



A Review on Comparative Study of Professional Competencies and Attitude towards Teaching Profession and their Relationship with Job Satisfaction between BPSC and Niyojit Teachers of Bihar

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ABSTRACT

This paper examines the professional competencies, attitudes towards the teaching profession, and job satisfaction of BPSC and Niyojit teachers in Bihar. Teaching is a critical profession. It influences the quality of education and the professional competencies, attitude, and satisfaction of teachers. The aim of this review is to understand the interrelatedness of the phenomena in the profession and their place in the teaching profession, and find the gaps in the research. A total of 68 studies were reviewed: 25 on professional competencies, 24 on attitudes towards the teaching profession, and 19 on job satisfaction. The literature reviewed shows that the professional competencies of teachers directly affect the effectiveness of teaching and the quality of teaching. Moreover, attitudes towards the profession support the commitment of the professional and teaching, the satisfaction of the professional supports the commitment of the organization and the well-being and productivity of the profession.

The review shows that even though professional competencies, attitudes towards the teaching profession, and job satisfaction positively influence educational excellence, most of the studies have analyzed the variables in isolation, and in the case of Bihar, the studies on BPSC and Niyojit teachers are almost nonexistent. The current review finds a substantial gap in the literature and suggests the necessity for comparative studies on professional competencies and teaching profession attitudes, and the association of these with job satisfaction of BPSC and Niyojit teachers in Bihar.

Introduction

Traditionally, education has been thought of as a means to transform society, elevate economies and develop nations as a whole. The backbone of an educational system is the quality of its teaching workforce. Teachers influence how and what students know, and help children cultivate various skills, values, and attitudes. In a rapidly evolving system, teachers are relied on to not only have the relevant knowledge in the subjects they teach, but to also have a positive attitude to teaching, and to have achieved a favorable level of professional satisfaction. These all affect the quality of education and how well students learn. Within the teaching profession, the degree to which a teacher has developed their professional skills is among the most important factors of teaching effectiveness. The nature of Professional competency is that it is an amalgamation of various skills that include knowing how to teach and manage a class, evaluate and communicate with and about various people, possess a strong work ethic, and the ability to do all of this while keeping an open mind to the changing demands of society and a growing profession. It has been suggested that professional competence encompasses more than merely having knowledge or skills; it also encapsulates emotional intelligence, ethical judgment, effective interpersonal skills, and adaptability, as well as the willingness and ability to engage in lifelong learning (Rachmad, 2026). Professional competence has also been understood as an integrated, cognitive, practical, motivational, and value-related system that provides the basis and enables individuals to act effectively in various and ever-changing situations (Barantsova et al., 2022). Contemporary studies have identified pedagogy, classroom management, digital, assessment and inclusion literacies, and reflective practice as significant components of effective classroom practice and educational quality (Saleem et al., 2026). In addition, professional commitment, occupational aspiration, and professional adjustment are significant contributors to professional competency of educators (Kipgen, 2024; Pandey, 2023). Teaching



effectiveness is also an outcome of the educators' attitudes to the profession. This encompasses educators' feelings, opinions, and the behavioral disposition towards the profession in question. Within the context of education, a positive attitude to the teaching profession fosters enhanced commitment, enthusiasm, and a greater willingness to carry out the duties and responsibilities associated with the profession. A favorable professional attitude and higher teaching effectiveness and commitment are positively correlated (Jeyakanthan, 2003; Vidushy, 2020). Teaching positively correlates with teacher empowerment, professional commitment, and supporting the organization (Jadhav, 2016). Positive attitudes towards the teaching profession correlate with participation, and positive attitudes of both prospective teachers and teacher educators will enhance educational outcomes (Andronache et al., 2014; Bhargava & Pathy, 2014). The attitude toward the teaching profession, therefore, remains a primary psychological and professional attribute that impacts the teaching effectiveness and career advancement of a teacher. Teaching effectiveness and commitment to the organization correlate with job satisfaction, the degree of positive, content, and fulfilled feelings the person experiences with respect to their profession. Job satisfaction is a function of a variety of personal and organizational factors, including pay and benefits, promotional opportunities, the conditions and security of the job, support and relations with superiors and co-workers, the style and recognition of leadership, and professional recognition. Studies show satisfied employees are more productive and effective and have increased commitment and motivation (Hasan et al., 2017; Himanshi, 2026). Job satisfaction plays a vital role in determining a teacher's morale, effectiveness, commitment, and loyalty to an organization (Sylvester, 2010; Devi, 2013). Research shows that job satisfaction in teachers can be attributed to an organization's supportive climate, positive interpersonal relations, a reward system based on equity, and an abundance of opportunities for growth and development (Pundir, 2024; Divya & Bhavikatti, 2024). The relationship of professional competency, the attitude toward the teaching profession, and job satisfaction has been the subject of much interest in educational research. The studies available show that professionally competent teachers have a more positive attitude toward the teaching profession and greater job satisfaction (Suliman et al., 2018; Islam, 2020). In a similar vein, having a positive attitude toward the teaching profession significantly aids teaching competence, effectiveness, and satisfaction (Vidushy, 2020; Ronad, 2013). These studies show that teaching professional competencies, teaching professional attitudes, and job satisfaction are interrelated and collectively impact the teaching profession, teacher performance, and effectiveness in the system.

Bihar has enacted several changes in their teacher recruitment and appointment policies with the involvement of teachers under varying recruitment systems like BPSC and Niyojit teachers. They



perform essentially the same instructional functions, but the recruitment policies, service conditions, avenues of promotion, job security, and the support systems offered to them are considerably different. These differences have the potential to affect their job satisfaction and attitudes to teaching. While these are significant to education, their impact to teaching in Bihar, especially among BPSC and Niyojit teachers, has not been the subject of extensive research. A systematic survey of the professional competencies, attitudes of teachers towards the profession, and their job satisfaction in Bihar with particular focus on the BPSC and Niyojit teachers is of utmost importance. This review seeks to synthesize the available literature on these subjects in the context of Bihar's school education system and provide a theoretical framework for other researchers.

Objectives of the Study

1. To review the concept of professional competencies, attitude towards teaching profession, and job satisfaction in the educational context.
2. To analyse the role of professional competencies in enhancing teachers' effectiveness and professional performance.
3. To examine the attitude towards teaching profession among teachers as reported in previous research studies.
4. To explore the relationship between professional competencies, attitude towards teaching profession, and job satisfaction among teachers.
5. To review the comparative studies related to teachers' professional competencies, attitude towards teaching profession, and job satisfaction.
6. To identify the research gaps in the existing literature related to professional competencies, attitude towards teaching profession, and job satisfaction among teachers, particularly in the context of BPSC and Niyojit teachers of Bihar.

Structure of the Paper

To examine the various aspects of professional competencies, attitudes towards the teaching profession, and the job satisfaction of teachers, this paper is segmented into multiple sections. The first segment provides the introduction and purpose of the study. The following segments explain the concepts and the frameworks of professional competencies, the attitudes towards the teaching profession, and the job

satisfaction of teachers. The paper reviews the existing literature on the professional competencies of teachers, the attitudes towards the teaching profession, and the job satisfaction of teachers. The paper also focuses on the professional competencies of teachers, attitudes towards the teaching profession, and job satisfaction, and the comparative studies on teachers. The paper ends with an overview of the existing literature and highlights the primary findings and research-related trends. The paper also focuses on the research-related gaps in the existing literature and suggests possible research directions. The primary focus of the research directions is the BPSC and Niyojit teachers in the state of Bihar.

Concept of Professional Competencies

Among various attributes that need to be satisfied for successful performance in a profession, the most cardinal one is professional competency, a requirement which is also most critical in the teaching profession. Educationally, professional competencies embody the knowledge, skills, attitudes, values, and professional behavior that enable the teacher to perform instructional duties. Professional competencies enable the teacher to plan and organize learning experiences, control and manage class or student behavior, evaluate student achievement, and communicate, as well as apply educational technology in a variety of contexts to embrace the needs of learners. The meaning of professional competency has changed over the years. Nowadays, professional competency is viewed as a broad construct with many dimensions that go beyond the knowledge of a subject and the knowledge and skills of a profession. Professional competency embodies the cognitive and practical skills and the ethical and emotional dimensions of competency and includes the ability to communicate and adapt, as well as the ability and willingness to critically reflect on one's action in order to improve performance (Rachmad, 2026). Likewise, professional competence has also been referred to as a holistic system of knowledge, skills, attitudes, and characteristics that enable people to successfully function in complex and demanding professional settings (Barantsova et al., 2022). In the educational profession, among other competencies, professional competencies are seen as the basis for teacher effectiveness and the quality of teaching. Previous investigation highlighted the importance of pedagogical knowledge, classroom management, assessment literacy, digital competence, inclusion, and other reflective teaching and professional commitment aforementioned in performing classroom functions with success (Saleem et al., 2026). Teacher competency and its relationship with students' academic achievement, effective teaching methods, and the overall advancement of education, has been addressed (Bada, 2021). Moreover, professional commitment, teaching aspiration, and lifelong learning have been considered crucial for the development of teacher professional competency and teaching effectiveness (Kipgen, 2024; Pandey, 2023). Typically, professional competencies are perceived as flexible traits. They are formed through

professional/practical preparation, teaching experience, training and learning, and self-reflection. Teacher education programs are crucial for the formation of these competencies when they synthesize teaching theory, pedagogy, practice, and teaching professional ethics (Saleem et al., 2026). Thus, the professional competency of teachers has been a vital indicator of the quality and professional teacher excellence in the current educational systems.

Concept of Attitude Towards Teaching Profession

An attitude towards a profession is an important psychological concept that conveys most of the significant aspects of a person's behavior towards the profession of their choice. Attitude consists of beliefs, feelings, and perceptions about people, objects, and activities. In education, the attitude of a person towards a profession captures the extent to which people take their professional obligations. The presence of a positive attitude towards a profession is perceived as favorable and working towards the enhancement of the responsibilities that come with the profession. The attitude towards a profession affects the quality of the profession itself. In this case, the attitude that a teacher has directly affects the quality of teaching that he or she provides to the learners. Attitude can be positive or negative. The quality of teaching, the effectiveness of the teaching, the climate of the classroom, and the participation of the children in the learning process can all be affected by a teaching professional's negative attitude. The existence of a negative attitude among teaching professionals has been found to result in lower teaching effectiveness, lower teaching competency, and an unfavorable level of commitment to the teaching profession (Jeyakanthan, 2003; Vidushy, 2020). The attitude towards a profession is a result of personal, professional, and organizational factors. They include things like work experience, qualifications, and levels of commitment and participation as well as workplace culture, the level of empowerment extended to staff, the conditions of the workplace, and chances for professional development (Jadhav, 2016). Research shows that the attitudes that trainee teachers develop during teacher training determine the professional commitment and effectiveness of the teacher in later years (Andronache et al., 2014). Similarly, teachers' attitudes toward teaching have been influenced by their social circumstances, the educational stream, sex, and their experiences at various institutions (Bhargava & Pathy, 2014). The need to promote a positive attitude toward teaching as a profession has been underscored in many studies. A positive attitude yields a high level of satisfaction with the profession, optimal functioning in the classroom, better relationships with students, and better performance of the educational system (Kumar, 2017). In addition, attitude toward the teaching profession is a vital criterion for the assessment of teaching-related skills and professional effectiveness. Teachers with a positive attitude to their work perform their duties and responsibilities in a satisfactory and effective manner



(Vidushy, 2020). Thus, attitude toward teaching is regarded as an essential element of teacher professionalism. It determines the teacher's perception of their role and influences both their effectiveness and the level of commitment and involvement in the educational system.

Concept of Job Satisfaction

Job Satisfaction is a well-researched topic in organization behavior, educational administration and human resource management. It depicts the level of happiness and positivity one feels about a profession and the work environment. In the case of the teaching profession, job satisfaction refers to the perceptions and feelings of the teachers about salary, promotion and job security, along with the work environment, recognition, and support. Researchers assert that job satisfaction is a broad term and the perceptions and feelings of employees is influenced by the intrinsic and extrinsic factors. The factors that influence the perceptions and feelings of employees intrinsically are achievement, recognition, and responsibility, along with the nature of work and the professional growth. Extrinsically, the perceptions and feelings are influenced by the salary, promotions, working conditions, policies, and the interpersonal relationships (Hasan et al., 2017). The higher the job satisfaction, the more committed the teachers, and high job satisfaction translates into motivation, productivity, and a high level of professional effectiveness (Himanshi, 2026; Divya & Bhavikatti, 2024). Job satisfaction is of great importance in enhancing the morale and the professional commitment of teachers and in enhancing the effectiveness of the organization. The positive behavior and dedication of teachers is of great importance to the functions of the profession. Teacher dissatisfaction is also a highly researched area. Stress in teaching, professional burnout, and absenteeism are clear manifestations of teaching dissatisfaction (Sylvester, 2010; Devi, 2013). Dissatisfied teachers also display a low level of educational teaching effectiveness. The significance of teacher job satisfaction can't go understated, and supportive professional environments with higher job satisfaction must be the goals of educational policy. Supportive leadership, fair rewards, chances for career advancement, professional autonomy, good relationships, appropriate conditions, needed resources, and training opportunities are just some contributors to teacher job satisfaction as mentioned by Pundir (2024) and Divya & Bhavikatti (2024). Hasan et al. (2017) stated teacher job satisfaction pertains most closely to the level of commitment the teacher shows to the school and how effective and well the teacher functions. Additionally, job satisfaction is said to improve professional attitudes and competencies of teachers. Those teachers who have a good professional attitude and who are competent, report a high degree of job satisfaction (Ronad 2013, Suliman et al. 2018). Because of this, job satisfaction is deemed one of the most important characteristics of a quality teacher and a quality educational institution.



It is easy to understand why job satisfaction is a priority in the teaching profession. Identifying the elements that make teachers job satisfied is vital for making improvements to education and to the service the institution provides.

Professional Competencies among Teachers

Professional Competency is a significant factor of teacher effectiveness, quality of instruction, and success of education. Many researchers have studied professional competencies among teachers and among other professionals, focusing on their nature, scope, dimensions, and ranges. From the literature, professional competency is a multidimensional construct that consists of pedagogical knowledge, teaching skills, classroom management, communication, professional ethics, assessment, digital skills, leadership, and reflective practice. The scope of professional competency is large and is rapidly evolving with the dynamic educational and technological environments. It is a dynamic construct that consists of cognitive flexibility, sound ethical and emotional judgment, interpersonal effectiveness, and a commitment to lifelong learning; and is not just about the possession of technical knowledge and skills (Rachmad, 2026). Professional competence is also an integrated system of knowledge, skills, attitudes, and values that enable professionals to deal with, and perform, successfully in a multitude of complex and changing professional contexts (Barantsova, et al 2022). It has been evidenced in many studies that the professional competencies of teachers can be enhanced through quality teacher education and training. The implementation of competency-based teacher education, training, mentoring, reflective practice, and teaching practice support the development of professional competencies of teachers (Saleem, et al 2026). Professional commitment and aspirations to the profession positively correlate with teaching competency among teacher educators (Kipgen, 2024). The results show that professional competencies can be developed through formal education and sustained professional practice. Many studies have investigated the link between professional competency and teaching effectiveness. Findings have shown that professionally competent teachers demonstrate optimal instructional practices, effective classroom management, and greater student outcome achievements (Bada, 2021; Joseph, 2013). Additionally, teachers with higher professional competency are positively viewed to have a high level of professional commitment and professional adjustment. Aspirational stress negatively determines one's professional competency and performance (Pandey, 2023). Positive correlation between effectiveness and professional competency was established along with spiritual intelligence of secondary school teachers (Kumari, 2017). Demographic and professional factors have been considered in the analyses of professional competency. Studies indicate that professional competency varies based on gender, years of teaching, type of school, locality, and academic qualifications (Bada, 2021; Lakshminarayana, 2019;

Babu, 2016). Generally, more seasoned teachers have a high level of professional competency owing to exposure in the classroom. It has been established that teaching competency progresses through routine professional growth, training, and a facilitating institutional environment (Chauhan & Gupta, 2014; Ahmad & Khan, 2016). The domain of professional competency is greatly influenced by psychological and organizational factors. Key predictors include professional ethics, the classroom climate, work-life balance, emotional intelligence, professional commitment, and organizational support (Jothiramani, 2020; Annamalai, 2023; Danvila del Valle et al., 2013). Professional competency is multifactorial and not determined only by academic qualifications.

Table 1 : Summary of Studies on Professional Competencies among Teachers

S. No.	Author(s)	Year	Focus of Study	Key Findings
1	Rachmad	2026	Professional Competency Assessment and Certification (PCAC)	Professional competency includes ethical judgment, emotional intelligence, adaptability, interpersonal effectiveness, and lifelong learning beyond technical knowledge.
2	Saleem et al.	2026	Teacher education programs and professional competency development	Practicum, mentorship, reflective teaching, assessment literacy, and classroom engagement significantly enhanced professional competencies.
3	Kroon & Alves	2026	Professional competencies in accounting profession	Professional organizations contribute to competency development through certification, training, regulation, and professional support.
4	Lyngdoh	2025	Competency requirements of library professionals	ICT skills, communication, leadership, digital literacy, and continuous professional development were identified as essential competencies.
5	Kipgen	2024	Professional commitment, occupational	Professional commitment and occupational aspiration positively influenced teaching competency among



			aspiration and teaching competency	teacher educators.
6	Pandey	2023	Professional competency, commitment, stress and adjustment	Professional commitment and adjustment positively influenced competency, whereas occupational stress negatively affected competency.
7	Annamalai	2023	Professional competency, achievement motivation and work-life balance	Professional competency demonstrated a significant positive relationship with achievement motivation and work-life balance.
8	Barantsova et al.	2022	Concept of competence in professional training	Professional competence was identified as an integration of knowledge, skills, attitudes, values, and personal qualities.
9	Bada	2021	Professional competency and student achievement	Higher teacher competency positively contributed to students' academic achievement and educational quality.
10	Jothiramani	2020	Professional ethics, classroom climate and teaching competency	Professional ethics and positive classroom climate significantly enhanced teaching competency among prospective teachers.
11	Islam	2020	Teaching competency of teacher educators	Teaching competency was significantly associated with work motivation, job satisfaction, and professional effectiveness.
12	Lakshminarayana	2019	Professional competency among secondary school teachers	Teaching experience, educational qualifications, and school characteristics significantly influenced professional competency.
13	Suliman et al.	2018	Professional competence, productivity and job	Professional competence showed a strong positive relationship with teacher productivity and job satisfaction.



			satisfaction	
14	Kumari	2017	Teaching competency and spiritual intelligence	Teaching competency positively contributed to teacher effectiveness and professional performance.
15	Pratibha	2017	Teaching competency of primary school teachers	Gender and educational qualification did not significantly influence teaching competency; professional skills and experience were more important.
16	Babu	2016	Professional competency and stress among teachers	Professional competency was negatively related to occupational stress among secondary school teachers.
17	Ahmad & Khan	2016	Teaching competency in relation to qualification and school type	Government school teachers demonstrated higher teaching competency than private school teachers.
18	Chouhan	2015	Competency mapping among HR professionals	Technical, interpersonal, and technological competencies positively influenced professional effectiveness and performance.
19	Chauhan & Gupta	2014	Teaching competency of secondary school teachers	Teaching competency differed significantly according to gender, locality, and teaching experience.
20	Danvila del Valle et al.	2013	Professional competencies and emotional intelligence	Emotional intelligence significantly contributed to professional competency, leadership, and organizational effectiveness.
21	Joseph	2013	Professional competency and teacher effectiveness	Professional competency positively influenced teacher effectiveness and professional performance.
22	Hamdan et al.	2010	Teaching competencies of school teachers	Concern for students, professional skills, and commitment to school activities were identified as important teaching

				competencies.
23	Ramesh & Annaraja	2010	Teaching competency among B.Ed. distance learners	Teacher education programs contributed to the development of teaching competency irrespective of gender.
24	Baartman et al.	2007	Competency assessment programs	Reflective practices and multiple assessment methods improved competency-based education and professional development.
25	Jeyakanthan	2003	Teaching competency and attitude towards teaching	Teaching competency showed a significant positive relationship with attitude towards teaching profession.

Overall, the reviewed studies suggest that professional competency is a fundamental requirement for effective teaching and educational excellence. Teachers possessing higher levels of professional competency are more likely to demonstrate effective instructional practices, stronger professional commitment, improved classroom performance, and greater contributions to educational development. The literature further indicates that continuous professional development, supportive institutional environments, and competency-based teacher education programs play a crucial role in strengthening teachers' professional competencies.

Attitude Towards Teaching Profession among Teachers

Teachers' attitudes towards the teaching profession is a significant factor to consider when examining the effectiveness, dedication, motivation, and progress of teachers. Attitudes towards the profession positively or negatively affect the satisfaction and the effectiveness of instruction and the teaching profession. This has led to a plethora of studies focused on the profession-related attitudes of teachers. From the studies that have been reviewed, teachers have more often than not, a positive or neutral attitude towards the teaching profession. From the studies that have been reviewed, teachers have more often than not, a positive or neutral attitude towards the teaching profession. The studies have referred to practicing teachers, teachers-in-training, teachers in academic research, and teacher educators. One of the most referred characteristics related to teaching effectiveness and professional dedication is one's attitude towards the teaching profession. Positive attitudes towards the teaching profession have shown to increase dedication, responsibility, and professional commitment (Jeyakanthan, 2003; Vidushy, 2020). There have been a number of studies focused on the professional attitudes of teaching staff and the

factors that relate to their attitudes. Studies have shown that teaching staff's attitudes towards their profession have been positively or negatively impacted by their gender, locality, level of education, teaching experience, and the educational institutions (Kumar, 2017; Jadhav, 2016; Yadav, 2002). From the reviews, female teachers and teachers with more experience have shown to have more positive attitudes towards the teaching profession. Professional empowerment and a good institutional climate have shown to positively impact teachers' professional attitudes (Jadhav, 2016). The professional attitudes of teachers also positively relate to teaching effectiveness and students' performance. Research has shown that teachers with positive feelings about teaching tend to be more competent, effective, and committed to teaching (Vidushy, 2020; Minvelli, 2019). The same is true of pre-service teachers, whose positive feelings help them be more committed to teaching and more prepared to fulfill teaching roles (Sahayamary & Samuel, 2011; Andronache et al., 2014). The attitude towards the teaching profession is related to a number of organizational aspects. Professional commitment, teacher empowerment, organizational climate and a favorable workplace all boost positive attitudes towards teaching (Jadhav, 2016). Positive attitudes improve job satisfaction, commitment to the organization, and professional effectiveness of teachers (Devi, 2013; Ronad, 2013).

Researchers also describe teaching institutions as the starting point for the positive attitudes to the teaching profession. Teacher education programs help pre-service teachers develop positive professional values, ethics, teaching-related ideas, and attitudes toward the teaching profession (Bhargava & Pathy, 2014; Andronache et al., 2014). Such experiences help build a teaching professional identity and enhance commitment to teaching.

Table 2: Summary of Studies on Attitude Towards Teaching Profession among Teachers

S. No.	Author(s)	Year	Focus of Study	Key Findings
1	Kishor & Choudhary	2026	Self-actualization and attitude towards religion among pupil teachers	A positive relationship was found between self-actualization and attitude towards religion. Value education and spirituality were recommended for teacher development.
2	Düzbayır et al.	2026	Development of Menstruation Symptom and Attitude Scale (MSAS)	Developed a valid and reliable scale to assess symptoms and attitudes related to menstruation.
3	Anower et	2026	Knowledge, attitudes and	Positive relationships were found among



	al.		practices of onion growers	knowledge, attitudes and cultivation practices.
4	Saxena	2024	Workplace spirituality and work attitudes	Workplace spirituality positively influenced job involvement, innovative work behaviour and work attitudes.
5	Jyotika	2024	Consumer attitudes towards mobile advertising	Personalization and credibility significantly influenced positive consumer attitudes towards mobile advertising.
6	Thangavel & Anbalagan	2021	Attitude towards flipped classroom among B.Ed. trainees	Female, urban and Mathematics pedagogy students showed more favourable attitudes towards flipped classroom learning.
7	Vidushy	2020	Teaching competence, teaching aptitude, attitude towards teaching and sense of responsibility	Attitude towards teaching emerged as the strongest predictor of teaching competence.
8	Sanchez	2019	Students' attitudes towards performance-based assessment	Students and teachers exhibited positive attitudes towards performance-based assessment.
9	Minvelli	2019	Professional effectiveness and attitudes towards teaching and management	Professional effectiveness showed a positive relationship with attitudes towards teaching and management.
10	Mishra	2018	Attitude and awareness towards AIDS	Age, personality traits and value orientations significantly influenced attitudes and awareness.
11	Kumar	2017	Attitude towards teaching profession among Sainik School teachers	Female, urban, experienced and highly qualified teachers possessed more favourable attitudes towards teaching.
12	Jadhav	2016	Attitude towards teaching profession, organizational culture, professional	Positive relationships were observed among attitude, organizational culture, commitment and empowerment.

			commitment and empowerment	
13	Andronache et al.	2014	Future teachers' attitudes towards teaching profession	Prospective teachers demonstrated positive attitudes towards the teaching profession.
14	Bhargava & Pathy	2014	Student teachers' attitudes towards teaching profession	Gender, educational stream and socio-cultural background influenced attitudes towards teaching.
15	Devi	2013	Job satisfaction and attitudes towards teaching profession	Positive attitudes towards teaching contributed to higher job satisfaction.
16	Chaudhary	2013	Values and attitudes towards teaching profession	Personal values significantly influenced teachers' attitudes towards the profession.
17	Thilakan & Sindhu	2012	Attitudes and work commitment of teachers	Positive attitudes were associated with stronger work commitment.
18	Sahayamary & Samuel	2011	Attitude towards teaching and academic achievement of B.Ed. students	A positive relationship was found between teaching attitude and academic achievement.
19	Hussain et al.	2011	Attitudes of secondary school teachers towards teaching profession	Female, rural and public-school teachers demonstrated more positive attitudes towards teaching.
20	Sylvester	2010	Attitude towards teaching profession and job satisfaction of teacher educators	Teacher educators exhibited positive attitudes and satisfactory levels of job satisfaction.
21	Singh	2008	Attitude towards computer education among secondary school students	Students generally demonstrated positive attitudes towards computer education.
22	Singh	2007	Job satisfaction and attitude towards teaching profession among teacher educators	Teacher educators showed positive attitudes towards teaching profession, though attitudes and job satisfaction were independent.
23	Yadav	2002	Teacher trainees' attitudes	Female, intelligent and mentally healthy

			towards teaching profession	trainees demonstrated more positive attitudes towards teaching.
24	Gavai	2002	Counsellors' attitudes towards Open University system	Counsellors generally displayed positive attitudes towards activities of the Open University system.

Overall, the reviewed literature suggests that attitude towards teaching profession is a significant determinant of teacher effectiveness, professional commitment, teaching competency, and job satisfaction. Positive attitudes not only enhance teachers' professional performance but also contribute to the improvement of educational quality and student learning outcomes. Therefore, the development and maintenance of favorable professional attitudes remain an important objective of teacher education and professional development programs.

Job Satisfaction among Teachers

Job satisfaction is crucial in understanding teacher effectiveness, and drawing from the research on teacher commitment and productivity, teacher job satisfaction relates to teacher wellbeing. Teachers that are satisfied with their job are more motivated, dedicated and committed to their job. Dissatisfaction with teaching as a profession may result in the inverse and can impact the effectiveness and the outcome of teaching. This push researchers to understand job satisfaction more and its impact in the field. From the research, satisfaction is a result of both intrinsic and extrinsic features. Professional success, acknowledgment, responsibility, and growth opportunities are intrinsic features. Satisfaction is also influenced by salary, opportunities for promotion, and job security. Another study reported that positive work and organizational conditions facilitate job satisfaction and professional commitment to teaching. There are also a number of studies on the job satisfaction of either teachers or teacher educators; the job satisfaction of educational professionals is reported as being moderate to high. According to the research, recognition, administrative support, and the availability of opportunities for career advancement have a positive correlation with job satisfaction among teachers (Divya & Bhavikatti, 2024). Hasan et al. (2017) have relayed that the satisfaction of employees and the efficiency of an organization stem from the quality of relationships within the organization and the organization's leadership. The review of literature has drawn connections to job satisfaction and attitudes toward a profession. There is evidence to suggest that satisfaction and fulfillment in a profession is experienced to a greater degree by those employed in the teaching profession who have a positive attitude toward teaching (Sylvester, 2010; Devi, 2013). The same is true for the degree of commitment to the profession. The findings support the conclusion that

satisfaction is synonymous with the attitudes, values, and perceptions of the teacher. The research on the relationship between job satisfaction and the teaching profession has spanned into the realm of professional competency. According to the literature, the level of satisfaction experienced by teachers relates to their confidence and effectiveness, recognition, and success within the teaching profession (Suliman et al., 2018; Islam, 2020). Professional competency has subsequently been identified as a key factor in determining job satisfaction among teaching professionals. The literature has identified several demographic and organizational factors that impact job satisfaction. Factors such as gender, teaching experience, educational qualifications, school type, organizational climate, leadership style and professional development opportunities have been known to influence the level of satisfaction of teachers (Pundir, 2024; Divya and Bhavikatti, 2024). Additionally, having supportive institutional policies and equitable service conditions will help improve the professional well-being and job satisfaction of teachers.

Table 3: Summary of Studies on Job Satisfaction

S. No.	Author(s)	Year	Focus of Study	Key Findings
1	Himanshi	2026	Job involvement, job satisfaction and organisational performance among female employees	Fair pay, promotion opportunities, supervisory support, and positive work conditions significantly enhanced job satisfaction and organisational performance.
2	Pundir	2024	Job involvement and job satisfaction among library professionals	Library professionals exhibited moderate job involvement and job satisfaction. A strong positive relationship existed between job involvement and job satisfaction.
3	Divya & Bhavikatti	2024	Employee job satisfaction	Leadership, career growth, work-life balance, communication, workplace relationships, and employee welfare significantly influenced job satisfaction.
4	Rodrigo, Kuruppu & Pathirana	2022	Job satisfaction and employee performance	Workplace conditions, pay, and promotion positively influenced employee performance and job



				satisfaction.
5	Vyas & Dhoolappanavar	2022	Job satisfaction among private school teachers	Teachers were satisfied with working conditions, training, interpersonal relations, and leave facilities, but less satisfied with salary and promotion opportunities.
6	Lakew	2019	Leadership styles and job satisfaction among university teachers	Participatory and delegative leadership styles positively influenced job satisfaction and organisational commitment.
7	Shaju & Subhashini	2017	Impact of job satisfaction on job performance	Job satisfaction positively influenced job performance, morale, and organisational commitment.
8	Hasan et al.	2017	Job satisfaction theories: A literature review	Salary, promotion, supervision, recognition, communication, interpersonal relationships, and work environment were major determinants of job satisfaction.
9	Dey, Pakira & Mohakud	2016	Job satisfaction among secondary school teachers	Most teachers possessed above-average job satisfaction. Significant differences were found between Arts and Science teachers.
10	Jalagat Jr.	2016	Relationship among job performance, job satisfaction and motivation	Job satisfaction, motivation, and performance were interrelated; positive work relationships and leadership enhanced satisfaction.
11	Buragohain	2015	Happiness, morale and job satisfaction among secondary school teachers	Job satisfaction was positively associated with teacher happiness and morale.
12	Lalita & Raj	2013	Job satisfaction among public and private school teachers	Government school teachers reported higher job satisfaction than private school teachers; promotion policies

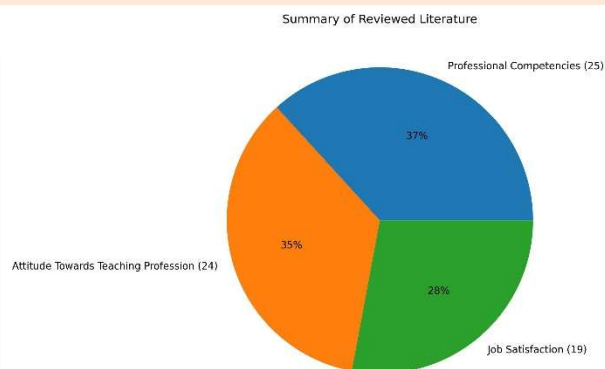
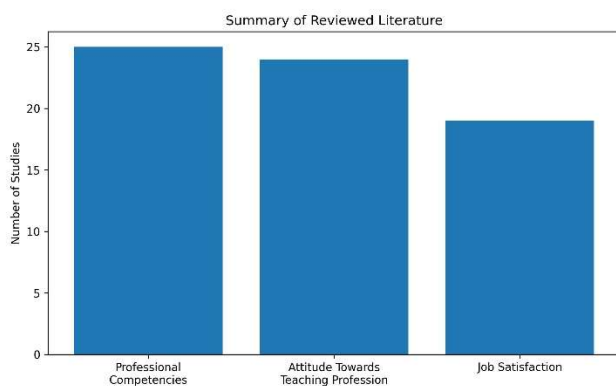
				remained a concern.
13	Ronad	2013	Teacher values, attitudes and job satisfaction	Positive attitudes towards teaching were significantly related to higher job satisfaction.
14	Walia	2013	Job satisfaction of teacher educators by institution type and gender	Teacher educators in government-supported institutions reported higher job satisfaction than those in self-financed institutions.
15	Atta et al.	2012	Job satisfaction among regular and contract teachers	Regular teachers were more satisfied with salary, job security, and incentives than contract teachers.
16	Lal & Singh	2012	Job satisfaction and attitudes towards teaching among university teachers	University teachers demonstrated satisfactory job satisfaction, although attitudes towards teaching were comparatively less favourable.
17	Latif et al.	2011	Job satisfaction among public and private college teachers	Public college teachers reported greater satisfaction regarding salary, job security, promotion, and working conditions.
18	Gruneberg & Startup	1978	Job satisfaction of university teachers	Teaching and research were major sources of satisfaction, whereas promotion and limited research opportunities were major sources of dissatisfaction.
19	Gruneberg & Bradley	1971	Job satisfaction among physiotherapists and insurance clerks	Job content and nature of work enhanced satisfaction, whereas salary, promotion, and working conditions contributed to dissatisfaction.

Overall, the reviewed studies indicate that job satisfaction is a critical component of teacher effectiveness and organizational success. Higher levels of job satisfaction contribute to professional commitment, improved performance, positive attitudes, and enhanced educational quality. Therefore, educational

institutions and policymakers must focus on creating supportive professional environments that promote teachers' satisfaction, motivation, and long-term professional growth.

Table 4: Summary of Reviewed Literature

S. No.	Area of Review	Number of Studies	Major Focus
1	Professional Competencies among Teachers	25	Teaching competency, professional commitment, professional effectiveness, competency development, emotional intelligence, and teacher performance
2	Attitude Towards Teaching Profession among Teachers	24	Professional attitude, teacher commitment, teaching effectiveness, professional values, and attitude towards teaching profession
3	Job Satisfaction among Teachers	19	Job satisfaction, organizational climate, leadership, motivation, work environment, and professional well-being
Total	Reviewed Literature	68	Professional Competencies, Attitude Towards Teaching Profession, and Job Satisfaction



This figure shows how the different variables from the studies we reviewed are distributed from a variable perspective. 68 professional studies were analyzed to fit three major variables; Professional Competencies, Attitude Towards Teaching Profession and Job Satisfaction. Professional studies are research studies that focus on the Professional Competencies of teachers. A lot of interest was given to the Attitude Towards the Teaching Profession studies, as this area covers the professional attitude and commitment of teachers to practice teaching, and a good number of analyses focused on the Job Satisfaction and its critical role on effective teaching and the well-being of teachers. The importance of



all three variables is noted and analyzed, but few studies have examined the relationship of these variables, and even fewer have studied them in the BPSC and Niyojit teachers of Bihar. This study is exploratory in nature, and sets out to examine the relationship of the variables in a comparative framework.

Research Gap

Much literature is centered around working teachers' professional competencies, teaching attitudes, and job satisfaction. Separate studies show the relationship of each variable with factors like teacher effectiveness and organizational climate. A few studies note the relationship between job satisfaction and professional teaching competencies and the relationship between attitudes toward the teaching profession and professional effectiveness. However, research on the nexus of job satisfaction, professional competencies, and attitudes toward the teaching profession is nearly nonexistent. Further, research on secondary school teachers and teacher educators has occurred in varied educational contexts. The studies show a lack of research comparing teachers working in different recruitment and service contexts. In the case of Bihar, and particularly the BPSC and Niyojit teachers, there are differences in recruitment, service conditions, and professional safety. There is no evidence of the study of the professional competencies and attitudes toward the teaching profession of these two groups of teachers. Therefore, there is a huge gap of research on these two groups of teachers. The present study aims to assess the professional competencies and attitudes toward the teaching profession and the nexus of these with job satisfaction of the two groups of teachers.

Conclusion

This literature review examined professional competencies, attitudes towards the teaching profession, and teachers' job satisfaction. Thirty studies of each construct were recapped for a total of 68 studies. The reviewed literature identified professional competencies, positive attitudes toward the teaching profession, and job satisfaction to be the building blocks of teacher effectiveness and the teaching profession. Professional competencies afford teachers the ability to undertake instructional duties. A positive teaching attitude enhances professional commitment and teaching with greater motivation and dedication. Job satisfaction, on the other hand, enriches the teacher's well-being and positively influences the teacher's commitment to the organization and role performance. The reviewed studies demonstrated that emotional intelligence, commitment, teacher education, professional development, and organizational support influence professional competencies, while personal, professional, and institutional factors shape the attitude toward the teaching profession. On the other hand, teaching



conditions, leadership, recognition, promotion, and relationships at work influence job satisfaction. The studies reviewed showed a positive connection among professional competencies, attitude toward the teaching profession, and job satisfaction. As such, these variables have a collective impact on teaching and the performance of the education system. The review noted that the majority of studies have examined the constructs in isolation, with minimal studies focusing on a comparative analysis of the constructs. Also, studies focusing on BPSC and Bihar's Niyojit teachers are few as the two differ in their recruitment and service conditions. Thus, researching the professional competencies, attitudes towards the teaching profession, and their relationship with job satisfaction among Bihar's BPSC and Niyojit teachers will add valuable and needed information to the existing knowledge base.

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