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A study of teaching competency of secondary school teachers in relation to their educational qualification, stream and type of school

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Abstract

The role of teacher is multi-faceted, comprising academic, pedagogical and social roles. Academic roles cover teaching, counseling and supervisory roles and pedagogical roles include instructional, evaluation and facilitating roles. These qualities are also part of teaching competency of teacher. To study the teaching competency, 447 secondary school teachers of eastern U.P is randomly selected. General Teaching Competency Scale is a classroom observation schedule which has been constructed by Passi & Lalitha. To analyze and interpret the data mean, S.D. and t- test were used between the different demographic variables. There is interesting result drawn from this study that govt. teachers are dominating private teachers at secondary level on the basis of their teaching competency. It is also found that qualification does not affect the teaching competency of secondary school teacher. The science stream teachers are competent than art stream teachers.

Keywords: Teaching Competency, Secondary School Teacher, Educational Qualification, Stream and Type of School

Introduction

Knowledge is an indispensable part of everyone's life. In each stage of our growing up years, it is very essential. Even an animal can be made to behave, but knowledge as a whole is what differentiates one person from another. It is rightly said that quality of a nation depends on quality of its citizens. The quality of its citizens depends not exclusively but in critical measures upon the quality of their education. The quality of their education depends upon the quality of their teachers. So Indian Education Commission (1964-66) rightly remarked "The destiny of India is being shaped in her classroom". Similarly Chhattopadhyaya Commission, 1985 says "No country can go beyond the level of her teachers". Teacher was accepted as next to God in ancient India. He is also called as the "architect of nation", "maker of man", and "the maker of history". It is said that God has created man after his own image, but teacher fashions child after his own image. The child receives second birth at the hands of the teacher. He turns the child from animality to specialized human form. Books may teach a child, but the teacher educates them. *Cicero said 2000 years ago "What greater or better gift can we offer the republic than to teach and instruct our youth."* The Teachers have great responsibility in molding the character of children by giving quality education in the school. The performance of good teacher depends upon the specialization of the subject or fields to be taught and professional knowledge, understanding of educational processes and teaching skills. It is very necessary on the part of the teacher to perform effectively in order to bring out the desired outcomes of the pupils and this requires effective and appropriate use of teaching skills in classroom.

In the fast changing world of the early 21st century, secondary education is also changing; the role of teachers will also change. New social challenges and demands towards education and teachers, change schools into institutions with modern aims and social contracts. The qualities of 'ideal' teachers are to fulfill their professional aims and needs for the future of nation. Competence and professional skills are the very heart of the teacher's profession. Teaching competency is the function a set of variables such as intelligence, socio-economic status, gender differences, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence and adjustment etc. Some studies in India and abroad have been conducted on teaching competency which has revealed interesting results.

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Naseema. C. (1994) ^[12] found that 30.92 percent of physical science teachers differed in perceived teaching competence which can be attributed to work, rewards, context of work, self and 26.89 per cent of physical science teachers differed in observed teaching competence which can be attributed to work (0.86), rewards, context of work, self, others and total satisfaction. Bella Joseph (1999) ^[3] studied about "Professional competency and its impact on professional pleasure". The major finding of her study is Educational and professional qualification influence professional competency. Bibi (2005) ^[16] conducted evaluation study of competence of secondary school teachers in Punjab and found demographic variables had no significant influence on teaching competence. Gultekin (2006) ^[6] studied the attitudes of pre-school teacher candidates studying through distance education approach towards teaching profession and their perception levels of teaching competency. The study revealed that the attitudes of teacher candidates towards teaching profession are quite positive, and their perception levels of teaching competency are very good. Moreover, the teacher candidates consider the program they enrolled in so beneficial for them to gain teaching competencies. Shea, Kathleen. A. (2006) ^[12] revealed that statistically significant difference in the perceptions of the mentors of traditionally and alternatively licensed novice high school science teachers in the areas of general pedagogical knowledge, pedagogical content knowledge and professional growth with more favorable perceptions recorded by mentors of traditional of censed science teachers. Penrose; Perry & Ball (2007) ^[15] conducted a study on emotional intelligence and teacher self efficacy: The contribution of teacher status and length of experience. The analysis showed that neither gender nor age moderated the relationship between emotional intelligence and teacher self efficacy. However length of teaching experience and current status add significant direct effects on predicting teacher self efficacy but did not moderate the relationship between emotional intelligence and teacher self efficacy. Selvam (2010) ^[17] found no significant difference on the basis of gender and locality of teachers with respect to their teaching competency. Kulkarni (2011) ^[11] found positive and significant relationship between teaching competence and arts, science, graduate and post-graduate primary school teachers working in up-graded primary schools. Himabindu (2012) ^[7] explored that the Teaching Competency aspect does not influenced in respect of variables Locality, Qualification, Age, and type of Institution but influenced in respect of variables Locality, Experience, Marital Status and Type of Institution. Jena (2012) ^[10] studied teaching aptitude of Harijan Madhymik Vidayalya teachers in relation to their teaching competency and organizational climate. The main findings of the study stated that there exist significance differences and positive relationships in teaching aptitude, teaching competency and organizational climate. Tyagi, S. (2013) ^[18] found that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers. Pachaiyappan & Raj (2014) ^[14] revealed that there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management.

Definition and Concept of the Variables Used In Study

"Teaching competency means an effective performance of all observable teacher behaviour those beings about desired pupil outcomes."

-B.K. Passi & M.S. Lalitha (G.T.C.S. 1994, P.4)

Venkataiah, S. (2000) ^[22] defines teaching competency as any single knowledge, skill or professional expertise which (I) a teacher may be said to possess and (II) the possession of which is believed to be relevant to the successful practice of teaching.

The competency involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only. In addition to a mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of their curricular areas, pedagogical capabilities, communication skills, and professionalism.

Rationale

The importance of the teacher in national life cannot be over-emphasized. It is he who influences the immature minds of the youth. He treats and tries to mould the living stuff into various forms. The future of the nation is fashioned by him through the process of education. A nation trying to march ahead on the roads to progress can leave the education of her Childs in the hands of incompetent teachers only at its own risk. "The world of tomorrow will be born from the schools of today" says M.L Jacks. In this way, teachers, indeed, is the true builder of the nation. A competent teacher is an advantage of any organization and occupies the most significant place in an educational institution because they have ability to change the future of the nation. Need of the nation is not only to magnetize but also to protect the competent teachers. Requirement of strong and empowered secondary education system is well defined for a developing nation like our's. To prove the strength of our educational system needed teachers who are competent, and who are aware of their duties thus they will do their best. That's why competency is the ornaments of teacher. It creates the position of teacher in the system. Therefore, it affected by various factors such as intelligence, academic achievements, socio economics states, attitude towards teaching profession, personality factors, adjustment, teaching aptitude as well as demographic variables like qualification, gender, locality etc. In this study the researcher will attempt to examine the relationship of Educational Qualification, Stream and Type of schools with the teaching competency of School of secondary school teachers.

Statement of Problem

The Problems in the study has been specifically entitled "A study of Teaching Competency of Secondary School Teachers in Relation to their Educational Qualification, Stream and Type of School".

Objective of the Study

1. To study the teaching competency of secondary school teachers in relation to type of schools.
2. To study the teaching competency of secondary school teachers in relation to their qualification.
3. To study the teaching competency of secondary school teachers in relation to their stream.

Hypotheses

1. There is no difference in the teaching competency of government and private secondary school teachers.
2. There is no difference in the teaching competency of Post Graduate and Graduate secondary school teachers.
3. There is no difference in the teaching competency of Science and Art secondary school teachers.

Delimitation

1. Only secondary school teachers have been taken in account.
2. The data had collected from the eastern U.P.
3. The relation of teaching competency with demographic variables was taken in consideration.

Population

In the present study population comprises of secondary school teachers teaching in different secondary schools of U.P.

Sample and Sampling Method

A simple random technique has been used for the purpose of data collection. Total, 447 secondary school teachers of eastern U.P have been taken for the study.

Description of the Tools

General Teaching Competency Scale is a classroom observation schedule which has been constructed by Passi &

Lalitha. There are 21 items related to 21 teaching skills which encompass the entire teaching- learning process in the classroom. It is a 7-Point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from '1 ' for "Not at all" to '7' for "Very Much". The sum of the ratings against all 21 items constitutes the score on General Teaching Competency (GTC score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21. This scale has been used for doctoral research and the reported inter-observer reliability coefficients range from 0.85 to 0.91.

Statistical Techniques

To analyze and interpret the data mean, S.D. and t- test were used between the different demographic variables.

Analysis and Interpretation of Data

Comparison between the Subjects in Respect to their Demographic Classification

After determining the inter relationship between the variables used in the study, the investigator classified the sample into different groups on the basis of their demographic divisions namely Educational Qualification, Stream and Type of secondary schools as mentioned above. All these groups were compared for finding out the significance of difference between them. The results are being presented in the following tables.

Table 1: Showing the significance of difference between Government and Private secondary school teachers in respect to their Teaching Competency

| School | N | Mean | S. D. | df | Calculated t- value | Table t-value | Significance |
|---------|-----|--------|--------|-----|---------------------|---------------|------------------------|
| Govt. | 218 | 110.03 | 20.140 | 445 | 4.50 | 1.96 | Significant $P > 0.05$ |
| Private | 229 | 102.0 | 17.459 | | | | |

It is clear from the table that Government and Private secondary school teachers are differ significantly on the measure of Teaching Competency. The mean score of Government teachers is 110.03 while the mean score of Private teachers is 102.00, whereas their SD's are 20.14 and 17.459 respectively. When the t- test was applied to find out

the significance of difference between these two means, the value of "t" was found as 4.50 which is significant at 0.05 level of significance and 445 degree of freedom. This finding reveals that Govt. teachers are more competent than Private teachers.

Table 2: Showing the significance of difference between P.G. and Graduate secondary school teachers in respect to their Teaching Competency

| Qualification | N | Mean | S. D. | Df | Calculated t- value | Table t-value | Significance |
|---------------|-----|--------|--------|-----|---------------------|---------------|----------------------------|
| P.G. | 231 | 106.87 | 19.738 | 445 | 1.092 | 1.96 | Not Significant $p < 0.05$ |
| Graduate | 216 | 104.89 | 18.635 | | | | |

It is clear from the table that P.G. and Graduate secondary school teachers are not differ significantly on the measure of Teaching Competency. The mean score of P.G. teachers is 106.87 while the mean score of Graduate teachers is 104.89, whereas their SD's are 19.738 and 18.635 respectively. When the t- test was applied to find out the no significance

of difference between these two means, the value of "t" was found as 1.092 which is not significant at both 0.05 and 0.01 level of significance and 445 degree of freedom. This finding reveals that Qualification does not affect the Teaching Competency of secondary school teachers.

Table 3: Showing the significance of difference between science and art stream secondary school teachers in respect to their Teaching Competency

| Stream | N | Mean | S. D. | df | Calculated t- value | Table t-value | Significance |
|---------|-----|--------|-------|-----|---------------------|---------------|--------------|
| Science | 215 | 110.63 | 18.30 | 445 | 5.13 | 2.38 | Significant |
| Arts | 232 | 101.55 | 19.05 | | | | |

It is clear from the table that Science and art stream secondary school teachers differ significantly on the measure of Teaching Competency. The mean score of science teachers is 110.63 while the mean score of art teachers is

101.55, whereas their SD's are 18.30 and 19.05 respectively. When the t test was applied to find out the significance of difference between these two means, the value of "t" was found as 5.13 which is significant at 0.05 level of

significance at 445 degree of freedom. This finding reveals that science stream teacher have more competent than art stream secondary teachers. So that third hypothesis is statistically rejected.

Discussion

There is interesting result drawn from this study that govt. teachers are dominating private teachers at secondary level on the basis of their teaching competency. The economic condition of private teacher is simply miserable. Even the Government peons are better off than the private primary, junior, and even High School teachers. Only those command respect and position in society who have enough money. This should be the one reason for their performance. However, a kind of thinking developed in our Indian society that govt. teachers are not competent as compare to private school teachers. They are not doing their job with perfection. But this result shows that govt. teachers are better planner, good communicator and have skill of classroom management than the private teachers. In the light of the above discussion first hypothesis regarding teaching competency of secondary school teachers on the basis of type of schools is rejected (table.1).

The researcher also found that qualification does not affect the teaching competency. The researcher observed during classroom observation, the some qualified teacher is not so competent than other teachers. They have content knowledge but not have good communication skills and classroom management. But some teachers, who are only completing their graduation and come into this profession, are much competent in teaching. They have content knowledge, pedagogical capabilities and professionalism. With these qualities they have one of the most important skills that are communication. Without this skill teacher cannot be competent in his job. This shows that qualification and stream are not directly co-related with teaching competency. Therefore second hypothesis is accepted (table.2). It is necessary to improve the conditions of the private teachers. Only then they will continue their job with full verve and zeal. Only then they will discharge their duty towards the students as well as the nation in true sense of the term. Only then their potentialities will shine in the new generation, the real hope of the nation.

The researcher found further an interesting result that science teacher is better than the arts teacher. They have better content knowledge, power of communication and management of classroom situation than the arts teacher. This result supports the belief that the science teacher is hard working and does their job with perfection. That's why they are much better than arts teachers. So that third hypothesis is rejected (table.3).

Findings

1. Type of school influenced the teaching competency of secondary school teachers. This shows that govt school teachers are much competent than private school teachers.
2. Stream influences on the teaching competency of secondary school teachers with reference to their Leading. Science stream teachers have higher level teaching competency than art stream teachers with reference to their Leading.
3. Qualification does not influence the teaching competency of secondary school teacher. Post graduate

teachers have higher level than graduate teachers with reference to their teaching competency but not statistically significant.

Suggestions for Further Research

1. The study could be extended to other parts of country and differ educational institutions i.e. the primary, senior secondary or even at the college level.
2. It is desirable for exploring the relationship of teacher effectiveness with institutions variable to compare different school systems such as Navodya and Central, and Public and Private, on the phenomenon studied in this investigation.
3. Studies could be designed to find out and identify the barriers and remedies of teaching competency.
4. The teaching competency is usually based on the self perceptions of teachers. Learning outcomes could be a useful measure of teaching competency, and hence a study could be conducted to find out the relationship between teaching competency and student achievement

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