisfaction of college teachers in Aizawl district" cannot be rejected.

4. MAJOR FINDINGS AND DISCUSSIONS

Level of teaching competency among college teachers in Aizawl district.

In the present study, the investigator found out that out of 100 teachers 44 teachers fall in the average/moderate while 19 are fall under the above average.16 teachers are in the below average level, 9 teachers are the in high level and few teachers fall in the low with 8 ,5 with inferior and 1 with superior categories.

Discussion: The findings reveal a varied distribution of teaching competency levels among college teachers in the Aizawl district. Majority of teachers (44%) are in the average or moderate group. This means that almost half of the teachers are doing their job at a normal or expected level. While this shows that many teachers are doing okay, it also suggests there's room for improvement. With the right training and support, these teachers could improve even more. About 19% of the teachers are above average. This is a good sign because it shows that some teachers are doing better than expected. These teachers could help others by sharing their teaching methods or taking on leadership roles in schools. Their strong performance can help bring new ideas and improvements to the classroom. On the downside, 16% of the teachers are below average. In addition, 8% fall in the low category and 5% are in the inferior group. Altogether, this means about 29% of the teachers may be having difficulties. This is concerning because it could affect students' learning. These teachers might need extra help, like coaching or training, to improve how they teach and manage their classrooms. Only 1% of teachers were in the superior category, showing that very few teachers are performing at an outstanding level. Another 9% were in the high category, which is still a good sign. These teachers are doing very well and should be supported and appreciated so they stay motivated and continue their good work. Overall, most teachers are somewhere in the middle, with fewer teachers at the top or bottom. This is common in large groups of people. However, it shows that we need different kinds of support depending on the teacher's performance level. Those doing well should be given chances to grow even more, while those struggling need help to improve.

Level of life satisfaction among college teachers in Aizawl district.

In the present study, majority of college teachers in Aizawl district fall within the average or moderate level of teaching competency. A fair number of teachers also fall into the high and above average categories, indicating a presence of skilled and capable educators. However, a notable portion of teachers were found in the below average and low categories, suggesting the need for targeted support and professional development. Only a small number of teachers fall at the performance extremes, which is typical in most educational settings. Overall, the results highlight the importance of continuous teacher improvement efforts and the need to support both underperforming and high-performing educators through differentiated strategies.

Discussion: The study reveals that most college teachers in Aizawl district demonstrate an average level of teaching competency, with a reasonable number performing above and below this level. This suggests a generally balanced teaching workforce, with strengths to build upon and areas needing improvement. The presence of high-performing teachers is encouraging, as they can serve as mentors or leaders in professional development efforts. However, the existence of teachers in the below average and low categories points to the need for ongoing support, training, and monitoring. The small number of teachers at the extreme ends—both high and low—indicates a typical performance distribution, emphasizing the importance of individualized professional growth opportunities to ensure consistent quality across institutions. These findings reflect the current status of teacher effectiveness in the district and highlight the need for continuous capacity building. Institutions should focus on nurturing average teachers towards higher performance while providing targeted assistance to those struggling. Regular assessments, peer observations, and collaborative training programs may help improve overall competency levels. Policymakers and

administrators must also ensure equal access to professional development for all faculty members. Ultimately, enhancing teacher quality across the board will positively impact student learning and institutional performance.

Relationship between teaching competency and life satisfaction of college teachers in Aizawl district.

The present study found that the relationship between teaching competency and life satisfaction among college teachers in Aizawl district was found to be positive also the correlation was not significant statistically.

5. Discussion:

The present study shows a strong positive relationship between teaching competency and life satisfaction among college teachers, indicating that teachers who feel more competent tend to report greater satisfaction with their lives. This suggests that a teacher's confidence and ability in their professional role might play an important role in their overall happiness and well-being. Feeling effective at work can boost self-esteem and reduce job-related stress, which can positively impact life satisfaction. However, the correlation was not statistically significant, meaning that this strong relationship may not be reliable or consistent across a larger group of teachers. This could be due to the sample size or other factors affecting the data. Even so, the positive connection suggests that investing in teacher training and professional development could be beneficial not just for improving teaching quality, but also for enhancing teachers' personal well-being. Educational institutions should consider the potential link between competency and life satisfaction when designing support programs. Helping teachers improve their skills and feel more confident may contribute to a happier, more motivated workforce. Further studies with larger samples would be valuable to better understand this relationship and its implications.

6. CONCLUSION

The study shows that most college teachers in Aizawl district are performing at an average or moderate level of teaching competency. This means they are doing their job at a basic or acceptable standard, but there is still a lot of room for improvement. While it is good that many teachers are meeting expectations, the goal should be to help them move beyond average and become more effective and confident in their teaching. To achieve this, teachers need regular training, encouragement, and opportunities to improve their skills. Professional development programs, peer support, and feedback from students can help them grow. Teachers should also be motivated to learn new methods, use creative teaching strategies, and stay updated with changes in education. On the other hand, a few teachers are already performing at a high or above-average level. These teachers can serve as mentors or role models to guide others. Their experience and success can inspire improvement across the whole teaching community. The overall performance is steady, more focus should be placed on helping average teachers become better. With the right support, encouragement, and opportunities, every teacher has the potential to grow and provide a higher quality of education to their students. Overall, the findings show that most college teachers in Aizawl are performing at an acceptable level and are generally satisfied with their lives. However, the presence of teachers at lower levels of competency and satisfaction suggests a need for intervention. Professional development, mentorship, and support programs could help improve both teaching quality and personal well-being. High-performing

teachers should also be recognized and used as resources to uplift others. Equal opportunities for growth should be made available to all, regardless of gender or academic stream. The study emphasizes the importance of continuous support, fair policies, and inclusive development strategies. Investing in teacher improvement can benefit both educators and students alike. Further research is recommended to explore these patterns in more depth and with a larger sample.

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