A Study on Teaching Competency among Post graduate Teachers in Coimbatore District.

R.KALAICHELVAN

Ph.D.(Part–time)ResearchScholar

Department ofEducational PlanningandAdministration

TamilNaduTeachersEducationUniversity

Chennai – 600 097.

&

Dr.P.SUBRAMANIAN

Assistant Professor

Research Supervisor

Department of Educational Planning and Administration

Tamil Nadu Teachers EducationUniversity

Chennai – 600 097.

ABSTRACT

Teaching competency is the overall capacity of the instructors to teach efficiently and help students develop. It integrates a wide range of knowledge, abilities, and inclinations that are essential in effective instruction. Fundamentally, it entails mastery of the subject matter alongside excellent pedagogical skills such as good classroom management, delivery of instruction, and proper assessment. Outside of the classroom, effective teachers exhibit personal qualities such as empathy, flexibility, and excellent communication, creating positive learning climates. They are also skilled at implementing technology and dedicated to ongoing professional development. In conclusion, high teaching competence directly links with enhanced student results, better educational quality, and learners' holistic development, rendering it indispensable to an efficient educational system. In addition the findings exhibited that there were not significant differences between the Post graduate Teachers regarding their gender, academic stream, Locality of the school.

Keywords:

Teaching Competency, Post Graduate Teachers, School Education, Pedagogical Skills.

Introduction

Teaching competence is the complete range of knowledge, skills, attitudes, and values that equip teachers to carry out their professional responsibilities successfully. It goes beyond intellectual qualifications in that it involves the practical capacity to design, teach, and evaluate instruction, handle heterogeneous classrooms, and develop an inviting and supportive learning environment. This complex concept recognizes that the ideal educator is not only one who has deep knowledge of their subject but also has pedagogical skill to deliver that learning in such a way that it becomes meaningful and accessible to all students. The significance of teaching proficiency cannot be overstressed. Teaching competency is key to enhancing student learning achievements, developing critical thinking skills, problem-solving abilities, and creativity. They play a key role in developing effective student-teacher relationships, inspiring learners, and meeting individual learning needs, thus providing each learner with the chance to achieve their potential. In addition, a highly effective teaching profession is a foundation of a strong education system, initiating innovation, responding to new demands, and ultimately adding intellectual and social capital to a country.

Need and Significance of the Present study

The current research in the teaching competence of teachers is of utmost necessity and relevance in today's educational system, especially in the context of Coimbatore, Tamil Nadu. As education itself is changing with the times to cope with a changing world, it is vital to know and develop teacher capabilities in order to guarantee quality learning and overall student development. This study is necessary to properly determine current strengths and key competency gaps among teachers, so targeted and effective professional development programs may be designed. Through evidence-based recommendations, this study has the potential to guide policy-making at regional and local levels, maximize the use of resources, and ultimately raise the level of education overall. Its relevance also lies in its ability to empower teachers with a better comprehension of what they need to improve on, create a culture of continuous development among the teaching community, and provide useful data to the larger body of educational research, making the Coimbatore teaching profession strong and ready for the future.

The current research on teacher teaching competency is urgently required and important since an extremely capable teaching force is the foundation of a strong and dynamic education system, particularly in an ever-changing region like Coimbatore, Tamil Nadu. It is necessary for this study to diagnose present teacher capabilities, ascertain areas of improvement in pedagogical knowledge, subject competence, and contemporary teaching techniques, and finally guide focused professional development programs. Through realizing and assessing these competencies, the study intends to contribute directly to student learning achievement and overall development so that students are adequately equipped to face the challenges of the 21st century. In addition, its research results will offer policymakers evidence-based guidance for improved resource allocation, more effective teacher recruitment and evaluation, and enhanced overall quality and competence of education in the region, thus playing a major role in advancing society and developing human resources.

Objectives of the Present Study

1.To find out the Teaching Competency of Teacher Post Graduate Teachers with respect to their gender.

2.To find out the Teaching Competency of Post graduate Teachers with respect to their Locality of the School

3.To find out the Teaching Competency of Post graduate Teachers with respect to their Academic discipline.

Hypotheses of the Study

1.There is no significant difference in Teaching Competency of Post Graduate Teachers with respect to their gender.

2.There is no significant difference in Teaching Competency of Post graduate Teachers with respect to their Locality of the School.

3.There is no significant difference in Teaching Competency of Post graduate Teachers with respect to their Academic Discipline.

Methodology

The data for this study was gathered by using the descriptive survey approach. There were 33 female Post Graduate Teachers and 17 male Post graduate teachers among the 50 Post graduate teachers in Coimbatore District that made up the sample. For this investigation, a multistage probability sampling technique was employed.

Tool of the Present Study

The Standardized Teaching competency Scale was utilized to gather data for the current investigation. The tool was Constructed and validated by Vanlalingail and Dr.I.Syiem. Each of the 35 items on the scale five possible answers. The items were scored as Most of the time= 5, Often= 4, Rarely= 3, Sometimes = 2, Not at all= 1 and reverse procedure was followed in case of negative items given in the scale.

Statistical Techniques Used for the Present Study

The following Statistical Techniques for the Present Study

1.Descriptive Analysis

2. Mean(M).

3. Standard Deviation (S.D)

4.Differential Analysis

5.'t' Test.

Analysis and Discussion

The data was subjected to statistical treatment leading to findings which may satisfy the

requirements of the objectives of the study.

Hypothesis 1: Mean difference in Teaching Competency of Post graduate Teachers with respect to their gender.

Table 1: Independent Sample t-test between Gender and Teaching Competency

Gender	Sample	Mean	Standard Deviation	t- Value	p-value
Male	17	3.92	0.76	0.473	0.638
Female	33	3.82	0.68		

The above table shows that calculated 't' value of   is Less than 1.96.Consequently, the Male Post Graduate Teachers(M=3.92,   SD=0.76   ) are better than the Female Post Graduate Teachers (M=3.82 ,SD=0.68   ,)in their Teaching Competency .Hence, the hypothesis "There is No Significant difference in the Teaching Competency of Post Graduate Teachers based on the gender" was accepted.

Hypothesis 2 : Mean difference in Teaching Competency of Post graduate Teachers with respect to their Locality of the school.

Table 2: Independent Sample t-test between Locality of the school and Teaching Competency

Locality of the School	Sample	Mean	Standard Deviation	t- Value	p-value
Urban	22	3.68	0.86	0.5586	0.579
Rural	28	3.56	0.66		

The above table shows that calculated 't' value of   is Less than 1.96.Consequently, the Urban Post Graduate Teachers(M=3.68,   SD=0.86) are better than the Rural Post Graduate Teachers (M=3.56 ,SD= 0.66 ,)in their Teaching Competency .Hence, the hypothesis "There is No Significant difference in the Teaching Competency of Post Graduate Teachers based on the Locality of the school" was accepted.

Hypothesis 3: Mean difference in Teaching Competency of Post graduate Teachers with respect to their Academic stream.

Table 3: Independent Sample t-test between Academic stream and Teaching Competency

Gender	Sample	Mean	Standard Deviation	t- Value	p-value
Arts	32	3.84	0.72	0.2884	0.7743
Science	18	3.78	0.68		

The above table shows that calculated 't' value of is Less than 1.96.Consequently, the Arts Stream Post Graduate Teachers(M=3.84, SD=0.72) are better than the Science stream Post Graduate Teachers (M=3.78 ,SD=0.68,)in their Teaching Competency .Hence, the hypothesis "There is No Significant difference in the Teaching Competency of Post Graduate Teachers based on the Academic stream" was accepted.

Findings of the study

There is no Significant difference in Teaching Competency of Post graduate Teachers with respect to their Gender.

There is no Significant difference in Teaching Competency of Post Graduate Teachers with respect to their Locality of the School.

There is no Significant difference in Teaching Competency of Post Graduate Teachers with respect to their Academic Discipline.

Educational Implications of the Present Study

A research on Teaching Competency among Postgraduate Teachers in Coimbatore District is an important diagnostic instrument, presenting significant educational implications at different levels of the education system. At the level of individual teachers, the conclusions may provoke self-reflection and encourage them to pursue specific professional development, developing particular skills such as creative pedagogy or the integration of technology into the classroom. These findings can be utilized by school administration and management to create needs-oriented professional development programs, establish mentorship, and resourcefully utilize resources to close identified gaps in competence to enhance performance appraisal and feedback mechanisms. The B.Ed and M.Ed courses can also be re-designed by teacher training institutions and universities so that future professionals are more practical skills-oriented in preparation and specific continuous professional development courses can be provided to in-service teachers. Lastly, district or state level educational policymakers can draw upon the study's evidence to create well-informed policies regarding teacher recruitment, promotions, and provision of funds for large-scale

training programs with the end goal of establishing a standardized framework for teaching skills and a quality education for learners in Coimbatore.

References

- Grant Wiggins and Jay McTighe (1998). Understanding by Design. Association for Supervision and Curriculum Development. Virgina.

- Harvey F. Silver, Richard W. Strong, and Matthew J. Perini (1996). Teaching What Matters Most: Standards and Strategies for Teaching Children to Be Good Problem Solvers, Good Thinkers, Good Workers, and Good People. Association for Supervision and Curriculum Development, Virgina.

- John Hattie(2012). Visible Learning for Teachers: Maximizing Impact on Learning. Taylor & Francis Publications.

- Mangal S.K(2017). Statistics in Psychology and Education. PHI Learning Private

- Limited.

- Paulo Freire(1970). Pedagogy of the Oppressed. Bloomsbury Academic Publications. London.