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A STUDY OF GENERAL TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN VELLORE DISTRICT

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ABSTRACT

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. The present study is aimed at studying the general teaching competency of Secondary school teachers in Vellore District. Normative survey method was adopted for the present study. By using the simple random sampling technique 300 secondary school teachers were taken as sample. The Secondary school teachers' general teaching competency is low. The Secondary school teachers of male and female significantly differ in the planning, presentation and managerial component of general teaching competency and do not significantly differ in the closing and evaluation components of the general teaching competency.



KEY WORDS: educational program , general teaching competency.

INTRODUCTION:

Education is the key to all processes of development especially human development. Catalytic action of education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity. Education is fundamental to all round development of human potential material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering to goal of socialism, secularism and democracy enshrined in our constitution. The teachers play a very significant role in moulding the further citizens.

TEACHING COMPETENCY

The term 'teaching' is defined in different ways. The analytical approach to perceive teaching has given a basis for innovations in teacher education, like microteaching. The term 'competency' has also been a debatable term. It refers to the criteria that determine teacher effectiveness. The term 'teaching competency' as defined by various authors includes more than mere teacher effects or pupil outcomes. According to some authors it includes knowledge, attitude, skill and other teacher characteristics. Some other perceive teacher competence as teacher behaviours that produce intended effects.

Teaching is skilled job and complex task. By all means it is done for the benefit of the pupils. That is to bring desirable changes or improvement in their behaviour. Success of this operation depends upon a good planning and masterly execution. The educationists, psychologists, research workers and the teachers

working in the field have tried to establish some general principles, psychological principles and maxims of teaching which may prove quite helpful in making the task of teaching quite effective and purposeful.

NEED AND IMPROTANCE OF THE STUDY

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teacher who can and willingly implement the educational process in such a way that it brings about the desired educational development of the learners. It is therefore, important that the teacher is well prepared to do his/her work efficiently and effectively. Without the competent teachers, even the best of educational system is bound to fail; with the competent teachers, even the defect of educational system can be largely overcome. Therefore the present study is undertaken.

STATEMENT OF THE PROBLEM

The present study is aimed at studying the general teaching competency of Secondary school teachers in Vellore District.

OBJECTIVES OF THE STUDY

The following are the objective of the study.

- To find out the level of general teaching competency of the Secondary school teachers.
- To find out if there is any significant difference between the male and female Secondary school teachers in respect to the (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency.
- To find out if there is any significant difference between the rural and urban prospective in respect to the (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency.
- To find out if there is any significant difference between the Secondary school teachers coming from nuclear and joint family in respect to (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency.

HYPOTHESES

Suitable Hypothesis were framed

METHODOLOGY

Normative survey method was adopted for the present study.

TOOLS USED IN THE STUDY

General Teaching Competency Scale (GTCS) developed and standardized by Prof. B. K. Passi and Dr. M.S. Lalitha (1994) was employed in the present investigation.

SAMPLE OF THE STUDY

The present study consists of 300 secondary school teachers in vellore district. The sample was selected by using simple random sampling technique. The sample form as a representative sample of the entire population. Due proportionate weightage was given to various subs – samples.

DESCRIPTIVE ANALYSIS

Analysis of Mean and SD scores of General Teaching Competency of the Secondary School Teachers

To find out the level of general teaching competency of the Secondary school teachers

Table - 1
Mean and SD Scores of General Teaching Competency of the Secondary School Teachers

General Teaching Competency	Mean	SD
Planning	10.52	1.53
Presentation	28.25	3.16
Closing	5.20	0.84
Evaluation	5.13	0.96
Managerial	5.47	0.76
Total	54.41	5.43

It could be observed from the table, the total mean and SD score is found to be 54.41 and 5.43 respectively. As per the tool one can get a maximum score of 147. The obtained mean score 54.41 is less than the mid point level of 73.5. Hence, it is inferred that the Secondary school teachers general teaching competency is low. Therefore, the research hypothesis is rejected.

DIFFERENTIAL ANALYSIS

Analysis of Mean and SD Scores of Gender and Teaching Competency in Secondary School Teachers

Null Hypotheses

There is no significant difference between the male and female Secondary school teachers in respect to the (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency.

Table - 2
Mean, SD and 't' values of Teaching Competence Scores of the Male and Female Secondary School Teachers

General Teaching Competence	Gender	Mean	SD	't' value	Level of Significant
Planning	Male	10.15	1.69	0.70	N.S
	Female	10.90	1.26		
Presentation	Male	27.76	3.17	1.30	N.S
	Female	28.75	3.08		
Closing	Male	5.14	0.85	0.90	N.S.
	Female	5.25	0.82		
Evaluation	Male	5.00	0.95	1.90	N.S
	Female	5.26	0.96		
Managerial	Male	5.40	0.83	1.10	N.S
	Female	5.55	0.67		

The 't' values shows that the male and female Secondary school teachers do not differ significantly in the planning, presentation, managerial the closing and evaluation components of the general teaching competence. Hence, the research hypothesis is rejected.

Analysis of Mean and SD Scores of Locality and Teaching Competency in Secondary School Teachers

Null Hypothesis

There is no significant difference between the rural and urban prospective in respect to the (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency.

Table - 3
Mean, SD and 't' values of Teaching Competence Scores of the Rural and Urban Secondary school teachers

General Teaching Competence	Gender	Mean	SD	't' value	Level of Significance
Planning	Rural	10.69	1.22	1.50	N.S
	Urban	10.34	1.81		
Presentation	Rural	28.06	3.11	0.80	N.S
	Urban	28.47	3.21		
Closing	Rural	5.26	0.85	1.09	N.S
	Urban	5.13	0.87		
Evaluation	Rural	5.03	1.11	1.40	N.S
	Urban	5.24	0.76		
Managerial	Rural	5.41	0.84	1.20	N.S
	Urban	5.54	0.65		

The results of the table reveals that rural and urban Secondary school teachers do not significantly differ in the planning presentation, closing, evaluation and managerial components of the general teaching competency. Therefore, the research hypothesis is rejected.

Analysis of Mean and SD Scores of Type of Family and Teaching Competency in Secondary School Teachers **Null Hypothesis**

There is no significant difference between the Secondary school teachers coming from nuclear and joint family in respect to (a) Planning (b) Presentation (c) Closing (d) Evaluation and (e) Managerial components of the general teaching competency

Table - 5
Mean, SD and 't' values of Teaching Competence Scores of Secondary school Teachers coming from Nuclear and Joint Families

General Teaching Competence	Gender	N	Mean	SD	't' value	Level of Significance
Planning	Nuclear Family	30	10.39	1.70	1.35	N.S
	Joint Family	210	10.68	1.31		
Presentation	Nuclear Family	30	28.03	3.11	1.10	N.S
	Joint Family	210	28.51	3.21		
Closing	Nuclear Family	30	5.25	0.81	0.80	N.S
	Joint Family	210	5.14	0.87		
Evaluation	Nuclear Family	30	5.09	0.90	0.65	N.S
	Joint Family	210	5.17	1.04		
Managerial	Nuclear Family	30	5.45	0.80	0.55	N.S
	Joint Family	210	5.50	0.72		

From the table the obtained 't' values are not significantly different even at 0.05 level in the planning, presentation, closing, evaluation and managerial components of the general teaching competency. Therefore, the research hypothesis is rejected.

FINDINGS OF THE STUDY

- The Secondary school teachers' general teaching competency is low.
- The Secondary school teachers of male and female significantly differ in the planning, presentation and managerial component of general teaching competency and do not significantly differ in the closing and evaluation components of the general teaching competency.
- The rural and urban Secondary school teachers do not differ significantly in the planning, presentation, closing, evaluation and the managerial components of general teaching competency.
- The Secondary school teachers of nuclear and joint family do not differ significantly in the planning, presentation, closing, evaluation and the managerial components of general teaching competency.

SUGGESTIONS FOR IMPROVING THE TEACHING COMPETENCY OF THE PROSPECTIVE TEACHER

Teaching competency of the prospective teacher may be enhanced by providing long term training, attending, seminars, conferences and workshops. The concerned authorities should arrange programme like citizenship training. Training may be organized in communication process, use of teaching aids, power point presentation like.

The UNESCO report (Jacques Delors, 196) on education for twenty first century entitled "Learning: The Treasure Within" expects that there should be four ideals for our future education and the would teacher should be prepared for

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together

The inculcation of the above stated ideals for a Secondary school teachers would be insufficient until he is able to learn the act of adjustment with respect to day-to-day change in the society and in the profession. The ability of adjustment will ultimately improve the quality of teaching learning process and general health of teacher in Twenty First Century. The Delor's report also pleads for an education which is rooted to culture and committed to progress. Developing a harmonious and integrated personality would just nor possible if the system dos not develop the competencies and inculcate. Values of culture heritage and traditions.

CONCLUSION

The Secondary school teachers' level of general teaching competency is low. The general teaching competency of Secondary school teachers is not influenced by certain independent variables taken for this study.

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