



A Study on Teachers Satisfaction on Reskilling and Upskilling of Digital Economy in Private Educational Institutions in Palakkad Region

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Abstract- Today ,educational institutions are now among the most powerful service industries in India, they contribute greatly to the future workforce and overall country-wide socio-economic growth. The integration of technology and changing industry demands have changed the emphasis of educational institutions from regular teaching to introducing the latest skills to educators and learners. With the advancement of digital technology, e-learning websites, and new teaching practices, the operation of the education industry has seen radical transformations. Multiple skill-based initiatives such as online training programs, digital classrooms, professional development sessions, and blended learning programs have eliminated barriers and improved results. Reskilling and upskilling are critical to enable teachers to stay relevant in this changing scenario and to implement new pedagogies and technologies efficiently. The aim of the research is to determine the level and influence of upskilling and reskilling among the educational professionals of Palakkad district. It sums up that for teachers of high aspirations and professional ambitions, ongoing training opportunities and challenges in their profession have to be there for them to find satisfaction and impart quality education. Without them, dissatisfaction and stagnation will erupt, undermining personal and institutional development.

Keywords - Reskilling, upskilling, teaching, education

I. INTRODUCTION

Education has ever been the driver of social and economic development. In today's dynamic world, however, education cannot remain same. New technologies, online learning platforms, and changing demands of the students require that institutions evolve all the time. For Palakkad schools and colleges, this translates to prioritizing not just educating students but also equipping the capacity of teachers and support staff with reskilling and upskilling.

Reskilling refers to learning new skills to assume evolving roles, while upskilling refers to enhancing current skills to perform at a higher level. Teachers now have to learn about digital classrooms, online platforms, and new pedagogical methods. Institutions also have to provide space for training, workshops, and professional development courses so that teachers feel equipped and confident.

In Palakkad, a place that is renowned for its rich cultural and educational heritage, the transition to upskilling and reskilling is gaining greater importance. By adopting these transitions, educational institutions can ensure teachers are better trained, students are better mentored, and the quality of education continues to improve.



Two-Factor Theory (Herzberg's Motivation-Hygiene Theory)

Differentiates between motivators (intrinsic factors like achievement, responsibility) and hygiene factors (extrinsic factors like salary, working conditions). For reskilling/upskilling, intrinsic motivators including digital skill mastery, career development, and appreciation can boost satisfaction among teachers, whereas inadequate infrastructure or poor support can be a source of dissatisfaction.

Job Characteristics Theory (Hackman & Oldham)

Suggests five fundamental job dimensions—skill variety, task identity, task significance, autonomy, and feedback—which drive motivation and satisfaction via psychological states such as meaningfulness and responsibility. Reskilling/upskilling interventions that enhance jobs by increasing autonomy, offering feedback, and varying digital tasks can increase satisfaction.

Professional Development-Satisfaction Relationship

Empirical studies show a positive correlation between professional development opportunities and teacher job satisfaction, offering better teaching effectiveness and retention—but note that inadequate resources and lack of administrative support can undermine outcomes Fullan's Theory of Professional Growth

It emphasizes that sustained improvement in education hinges on the cultivation of Professional Capital, which comprises three interrelated dimensions:

- Human Capital – the individual knowledge, skills, and continuous learning that teachers possess.
- Social Capital – the collaborative relationships, trust, and sharing among teachers in a community.
- Decisional Capital – the accumulated well-developed judgment and capacity to make sound decisions in complex teaching situations.

II. RESEARCH METHODOLOGY

Here, we present the research design, an idea of the entire population from where the samples were chosen, the sampling methodology implemented, the tools used for the collection of data, the statistical methods that were employed for the analysis of the data. The survey was carried out among 120 teachers chosen by simple random sampling from colleges, schools, and training schools in Palakkad. Primary data was gathered with the help of a structured questionnaire on different dimensions of reskilling and upskilling. Secondary data was obtained from journals, educational reports, and government documents. Statistical methods like percentage analysis, weighted average, and Garrett ranking method were utilized to analyze the data and establish useful conclusions.

Limitations of The Study

The study was restricted to 120 respondents from Palakkad, and hence the findings cannot be generalized to the entire state or country. Some respondents were unable to provide detailed information due to their busy schedules. The rapidly evolving nature of educational technologies may render some findings outdated in the near future. Due to various reasons number of respondents included in the study was limited to 120 teachers.

III. CONCLUSION

The research brings to light the fact that upskilling and reskilling are important for teachers to continue to be relevant in the rapidly changing education system. Technology adoption and digital literacy were found to be the most imperative area of concern. Yet, in the absence of institutional backing and systematic training programs, most teachers struggle to keep pace with these demands. The reports



indicate that a systematic strategy, comprising policy interventions, workshops, and support for stress management, will improve job satisfaction and overall education quality in Palakkad substantially.

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