



# **GENERAL TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO A FEW SELECTED VARIABLES**

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## **ABSTRACT:**

*The principal aim of this study is to consider the competencies of the Secondary school teacher. A normative survey method was adopted to study the general teaching competencies in relation to with respect to a few selected variables. Stratified Simple Random sampling technique through which about 200 teachers representing from urban & rural, male & female, different managements of Kalaburagi district were selected as samples for the study. General teaching competency scale ( A classroom observation schedule) by B.K Passi and Lalithamma a standardized research tool was used comprising of 05 major areas of teaching competency. Results reviles that There is a significant difference between teaching competency of male and female teachers group, high and low qualified teachers and high and low socio-economic status teachers group.*

**Key Words:** Teaching competency, Secondary School, variables

## 1. Introduction:

Secondary education is a period of adolescence. It is intermediate stage between primary education and higher education. According to Humayun Kabir secondary education has a vital role to play in any programme of education for the community. It provides teachers for elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. According to Bengal Secondary Education Act 1960, secondary education means education suitable to the requirements of all pupils who have completed primary education which includes general, technical, industrial, agricultural and commercial education. Hunter commission (1982) reviewed the progress of education has been left to the care of private agencies namely the missionary management, aided schools and the private management i.e., unaided schools.

## 2. Importance of Secondary Education

Secondary education has a vital role to play in any programme of education for the community. It also prepares pupils for the universities and other institutions of higher education. Besides it is the stage in which all countries marks the completion of education for the vast majority which goes for the education even for the minority which goes for the education cannot take full advantage of the under opportunities unless they have received their grounding in a system of sound secondary education.

Role of secondary education in future society will be dynamic and not limited to one field of study or only one aspect of life. Education have visualized interdisciplinary approach in the field of education. Education of the future can play a role effectively if it confines itself only to material aspect of life and ignores self-knowledge, it cannot play its role according to the needs of time.

## 3. Importance of Teachers in Education

Quality of education fully depends upon the teachers. A teacher plays an important role in the improvement of education. It is the teacher who moulds the most precious material of the canal i.e., boys and girls in their impressionable period of development into the required shapes. The famous Sanskrit Shloka says that Guru Brahma Guru Vishnu Gurudevo Maheshwara Teacher was regarded as a holy person in ancient India. He was compared to the God. He is to be created as a combination of the trinity i.e., Guru Brahma, Guru Vishnu, Guru Devo Maheshwara as the supreme

one. The teacher was considered as the most perfect being in these days and teaching was considered as the most holiest duty.

The successful running of any institution fully depends upon the teacher, the pupil and the curriculum. The teacher is the most important and pivot on whom the entire educational system depends.

The education commission has very aptly observed that the future of the nation is shaped in his/her classroom. It is the teacher that moulds the most impressionable period of development of the students in the required shapes. Teacher acts as a pivot for the transmission of intellectual, technical skills and cultural traditions from one generation to the other, the teacher has a powerful and abiding influence in the formation of the character of every future citizen. So the responsibility of the teacher is very great.

The university education commission emphasized the importance of the teachers and their responsibility. The commission was categorical about the need for improving his/her status, salaries and service conditions about providing facilities for the pursuit of knowledge and performing his/her duties satisfactorily. In ancient days teachers were given the topmost position in the society and in the professional hierarchy.

The identification of a qualified and efficient teacher therefore constitutes one of the most important teachers in all education concerns. Obtaining capable and efficient teachers is a matter of instinct, interest and obligations. Unfortunately the quality of education these days is lowered due to several problems. This work is based on the competency level of secondary school teachers.

#### **4. Need and importance of the study:**

Teachers are the role models as educators and as learners. They evaluate their role, behavior and performance by setting goals and actively working towards their attainment. They show evidence of research, reflection, collaboration and accountability through their work. The main aim of the teachers is to make students learn effectively. For doing so, a teacher has to do several activities such as plan properly, provide effective instruction and evaluating learning using appropriate methods and techniques. That means a teacher has to perform a host of activities inside and outside the classroom. The effectiveness or ineffectiveness of teaching is

closely linked to teacher competence. Competent teacher would also create conditions and climate which are conducive for student learning.

## 5. Theoretical background

Before knowing the meaning of teacher competence, it is essential to know the meaning of competency. Competency is a term used extensively by different people in different contexts so it is defined different ways. Teacher education and job performance of a teacher are the contexts in which this term is used. Competencies are the requirements of a competency based teacher education which includes knowledge, skills and values. The trainee teacher must demonstrate for successful completion of teacher education programme. A few characteristics of a competency are as follows;

1. A competency consists of one or more skills whose mastery would influence the attainment of the competency
2. A competency has its linkage with all the three domains under which performance can be assessed. It covers the domains of knowledge, skills and attitudes
3. Competencies since have a performance dimension of them are observable and demonstrable
4. Because the competencies are observable they are also measurable. It is possible to assess a competency from the performance of a teacher. It is not necessary that all competencies of a teacher have the same extent of knowledge, skills and attitude. There may be some competencies involving more of knowledge than skill and attitude, whereas some competencies may be skill or performance loaded

There are a large number of instructional and related activities to be performed by the classroom. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teacher competency.

In other words, the right way of conveying units of knowledge, application, and skills to students. The right way here included the knowledge of content, processes, methods and mean of conveying the content.

Any definition of teacher competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom contexts. Nevertheless, in order to know if we possess the necessary competencies in a given

situation. We have to be judged on the basis of our ability to produce certain effects. But there are as many as ways of being effective as there are effects

The research studies conducted so far, indicate that there does not exist a single set of competencies which all the effective teacher possesses or all the ineffective ones lack. We should collect information regarding when, how, who, and what the purpose of each competency is most likely to be useful. In other words, the concept of teacher competence is highly situational one and involves value judgments where on one absolute set of competencies are effective in relation to all kinds of learners, groups

## 6. Statement of the problem

“General teaching competency of secondary school teachers in relation to a few selected variables”

## 7. Objectives of the study

- 1) To find out the level of teaching competency of secondary school teachers of urban and rural areas
- 2) To find out the teaching competency of secondary school teachers of urban and rural areas
- 3) To analyze the teaching competency of secondary school teachers working in government, aided and private institutions
- 4) To find out the teaching competency of high and low qualified secondary school teachers
- 5) To analyze the teaching competency of secondary school teachers having high socio-economic status and low socio-economic status
- 6) To suggest alternative strategies/training program for improving teaching competence

## 8. Research hypotheses

- 1) There is a significant difference between secondary school teachers of urban and rural area in their teaching competency
- 2) There is a significant difference between the teaching competency of secondary school teachers of
  - i) Government and aided
  - ii) Aided and private
  - iii) Private and government
- 3) There is a significant difference between teaching competency of male and female teachers

- 4) There is a significant difference between teaching competency of high and low qualified teachers
- 5) There is a significant difference between teaching competency of high and low socio-economic status teachers

## 9. Operational terms defined

- 1) Teaching competency: competencies are the requirements of a competency based teacher education which included knowledge, skills and values
- 2) Secondary school teachers: the teachers who are teaching in the stage between primary and higher education
- 3) Sex: it considers the gender i.e male and female secondary school teachers
- 4) Socio-economic status: it considers the economic background, social status of the secondary school teachers
- 5) Academic qualification: it considers the educational qualifications required for secondary school teachers

## 10. Research methodology/Design of the study

A normative survey method was adopted to study the general teaching competencies in relation to a few appropriate variables. Stratified Simple Random sampling technique through which about 200 teachers representing from urban & rural, male & female, different managements of Kalaburagi district were selected as samples for the study. General teaching competency scale (A classroom observation schedule) by B.K Passi and Lalithamma a standardized research tool was used comprising of 05 major areas of teaching competency viz., 1. Planning (Pre-instructional) 2. Presentation (Instructional) 3. Closing 4. Evaluation 5. Managerial. It's a seven point scale with 21 statements and 't' test was employed in the analysis of data

## 11. Data Analysis and Interpretation

The data so collected was analyzed by employing 't' test as quantitative analysis and interpretation as descriptive analysis both objectives and hypotheses wise. The details of tables are presented below;

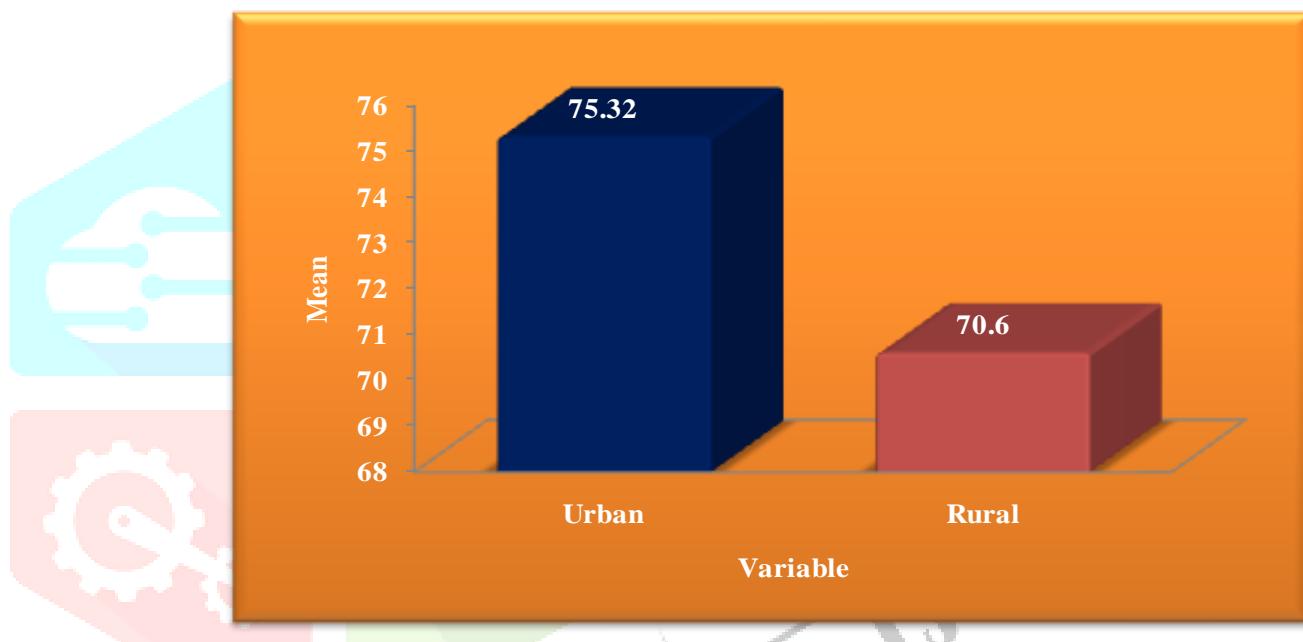
1. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of secondary school teachers of urban and rural areas

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of urban and rural secondary school teachers

**Table-1**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Urban	100	75.32	8.54	4.37*
2	Rural	100	70.60	6.72	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



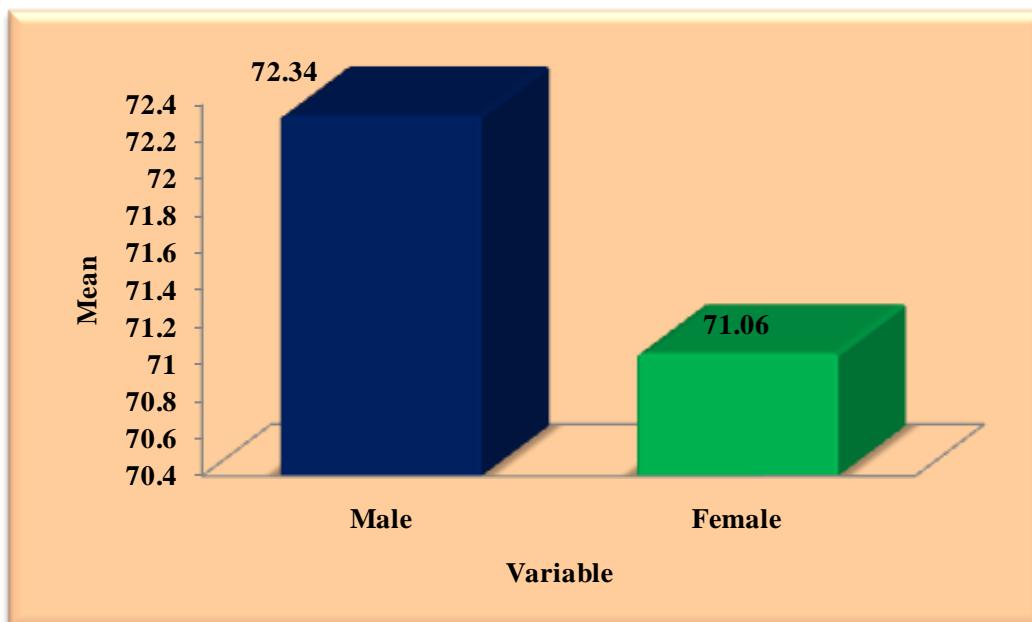
2. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of male and female secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of male and female secondary school teachers

**Table-2**

Sl. No	Variable	Sample	Mean	SD	't' value
1	Male	130	72.34	8.7	1.05
2	Female	70	71.06	7.9	

**Interpretation:** the above table shows that the obtained 't' value is less than the table 't' value at 0.05 level and hence the null hypothesis is accepted



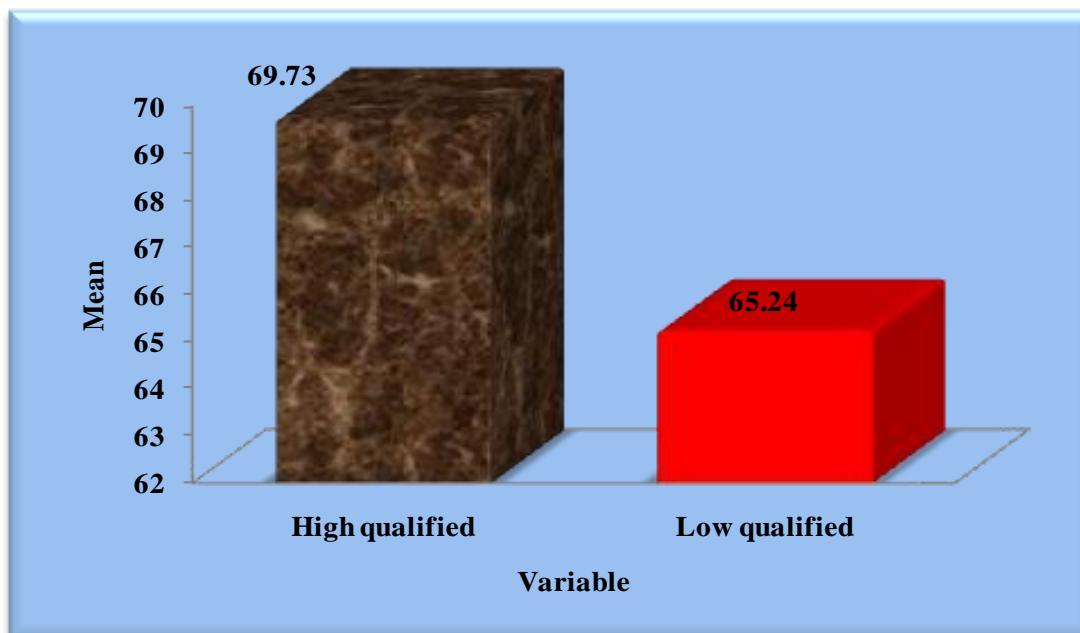
3. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of high and low qualified secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of high and low qualified secondary school teachers

**Table-3**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	High qualified	110	69.73	7.41	4.67*
2	Low qualified	90	65.24	6.13	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



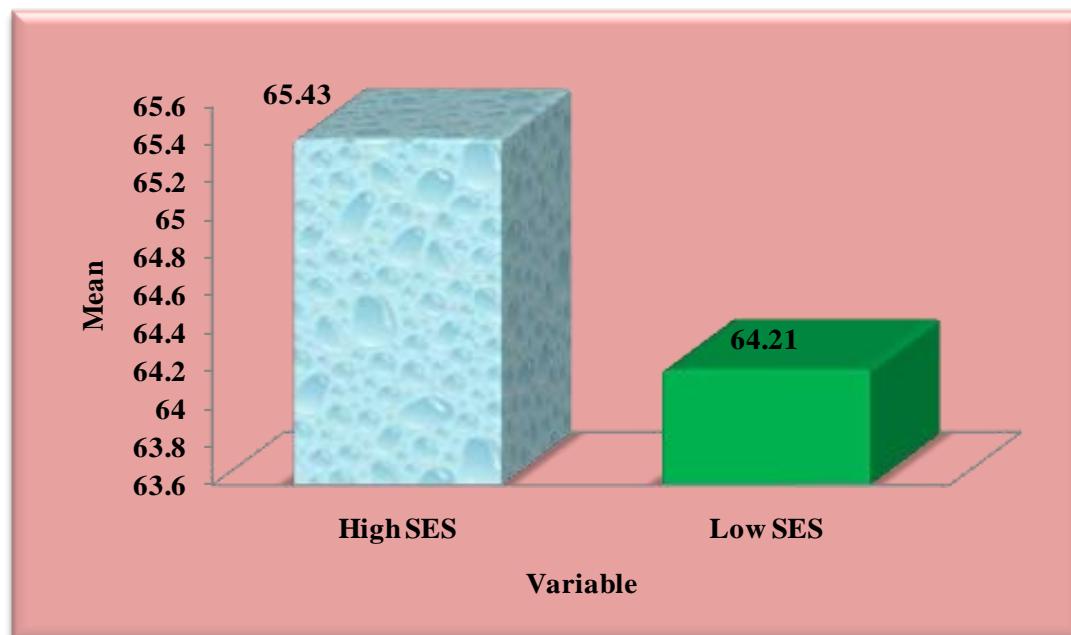
4. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of high socio-economic and low socio-economic status of secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of high socio-economic and low socio-economic status of secondary school teachers

**Table-4**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	High SES	110	65.43	10.23	<b>0.79</b>
2	Low SES	90	64.21	11.54	

**Interpretation:** the above table shows that the obtained 't' value is less than the table 't' value at 0.05 level and hence the null hypothesis is accepted



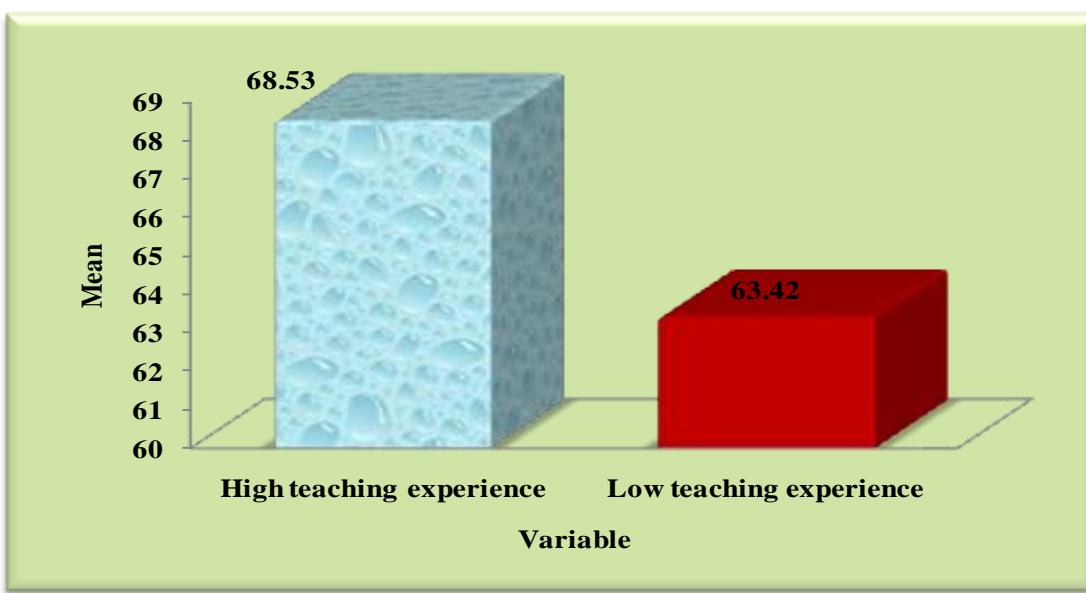
5. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers

**Table-5**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	High teaching experience	110	68.53	8.69	4.55*
2	Low teaching experience	90	63.42	7.31	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



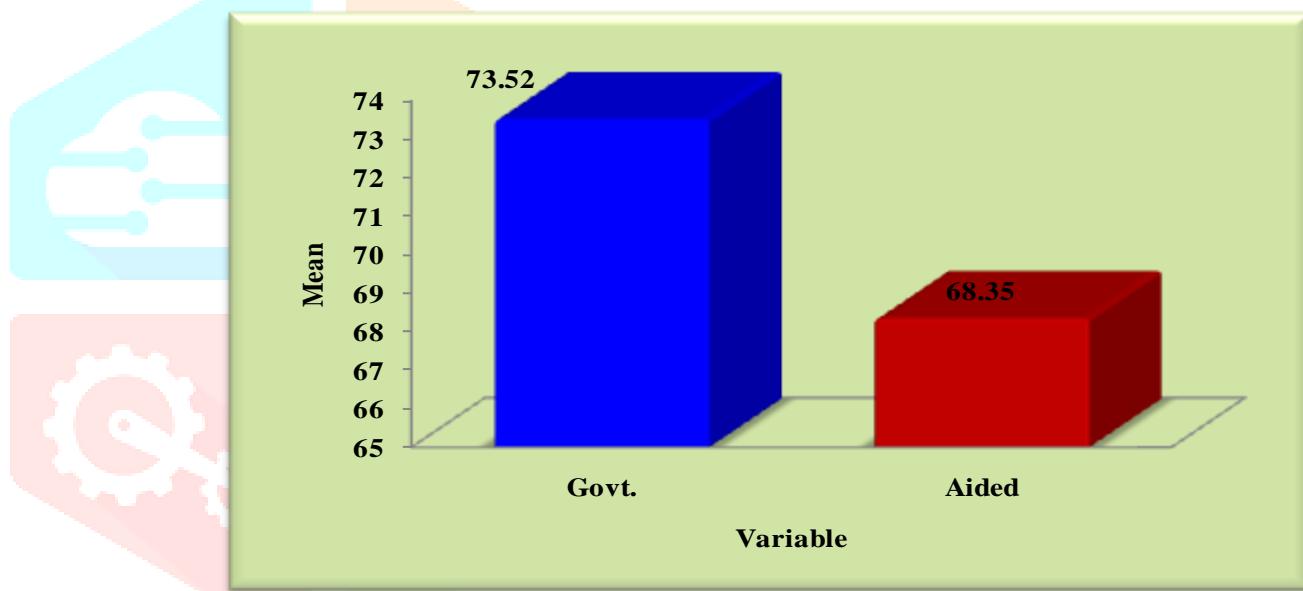
6. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of government and aided secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of government and aided secondary school teachers

**Table-6**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Govt.	60	73.52	5.73	4.92*
2	Aided	70	68.35	6.32	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



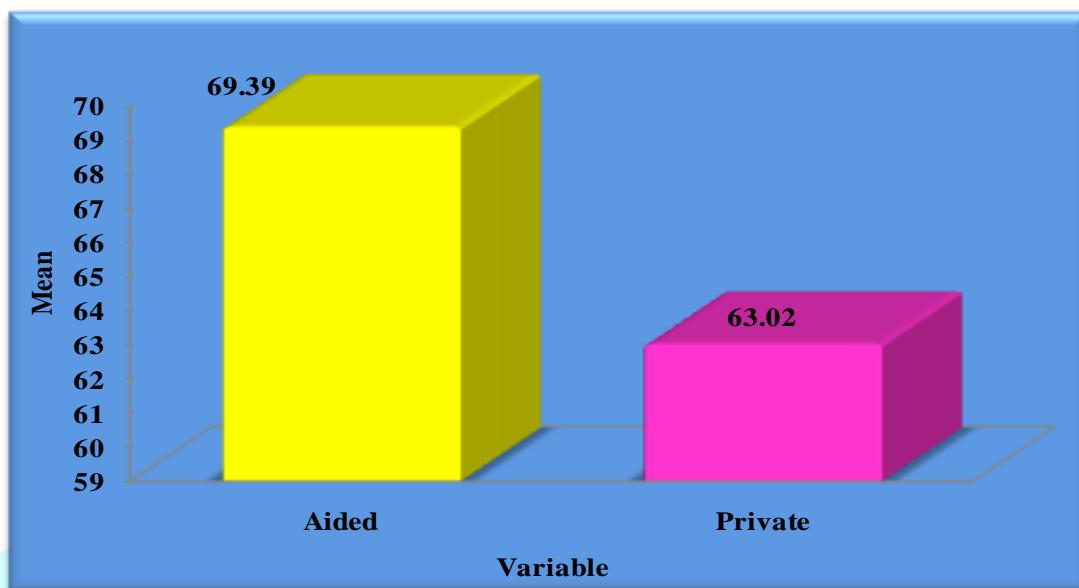
7. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of aided and private secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of aided and private secondary school teachers

**Table-7**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Aided	70	69.39	6.40	5.39*
2	Private	70	63.02	7.61	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted

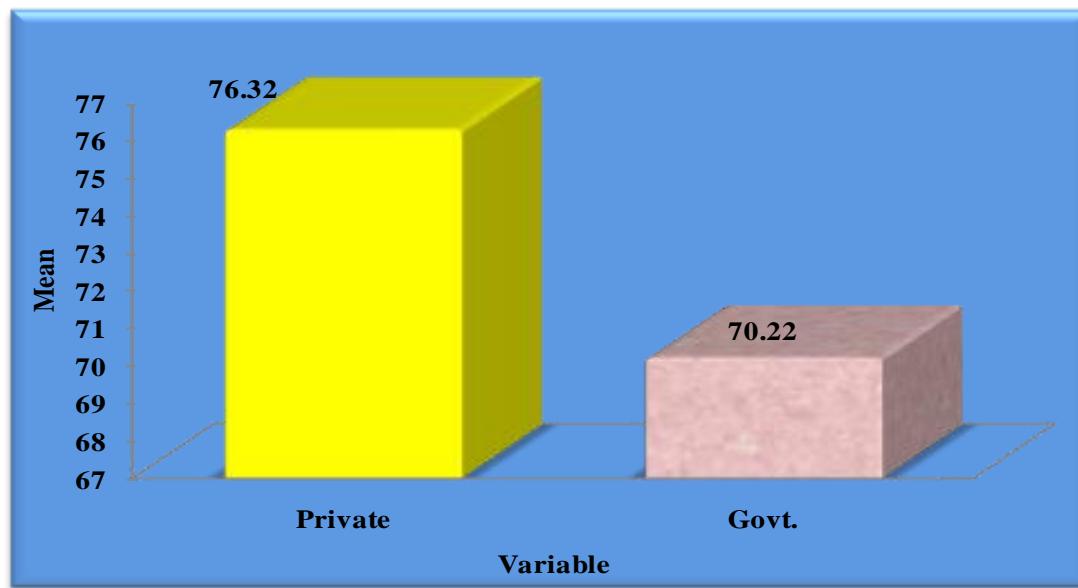


8. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers  
**Null Hypothesis (H0):** There is no significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers

**Table-8**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Private	70	76.32	5.36	5.70*
2	Govt.	60	70.22	6.72	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



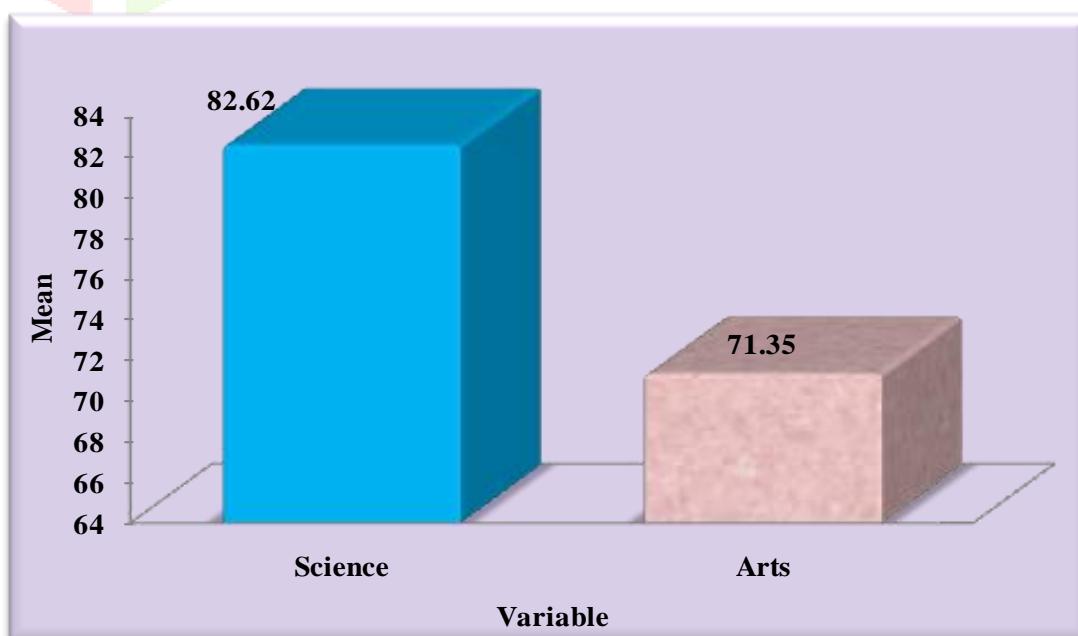
9. **Research Hypothesis(Ha):** There is a significant difference between the teaching competency of science and arts secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of science and arts secondary school teachers

**Table-9**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Science	65	82.62	8.63	7.93*
2	Arts	62	71.35	7.41	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



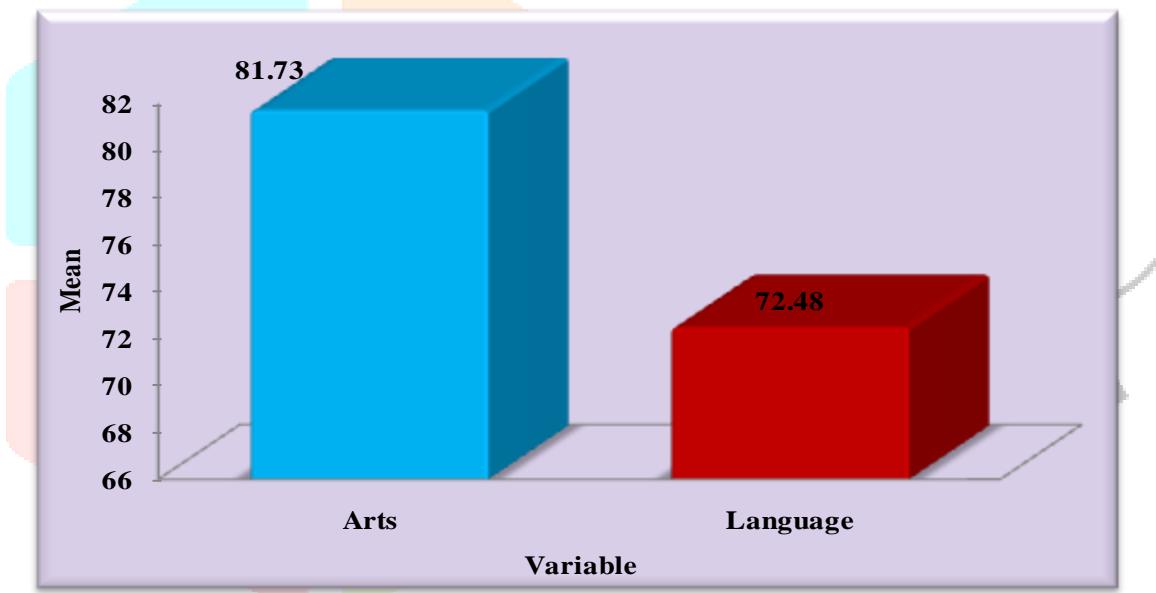
**10. Research Hypothesis(Ha):** There is a significant difference between the teaching competency of arts and language secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of arts and language secondary school teachers

**Table-10**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Arts	62	81.73	7.42	<b>6.56*</b>
2	Language	73	72.48	9.64	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



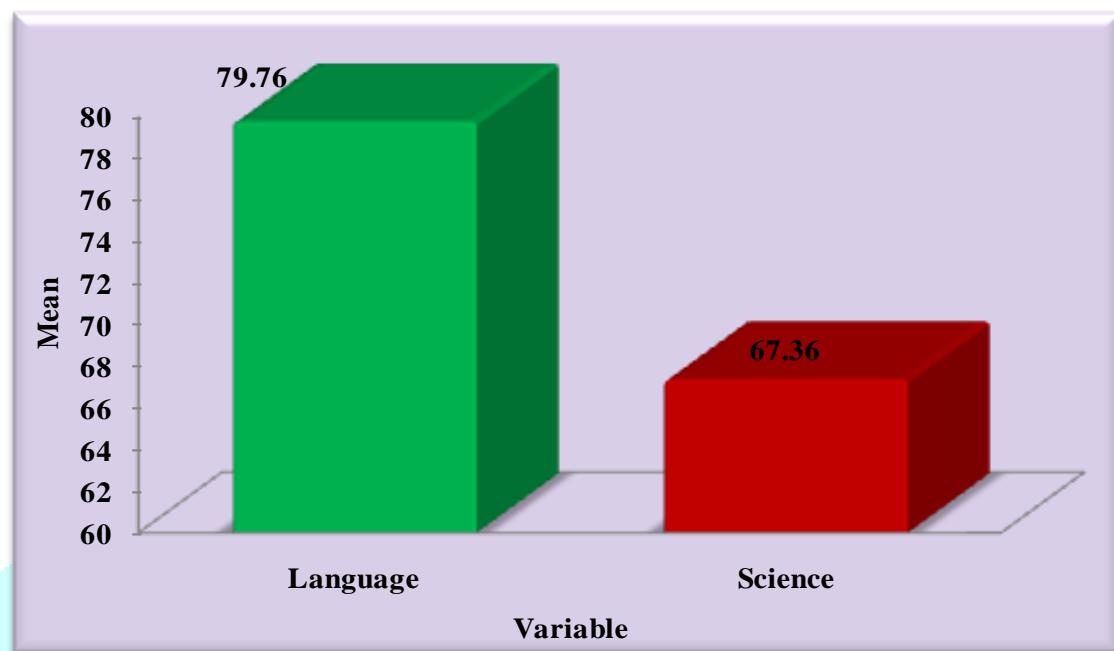
**11. Research Hypothesis(Ha):** There is a significant difference between the teaching competency of language and science secondary school teachers

**Null Hypothesis (H0):** There is no significant difference between the teaching competency of language and science secondary school teachers

**Table-11**

Sl. No.	Variable	Sample	Mean	SD	't' value
1	Language	73	79.76	8.2	<b>9.46*</b>
2	Science	65	67.36	7.3	

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted



### Findings:

- 1) There is significant difference between the teaching competency of urban and rural secondary school teachers
- 2) There is significant difference between the teaching competency of male and female secondary school teachers
- 3) There is significant difference between the teaching competency of high and low qualified secondary school teachers
- 4) There is significant difference between the teaching competency of high socio-economic and low socio-economic status of secondary school teachers
- 5) There is significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers
- 6) There is significant difference between the teaching competency of government and aided secondary school teachers
- 7) There is significant difference between the teaching competency of aided and private secondary school teachers
- 8) There is significant difference between the teaching competency of high teaching and low teaching experienced secondary school teachers
- 9) There is significant difference between the teaching competency of science and arts secondary school teachers

- 10) There is significant difference between the teaching competency of arts and language secondary school teachers
- 11) There is significant difference between the teaching competency of language and science secondary school teachers

### **Educational Implications:**

1. Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure the active and equitable engagement of students in productive tasks.
2. Effective teaching practices, representing differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.
3. Effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning. 4) technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning

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