

# WORK VALUES ASSESSMENT OF THE TEACHING PERSONNEL OF THE DEPARTMENT OF EDUCATION, DIVISION OF LEYTE, PHILIPPINES

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**Abstract:** The study aimed to determine the work values of the teaching personnel in the Department of Education, Division of Leyte, Philippines. The study sought to determine the personal profile of the teaching personnel of the Department of Education, Division of Leyte, Philippines, their work values as well as their level of performance. Using the descriptive research design involving 100 respondents, the study used the survey questionnaire in gathering the data. Majority of the teaching personnel belonged to the age group 21-30 years. Majority of the teaching personnel were female, married, bachelor degree holders, worked in the department for five years and below, and without in-service trainings/seminars attended. The work values for teaching in terms of achievement, independence, recognition, support, working conditions, and job satisfaction got an average weighted mean categorized as “Agree”, “Agree”, “Moderately agree”, “Agree”, “Agree”, and “Agree”, respectively. On the level of performance of the teaching personnel, got an average weighted mean categorized as “Often exceeds expectations”. Teaching personnel should be made to feel that they are the important resource in order for them to improve their teaching functions. Likewise, the administration must inculcate desirable work values and provide proper motivation towards the teaching and non-teaching personnel to attain the organization’s goal.

**Keywords:** work values; assessment; teaching personnel; department of education, leyte division.

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## I. INTRODUCTION

The value system of individual plays major role in his behavior particularly in the working process. A person’s value determines to a large extent which he has done in his work. Positive work values generate outcomes from the students that sustain the work progress and mental development of the learners through quality teaching in secondary education which really matters for student learning outcomes. Work values are a generalized beliefs about the desirability of certain attributes of work in terms of achievement, independence, recognition, support, working conditions, professionalism and job satisfaction. They represent our personal relation to what we want to achieve through our work and career. They are acquired early in the process of socialization and are relatively stable in the personal system of values of each person. It also drives the motivation of people to pursue certain task and contribute to the achievement of vision and mission of an organization, and it influences the performance of the people to work hard (S˘ verko 1999).

Teaching personnel in the Department of Education is a group of people who share their knowledge and expertise to the students in various applications of their respective fields. Not knowing their work values would not define clearly their priorities and needs as teachers of professional courses.

Findings of the study will also be utilized to strengthen the faculty development program through enhancing the work environment and social interactions among teaching personnel leading towards the achievement of the vision and mission of the agency. Furthermore, the knowledge of the teaching work values may provide a clear direction to the school administrators and policy makers in identifying school programs and activities in order to improve work values and performance.

## II. REVIEW OF LITERATURE

The following literature is reviewed to provide support and substance to the study.

Jolideth, F. and Yeshodara, K. stated that values are concepts or beliefs that determine how we live in our life. At work, they are major influences on how individuals approach to work. Values drive our decisions and cause us to summon up energy to preserve what we believe in or what we want to defend. As such, they can be principal determinants of behavior and will influence our views about people, situations or events.

Likewise, Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014), pointed out that like general values, work values act as the criteria that an individual uses in selecting appropriate work-related behaviours and goals. The match between teachers' work values and supplies offered by the schools is important for teacher's outcomes like job involvement, work motivation, and turnover intentions. Values related to work have received considerable scholarly attention for many decades (Coe, R., Aloisi, C., Higgins, S., & Major, L. E., 2014).

As pointed out by Salife, I. & Seyram, J. A (2013), the teacher is the key person in the development of human resource in the school system. The success or failure in the school children largely depends upon the teachers' effectiveness as they play their important roles in providing better quality outputs. In the performance of their functions as youth builders, it is quite necessary to take account whatever influence their value system.

In addition, Mison and Bernabe, (2004) stressed that there are personal characteristics that affects teachers' performance such as age, sex, marital status, and tenure. The relationship between age and work performance may be an issue of increasing importance during the next decade. There is a widespread belief that work values declines with increasing age. With age and experience come a variety of benefits including, for many, enhanced self-esteem. In addition to, there were few differences between males and females that will affect their work values. On absence and turnover rates, some evidences show that females have higher turnover rates while others found differences. On absences, women have higher rate of absenteeism than men do.

Reviewing a range of studies on the subject, Tim Khelai (2006) reports, "All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50." Coupled with that, teachers usually find themselves with increased responsibilities and just as much, if not more, to do. One of the more consistent findings has been that there is a positive relationship between job satisfaction and age.

In the same vein, Winters, M. A. (2013) sought to determine the relationship of demographic variables as age and length of service to job satisfaction, job effectiveness and career satisfaction. Results showed that age was negatively correlates with job satisfaction. Moreover, age was positively correlated with career effectiveness.

As stressed by Hughes (2006), teacher job satisfaction relates positively to participative decision- making, higher autonomy at work, and ultimately leads to positive work environment condition, "A happy worker is a productive worker". As a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity.

Whitely, P. (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. Teachers who find their work environment supporting and nurturing have self-perceptions of competence, worth, ownership, and satisfaction with their school and find it difficult to leave a responsive workplace.

On the other hand, reviewing a range of studies on the subject, Tim Khelai (2006) reports, "All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50." Coupled with that, teachers usually find themselves with increased responsibilities and just as much, if not more, to do. One of the more consistent findings has been that there is a positive relationship between work values and age.

Additionally, Kim Khelai (2006) concluded that certain studies on sex and work values noted that women's work values is not lower than men's, given that women's jobs are often inferior in terms of pay, autonomy, and promotional opportunity.

In the same vein, Sharma, R. D., et. al (2010) ought to determine the relationship of demographic variables as age and length of service to work values, job effectiveness and performance. Results showed that age was negatively correlates with work values. Moreover, age was not positively correlated with performance.

Meanwhile, Cliflton, R., Kwog, J., and Wang, H. (2010) also pointed out that maintaining and demonstrating positive work values among teachers would also provide clear image of a living example on the real essence of professionalism

and integrity. The manner of teachers' delivery of lesson and the way they manage classroom situations are some of the factors that may contribute to the satisfaction of learning and development of the students.

Clifton, R., Kwog, J., and Wang, H. (2010) also stressed that the teacher is the key person in the development of human resource in the school system. Thus, the success or failure in the school children largely depends upon the teachers' effectiveness as they play their important roles in providing better quality outputs. In the performance of their functions as youth builders, it is quite necessary to take account whatever influence their value system

The foregoing review of literature is significantly related and served as foundation in conceptualizing this study.

**Conceptual framework.** This study anchored on the work values assessment of the teaching personnel of the Department of Education, Division of Leyte. To deeply appraise the intention of the study, it looked into the profile of the teaching personnel in terms of age, sex, civil status, educational qualifications, designation, number of years in the service, and in-service trainings attended. It looked into the work values of the teaching personnel in terms of achievement, independence, recognition, support, working conditions, and job satisfaction. It also looked into the level of performance of the teaching personnel.

### III. OBJECTIVES OF THE STUDY

This study aims to determine the work values and performance of the teaching personnel of the Department of Education, Division of Leyte. Specifically, sought to answer the following questions:

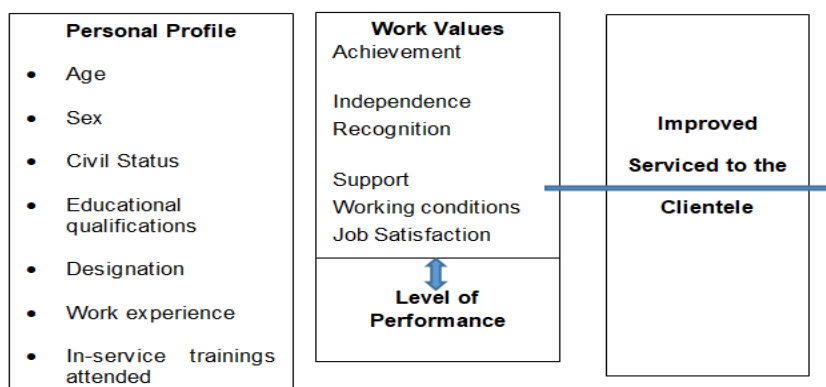
1. What is the personal profile of the teaching personnel in terms of age, sex, civil status, educational qualifications, designation, work experience, and in-service trainings attended?
2. What are the work values of the teaching personnel in terms of achievement, independence, recognition, support, working conditions, professionalism, and job satisfaction?
3. What is the level of performance of the teaching personnel?

#### Framework of the Study

This study valued the following theoretical and conceptual framework as its strong foundation of its inputs into the production process.

**Theoretical framework.** This study is anchored on the theory on motivation by McGregor also called as Theory X and Theory Y. Theory X assumptions: People have an inherent dislike of work and will try to avoid it at all costs; People need to be coerced, controlled and threatened in order to work hard; People aren't ambitious and dislike responsibility, preferring to be directed; Above all else, people want security. While Theory Y Assumptions: People naturally put as much effort into their work as they do into play or rest; People will exercise self-direction and self-control if they are committed to a goal; People will be committed to an organization if they are satisfied in their job; People relish and seek responsibility; People are good at creative problem-solving; People's talents and skills are normally underused.

With respect to the present study, the teaching personnel also fall into these two categories either they have inherent dislike of work or have a natural tendency to exert much effort as they do into play. The assessment of their work values serve as inputs to provide an improved public services to the clientele.



**Figure 1: presents the conceptual framework of the study.**

### **Scope and Delimitation of the Study**

This study determined the extent of work values among teaching personnel of the Department of Education, Division of Leyte. The respondents of this study were the teaching personnel of the Department of Education, Division of Leyte selected in random by the researcher.

The study involved 100 teaching personnel from the 30 out of the 146 secondary schools of the Department of Education, Division of Leyte.

## **IV. METHODOLOGY**

This segment of the study discusses the methods used. It describes and discusses the research design, research locale, research subjects, research instrument, data gathering procedure, data scoring and statistical treatment of data.

### **Research Design**

The study used the descriptive-correlational design in order to attain the objectives of the study. This approach was found appropriate based on the contention of Best (1989) because it involved description, recording, analysis, and interpretation of the prevailing conditions and concerns or relationships that may exist on variables under study.

### **Research Locale**

The researcher conducted her study on the 30 big secondary schools of the Department of Education, Division of Leyte located in nearby Tacloban District such as Palo, Tanauan, Tolosa, Dulag, Burauen, Dagami, Sta. Fe, Alang-Alang, etc. for fast and easy gathering of data. The Department of Education, Division of Leyte was composed of 146 secondary schools and is one of the biggest divisions in Region VIII, Philippines.

### **Research Subjects**

The respondents of this study were the 100 teaching personnel of the Department of Education, Region VIII, Philippines selected in random by the researcher. The teaching personnel were identified as respondents based on the accessibility and their willingness to answer the questions asked in the questionnaire.

### **Research Instrument**

The researcher used the survey questionnaire developed by the researcher herself composed of three parts. The first part determines the personal profile of the respondents. The second part assesses the work values. Finally, the third part ascertains the level of performance of the teaching personnel.

### **Data Gathering Procedure**

After the questionnaire was developed, a dry-run had been administered by the researcher at the Department of Education secondary schools to determine the validity and reliability of the data and to ascertain the accuracy and effectiveness of the research instrument. After the final validation of the research instrument, the same had been finalized.

Then a permission to conduct the survey had been secured from the Schools Division Superintendent of Department of Education, Division of Leyte to field the questionnaire to the secondary schools within the division.

When the permit was granted, the questionnaires had been distributed by the researcher herself to the respondents.

The retrieval of the questionnaires had been made by the researcher herself just after it was fully accomplished by the respondents.

After the retrieval of the questionnaires, the data had been collated, computed, tabulated, analyzed using the statistical measurement or tool to come up with the findings of the study, and was interpreted afterwards.

### **Data Scoring**

Part I of the questionnaire had been tabulated per item and the tabulations on frequency scores. They had interpreted for the situational analysis using the frequency counts. The mean was used to average the responses per item.

Part II, for questions on the existing work values status which is answerable using the Likert-type scale, scoring were as follows:

Ranges	Interpretation
4.51 – 5.0	- Strongly Agree
3.51 – 4.50	- Agree
2.51 – 3.50	- Moderately Agree
1.51 – 2.50	- Disagree
1.0 – 1.50	- Strongly Disagree

Part III, for questions on the level of performance which is answerable using the Likert-type scale, scoring were as follows:

Ranges	Interpretation
4.51 – 5.0	- Consistently Exceeds Expectations
3.51 – 4.50	- Often Exceeds Expectations
2.51 – 3.50	- Meets Expectations
1.51 – 2.50	- Some Improvement Needed
1.0 – 1.50	- Major Improvement Needed

#### Statistical Treatment of Data

The statistical treatment used in the study was the weighted mean to compute the over-all mean of the rating.

### V. RESULTS AND DISCUSSION

This portion of the study presents the results of the data gathered by the researcher. Said results are organized and presented with respect to the research objectives covering the respondent’s personal profile in terms of age, sex, civil status, educational qualification, designation, number of years in the service, and in-service trainings attended.

#### Personal Profile of the Teaching Personnel

This section discusses the personal profile of the teaching personnel in terms of age, sex, civil status, educational qualifications, designation, work experience or number of years in the service, and in-service trainings attended. Table 1 presents the personal profile of the teaching personnel.

**Table 1: Personal Profile of the Teaching Personnel**

Variables	Teaching	
	f	%
Age		
21-30	51	51
31-40	24	24
41-50	17	17
51-60	5	5
61-above	3	3
<b>Total</b>	<b>100</b>	<b>100</b>
Sex	f	%
Male	28	28
Female	72	72
<b>Total</b>	<b>100</b>	<b>100</b>

Civil Status	f	%
Single	42	42
Married	57	57
Widow	1	1
<b>Total</b>	<b>100</b>	<b>100</b>
Educational Qualification	f	%
Doctorate degree holder	0	0
Masteral degree holder with doctoral units	26	26
Bachelor degree holders	74	74
<b>Total</b>	<b>100</b>	<b>100</b>
Designation	f	%
Teaching	100	100
Non-Teaching	0	0
<b>Total</b>	<b>100</b>	<b>100</b>
Work Experience	f	%
5 years & below	54	54
6-10 years	26	26
11-20 years	11	11
21-30 years	6	6
31 & above	3	3
<b>Total</b>	<b>100</b>	<b>100</b>
In-Service Trainings/ Seminars attended	f	%
Several	8	8
Few	41	41
None	51	51
<b>Total</b>	<b>100</b>	<b>100</b>

*Age.* Data showed that out of 100 respondents, 51 or 51 percent were in age group 21-30 years while only 3 or 3 percent of the teaching were in age group 61 and above. This implies that majority of the teaching personnel have strong drives for work until they retire in the age of 65.

*Sex.* Data showed that out of 100 teaching respondents, 72 or 72 percent were females while only 28 or 28 percent were males. It means that females are more inclined to teach than males.

*Civil status.* Data revealed that out of 100 teaching personnel, 57 or 57 percent were singles while only 1 or 1% were widow. It means that they were more motivated to work because they have families to feed. It implies that their work values are high.

*Educational qualifications.* Data revealed the educational qualifications of the teaching personnel in which 74 or 74 percent were bachelor's degree holder while only 26 or 26 percent were master's degree holder with doctoral units. It means that there were only few teaching personnel who have enrolled in the post graduate studies.

*Designation.* Data above disclosed the designation of the teaching and non-teaching personnel in which 100 or 100 percent were secondary school teachers while none as admin staff. It indicates that the teaching personnel were full time school teachers.

*Number of years in the government service.* Data above also revealed the number of years in the government service of the teaching personnel in which 54 or 54 percent belonged to 5 years and below while only 3 or 3 percent were in the government service 31 years and above. It implies that only few of the old ones are still in the service as of the present since mostly have retired already.

*In-service Trainings/Seminars Attended.* Data shows above that 51 or 51 percent have not attended trainings/seminars related to work values while only 8 or 8 percent have several in-service trainings/seminars attended. It implies that both teaching personnel need to have in-service trainings/seminars related to work values in order to enhance and enrich their aptitude and competencies. Trainings and seminars provide opportunities to the works in order that their knowledge would not be outdated (Lucente, 1982).

### Work Values of the Teaching Personnel

This section presents the work values of the teaching and non-teaching personnel in terms of achievement, independence, recognition, support, working conditions, professionalism, and job satisfaction. Table 2 shows the work values in terms of achievement of the teaching and non-teaching personnel of the Department of Education, Leyte Division.

**Table 2: Work Values in Terms of Achievement of Teaching Personnel**

Achievement	Teaching	
	WM	DI
1. My work gave me some degree of fulfilment	4.57	Strongly agree
2. My work gives me some feeling of pride	4.52	Strongly agree
3. My work enables me to get what I need/want	4.43	Agree
4. My work alleviates my morale	4.62	Strongly agree
5. My work promotes my whole being as a person	4.61	Strongly agree
6. My work makes me feel good	4.54	Strongly agree
7. My work removes my worries in life	3.98	Agree
8. My work tells me that I am an achiever	4.47	Agree
9. My work increases my drive to strive more	4.48	Agree
10. Know by the results when you've done a good job	4.31	Agree
11. I feel I can't live without my work	3.9	Agree
12. Get the feeling of having done a good day's work	4.4	Agree
<b>AWM</b>	<b>4.40</b>	<b>Agree</b>

Data above disclosed that the work values in terms of achievement of the teaching personnel has an average weighted mean of 4.4, or was interpreted as "Agree".

*Independence.* Table 3 shows the work values in terms of independence of the teaching personnel of the Department of Education, Leyte Division.



**Table 3: Work Values in Terms of Independence of Teaching Personnel**

Independence	Teaching	
	WM	DI
1. Willing to work even if not closely supervised	4.46	Agree
2. Able to accomplish the assigned tasks while working alone	4.32	Agree
3. Cannot accomplish the work without any proper instruction	3.89	Agree
4. Committed to work if only recognized by the boss	4.32	Agree
5. Enthusiastic always in helping any colleague	4.42	Agree
6. Willing to work in the attainment of the goals in spite of some odds	4.5	Strongly agree
7. Willing to learn the work without the help of others	4.23	Agree
8. Have initiatives always in performing the work	4.46	Agree
9. Have freedom in my own area	4.39	Agree
<b>AWM</b>	<b>4.33</b>	<b>Agree</b>

Data above showed the work values in terms of independence of the teaching personnel in which it got an average weighted mean of 4.33 or was interpreted as “Agree”.

*Recognition.* Table 4 presents the work values in terms of recognition of the teaching personnel of the Department of Education, Leyte Division.

**Table 4: Work Values in Terms of Recognition of Teaching Personnel**

Recognition	Teaching	
	WM	DI
1. Like to work if only being recognized by the boss	2.24	Moderately agree
2. Awards and recognition is something that I would like to achieve through my work	3.46	Moderately agree
3. The reward system is given for my good performance	3.63	Agree
<b>AWM</b>	<b>3.11</b>	<b>Moderately agree</b>

Data above revealed the work values in terms of recognition of teaching personnel in which the average weighted mean was 3.11 or was interpreted as “Moderately Agree”.

*Support.* Table 5 shows the work values in terms of support of the teaching personnel of the Department of Education, Leyte Division.



**Table 5: Work Values in Terms of Support of Teaching Personnel**

Support	Teaching	
	WM	DI
1. Work even without any financial support from the boss	3.53	Agree
2. Work even without any moral support from the boss	3.63	Agree
3. More creative and innovative if given the support by the boss	4.2	Agree
4. Training is important to improve my productivity	4.78	Strongly agree
<b>AWM</b>	<b>4.03</b>	<b>Agree</b>

Data above disclosed the work values in terms of support got an average weighted mean of 4.03, or was interpreted as “Agree”.

It implies that they can still work efficiently and effectively, much more if given the support either morally or financially as part of motivating them.

*Working conditions.* Table 6 shows the work values in terms of working conditions of the teaching personnel of the Department of Education, Leyte Division.

**Table 6: Work Values in Terms of Working Conditions of Teaching Personnel**

Working Conditions	Teaching	
	WM	DI
1. Willing to work even the working condition is not good	2.3	Moderately agree
2. The office space should be conducive to working to become more productive and efficient	4.24	Agree
3. Air condition unit and other amenities must be provided to ensure higher output	3.61	Agree
4. Have adequate lounge, toilet, and other facilities	4.3	Agree
5. Follow certain safety precautions and procedures	4.46	Agree
6. Like the setting in which my job is done	4.17	Agree
7. Have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	4.34	Agree
<b>AWM</b>	<b>3.91</b>	<b>Agree</b>

Data above showed the work values in terms of working conditions of the teaching personnel in which it has an average weighted mean of 3.91 interpreted as “Agree”.

It means that the working condition is as important as the other elements for enhancing the work values of the teaching personnel.

*Job Satisfaction.* Table 8 shows the work values in terms of job satisfaction of the teaching personnel of the Department of Education, Division of Leyte.

**Table 8: Work Values in Terms of Job Satisfaction of Teaching Personnel**

Job Satisfaction	Teaching	
	WM	DI
1. The work gives me a feeling of satisfaction	4.54	Strongly agree
2. Willing to work even beyond working	4.4	Agree
3. Willing to work even if pay and other benefits are not adequate	4.14	Agree
4. Willing to work overtime even without overtime pay	4.2	Agree
5. I am happy with my work	4.5	Agree
6. I am satisfied with my work because of good salary	4.16	Agree
7. This work is what I have dreamed of	3.72	Agree
<b>AWM</b>	<b>4.23</b>	<b>Agree</b>

Data above showed the work values in term of job satisfaction in which the teaching personnel has a weighted mean of 4.23, or was interpreted as “Agree”.

**Level of Performance of the Teaching and Non-Teaching Personnel**

Table 9 shows the level of performance of the teaching personnel of the Department of Education, Division of Leyte.

**Table 9: Level of Performance of Teaching Personnel**

Indicator	WM	Descriptive Interpretation
Level of Performance of the Teaching Personnel	<b>4.29</b>	<b>Often Exceeds Expectations</b>

The weighted mean of 4.29 revealed that the level of performance of the teaching personnel of the Department of Education, Division of Leyte was “Often exceeds expectations”. This would imply that the teaching personnel of the Department of Education, Division of Leyte have a satisfactory performance because of their positive work values.

**VI. CONCLUSIONS**

Majority of the teaching personnel belonged to the age group 21-30 years. Majority of the teaching personnel were female, married, bachelor degree holders, worked in the department for five years and below, and without in-service trainings/seminars attended.

The work values for teaching in terms of achievement, independence, recognition, support, working conditions, and job satisfaction got an average weighted mean categorized as “Agree”, “Agree”, “Moderately agree”, “Agree”, “Agree”, and “Agree”, respectively.

On the level of performance of the teaching personnel, got an average weighted mean categorized as “Often exceeds expectations”.

## VII. RECOMMENDATIONS

Teaching personnel should be made to feel that they are the important resource in order for them to improve their teaching functions. Likewise, the administration must inculcate desirable work values and provide proper motivation towards the teaching and non-teaching personnel to attain the organization’s goal.

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