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A STUDY ON TEACHING COMPETENCY AMONG SECONDARY SCHOOL TEACHERS

R. Sasikumar¹ and Dr. R. Venkateswaran²

¹Research Scholar, Research and Development Centre, Bharathiar University, Coimbatore, Tamil Nadu.

²Principal, Periyar University College of Arts and Science, Idappadi, Salem, Tamil Nadu.

ABSTRACT :

The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession. Since, every teacher should possess the commendable teaching competency skill. This study aims to find out the differences in teaching competency of secondary school teachers with respect to gender, years of experience, faculty, and type of school. For this study, survey method of research was used. A sample of 50 secondary school teachers was selected from Namakkal district by purposive sampling technique. Findings show that there is no difference in teaching competency of secondary school teachers with respect to background variables.



KEYWORDS : Teaching Competency, Secondary School Teachers.

INTRODUCTION

Competence (or Competency) is the ability or skill of an individual to perform perfectly in an appropriate way with the combination of knowledge, values, skills, personal temperament, sensitivities and capabilities. Teacher Competency refers to the behavior of a teacher while teaching a class (both inside and outside the classroom). It is a set of knowledge, abilities and beliefs a teacher possess and bring to the teaching situation.

REVIEW OF RELATED LITERATURE

Mahapatra (2009) conducted a correlation study of intelligence and teaching competency of teacher trainees on a sample of 500 men and women teacher trainees. The study reports that - (i) men and women teacher trainees differed significantly in their level of teaching competency. Women teacher trainees are better in their level of teaching competency compared to their counterparts men teacher trainees, (ii) graduate and post graduate teacher trainees also differed in their level of competency. The graduate teacher trainees obtained significantly higher mean score than the post graduate teacher trainees, (iii) Intelligence of the teacher trainees had a significant influence on the level of their teaching competency. The more level of intelligence are the higher the level of teaching competency in the teacher trainees.

Kumar (2008) in his study on English language Teachers' competencies found that learning motivation is a

significant influencing factor of their level of competencies. Audio-visual aids, interest of the students, proper utilization teaching-learning material and group discussions among the students may improve their level of teaching competencies.

OBJECTIVES

- To find out the differences in teaching competency of secondary teachers with respect to gender, year of experience, faculty and school type.

HYPOTHESES

1. There is no significant difference in teaching competency of secondary school teachers with respect to gender, year of experience, faculty and school type.

POPULATION AND SAMPLE

The present study consisted of 50 secondary school teachers were selected from Namakkal district, drawn by the purposive sampling technique.

RESEARCH INSTRUMENT

For the purpose of this study, the investigators adopted the General Teaching Competency Scale (GTCS) developed by Dr. B.K. Passi and Dr. M.S. Lalitha (1977). This scale consists of 26 items. The responses scored according to the key. The adopted GTCS is a Seven-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 minimum and maximum scores of the scale is 26 and 182 respectively. The reliability coefficient for General Teaching Competency Scale is found to be 0.792.

DATA ANALYSIS

Table 1: Teaching Competency among Secondary School Teachers based on Demographic Variables

S. No.	Sub Samples	N	Mean	SD	t-value	0.05 Level
1	Gender				0.46	Not Significant
	Male	25	145.6	30.63		
	Female	25	144.92	26.76		
2	Years of Experience				0.31	Not Significant
	Below 5 Years	27	148.12	29.23		
	Above 5 Years	23	143.91	28.23		
3	Faculty				0.21	Not Significant
	Arts	30	141.35	29.43		
	Science	20	147.86	27.76		
4	Type of School				0.44	Not Significant
	Government	28	145.84	28.62		
	Private	22	144	28.61		

FINDINGS

- There is no significant difference in teaching competency of secondary school teachers with respect to gender, years of experience, faculty, type of school.

CONCLUSION

Teaching is a spiritual process; in which one mind projects itself into another depending on the personal force of the teacher. As the teacher is to guide the pupils by his example as well as by his percept, he must possess certain definite qualities. The best teachers are those who have certain natural qualifications for the job.

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