

# A study on Teaching Competency among Secondary School Teachers

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**Abstract-** Teaching Competency involves knowledge, skills, attitude and professional capabilities required to perform the job of a teacher at a desired level. This will include competencies like Planning lessons, classroom management, knowledge of subject, interpersonal relationship, development of teaching learning material, usage of teaching aids, time management, evaluation process during their teaching-learning and competencies related to working with parents, community and other agencies. The present study was conducted to find out the teaching competency of secondary school teachers. The total sample size for the present study was 200, comprised of secondary school teachers who were selected randomly from different secondary schools from government and private in Murshidabad district, West Bengal. Teachers Teaching Competency Scale (TTCS) developed and standardised by Dr. Vimal Vidushy & Dr. Nand Kishor was used for data collection. The data was subjected to statistical treatment by using Mean, Standard Deviation, and t-test. Results obtained from that male teacher shows more Teaching Competency than female teachers and govt. teachers show more Teaching Competency than private teachers.

**Keywords:** Teaching competency, Secondary School teachers.

## INTRODUCTION

Education is a character-building process which helps in polishing one's personality to make decisions according to the situations, to get equipped with rational thinking and to have an ability to meet life's situations. Education is a driving force, which influences the quality of life and enhances practical knowledge. To some extent the quality and efficiency of education depend on the quality of teachers who truly add value to the students. In this technological era Teacher's academic and social responsibilities have taken a new dimension and made the task of the teacher quite difficult and more challenging. Teachers design the future of their students and thus, the society. In the new education system, certain qualities should acquire by students, such as applied knowledge, analytical skills,

problem solving, creativity, research aptitude, multidisciplinary knowledge and other soft skills etc. A student develops these competencies and skills in an institution, through the curricular, co-curricular and extra-curricular activities. To achieve these goals teacher acts as a pathfinder, facilitator and a guide.

## Teaching Competency

Teacher Competence refers to the teacher's ability to carry out defined tasks in particular context at higher level of excellence. It also refers to the excellence capability which includes knowledge, skill, attitudes and experiences to carry out a defined task in particular context at higher level of excellence by a teacher. From a general perspective, a teacher's competence is a way of thinking, feeling, acting or talking that drives the teacher to succeed in his or her work. Teaching competencies help to develop the competencies among the learners at the school level. At the same time, it is to be noted that professional competencies are indispensable for all the teachers, but they do not guarantee effective performance. It is not necessary that a teacher will be effective if he is having professional competencies and practical skills. In addition to their professional competencies the actual performance of teachers in the classroom or school in a consistent manner is also dependent on their commitment to perform well. It is this commitment that plays a decisive role in effective teacher education. Teaching competence also refers to the application of different teaching skills during the process of teaching. A competent teacher applies all the teaching skills, understands the level and nature of students and alters teaching accordingly. Teaching competence involves the utilization of the different teaching skills. Some of the teaching skills are questioning, stimulus variation, instruction, explanation, reinforcement. All these teaching skills are considered as the core teaching skills. Teacher trainees are trained in the effective use of these core

skills. Application of these skills makes the teachers to be competent.

#### Components of Teaching competence

- Planning lessons
- Classroom Management
- Knowledge of subject
- Competencies related to working with parents, community and other agencies
- Development of teaching learning material
- Interpersonal Relationship
- Time Management
- Evaluation process

Hence, to define teaching competence, a teacher must deliver quality of result. Quality of output is the good performance of teachers, which can be made effective through feedback services, which are employed for developing teaching skills and competencies among the teachers. It also involves a mechanism for the reactionary devices of the behaviour change of teachers as competent teachers are born not just but are made.

#### Review of Related Literature

1. Achwarin (2009) examined teacher competence of Thailand school teachers. He took a sample of 750 teachers. Simple random sampling method was used. Sample was raised from 18 secondary schools. The researcher reported a high level of teacher competence among the teachers. A positive correlation of teacher competence was reported with their long-term teaching experience, educational qualification and the number of students enrolled in the school
2. Vogt and Rogalla (2009) conducted a study on developing adaptive teaching competency through coaching in teacher education. 32 primary and secondary teachers took part in an intervention to foster their Adaptive Teaching Competency based on content-focused coaching whilst 18 teachers formed the control group. Teachers receiving the coaching were found to increase their Adaptive Teaching Competency regarding planning and their students showed a higher learning outcome compared to the control group.
3. Kaur and Talwar (2014) investigated the relationship between teaching competency and emotional intelligence of secondary school teachers with reference to gender. The study

indicated that teaching competency and emotional intelligence are not influenced by gender.

4. Mishra (2017) carried out a study on teaching competency among secondary school teachers in relation to gender, subjects, educational qualification and teaching experience variations. Findings revealed that there was significant difference in teaching competencies among secondary school teachers in relation to gender and teaching experience.
5. Pratibha (2017) conducted a study on Teaching Competency of primary school teachers in relation to their sex and educational qualification. The findings revealed that educational qualification and sex does not affect the overall Teaching Competency of primary school teachers.

#### Statement of the Problem

“A study on Teaching Competency among Secondary School Teachers”

#### Objectives of the study

1. To study the significant difference between teaching competency of male and female Secondary School Teachers.
2. To study the significant difference between teaching competency of Govt. and private Secondary School Teachers.

#### Hypothesis of the study

Ho1. There is no significant difference of Teaching Competency between male and female Secondary School Teachers

Ho2. There is no significant difference in the levels of Teaching Competency between government and private Secondary School Teachers

#### Methodology

Descriptive Survey Method has been used to conduct the present study so that pertinent and precise information concerning the current status of phenomena could be obtained.

#### Population for the Study

The population of the study is confined to all Secondary School Teachers in Murshidabad district WB.

#### Sample

A sample of 200 teachers' selected by using simple random sampling technique.

#### Tool for the Study

The data were collected through the Teachers Teaching Competency Scale (TTCS) developed and standardised by Dr. Vimal Vidushy & Dr. Nand Kishor, 2021.

Statistical Tool Used:

Data was analysed using the following statistical techniques.

- Percentage analysis
- t-test.

Analysis and Interpretation of data

*Result of significant difference in Teaching Competency of secondary school teachers between male and female.*

Teaching Competency	N	M	df	S. D	Calculated 't' value	p value
Male Teacher	111	141.72	198	30.68	2.19*	0.029
Female Teachers	89	139.42		83.83		

\*Significant at the 0.05 level

Interpretation

This table shows in case of comparing the mean score of Teaching Competency between male and female teachers, calculated t value is 2.19 and p value is 0.029 lesser than 0.05 ( $p < 0.05$ ). Hence 't' is significant at 0.05 level. Then the null hypothesis ( $H_01$ ) is rejected, and it can be said that male teachers are significantly different from the female teachers with respect to the Teaching Competency of secondary school teachers. Researcher obtained that male teacher shows more Teaching Competency than female teachers because the mean score of males (141.72) is higher than the female (139.42)

*Result of significant difference of Teaching Competency of secondary school teachers between govt. and private.*

Teaching Competency	N	M	S. D	df	Calculated 't' value	p value
Govt. School Teacher	100	142.5	27.90	198	2.01*	0.04
Private School Teacher	100	140.62	59.51			

\*Significant at 0.05 level

Interpretation

This table shows in case of comparing the mean score of Teaching Competency between govt. and private teachers, calculated t value is 2.01 and p value is 0.04 lesser than 0.05 ( $p < 0.05$ ). Hence 't' is significant at 0.05 level. Then the null hypothesis ( $H_02$ ) is rejected, and it can be said that govt. teachers are significantly different from private teachers with respect to the Teaching Competency of secondary school teachers. Researchers obtained that govt. teachers show more Teaching Competency than private teachers because the mean score of

Objective no.1

To study the significant difference between Teaching Competency of male and female Secondary School Teachers.

Null Hypothesis

$H_01$ : There is no significant difference of Teaching Competency between male and female Secondary School Teachers

teachers. It is also obtained small effect size ( $d = 0.036$ ) between Teaching Competency of male and female teachers through Cohen's d (Becker, 2000).

Objective no.2

To study the significant difference between Teaching Competency of Govt. and private Secondary School Teachers.

Null Hypothesis

$H_02$  There is no significant difference in the levels of Teaching Competency between government and private Secondary School Teachers

govt. teachers (142.50) is higher than the private teachers (140.62). It is also obtained small effect size ( $d = 0.040$ ) between Teaching Competency of govt. and private teachers through Cohen's d (Becker, 2000).

Suggestions for improvement in Teaching Competency among Teachers

- On the basis of findings, following suggestions are given below for the improvement in teaching competency, among secondary school teachers.

- Research aptitude should be encouraged among teachers by providing study leave, incentives and promotions. Teachers who are under graduates should be encouraged to pursue at least post-graduation.
- ICT based programmes may be conducted for teachers to motivate them to use technology in the teaching learning process to compete with future challenges.
- Various workshops, orientation programmes and in service training programmes should be organized for teachers to enhance their teaching abilities. They may link incentives or rewards with such events to encourage them to participate.
- Self-assessment technique should be used for teachers annually.

### CONCLUSION

From the above discussion on teaching competency of Secondary School Teachers, the researcher has concluded that there is significant effect of the teaching competency of the secondary school teachers. From this point of view, it can be said that male teachers are significantly different from the female teachers with respect to the Teaching Competency of secondary school teachers. Researcher obtained that male teacher shows more Teaching Competency than female teachers because the mean score of males is higher than the female teachers and it can be also said that govt. teachers are significantly different from private teachers with respect to the Teaching Competency of secondary school teachers. Researchers obtained that govt. teachers show more Teaching Competency than private teachers because the mean score of govt. teachers is higher than the private teachers

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