



ISSN: 2249-894X  
 IMPACT FACTOR : 5.7631 (UIF)  
 UGC APPROVED JOURNAL NO. 48514  
 VOLUME - 8 | ISSUE - 8 | MAY - 2019

## COMMUNICATIVE ABILITY AND TEACHING COMPETENCY OF HIGH SCHOOL TEACHERS: A STUDY

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### ABSTRACT:

The present study was explored to find out the communicative ability and teaching competency of high school teachers with reference to gender and marital status. Survey method was used. The sample for the present study consisted of 215 high school teachers from 20 schools in Thiruvarur district. Data was analyzed by using t-test. Results found that there is no significant difference between male and female high school teachers in their communicative ability and teaching competency. Findings also showed that there is no significant difference between married and unmarried high school teachers in their communicative ability and teaching

competency.

**KEYWORDS:** *Communicative Ability, Teaching Competency, High School Teachers.*

### INTRODUCTION

The essence of effective teaching that can add lasting flavor to student's learning is mainly dependent on the personal teaching characteristics upheld by the teacher. A deeper thought about the necessities for supporting measurable learning advancement in students mainly reveals that a personal characteristic of the teacher has an influence on student's attempt to learn. Similarly teaching style and its components strongly influences student's motivation, desire and efforts to learn. To impart knowledge in an influencing manner and make learning more

meaningful, teachers has to concentrate on few personal and teaching characteristics and make necessary changes. Such changes are incorporated to inspire a passion for learning in students.

### NEED AND SIGNIFICANCE OF THE STUDY

Teacher's communicative ability and teaching competency has been one of the major concerns of practitioners and policy makers, not only in India but also in other countries. Teacher's communicative ability and teaching competency encompasses student's academic achievements and development of their personality together with the teacher's development and improvement in school. In Tamil Nadu, teachers communicative ability and teaching competency

is generally, measured by scholastic results shown by students at various levels. The higher the number of grades and the pass percentages, the more effective the school is considered. While making the pass percentages as a standard for teacher's communicative ability and teaching competency, many factors may be overlooked. It is possible that the "Good" achievement may be because of the fact that the students obtained by supplemental coaching outside the school, by those who can afford this, which indirectly indicates that obtaining of good results is not because of teaching at the school but is dependent on the "paying capacity" of those who can financially afford taking

coaching outside the school hours. The above considerations lead to the inference, that Teachers communicative ability and teaching competency is generally judged only by grades obtained rather than more effective elements leading to holistic development of children. The mere holistic view of effectiveness, deals with overall development of student personality, whereas scholastic achievement, teacher's training and teacher student relationship are basic components of teachers communicative ability and teaching competency, as a result of professional development. That's why the investigator has taken the present study to investigate teacher's communicative ability and teaching competency.

### OBJECTIVES

- To find out whether there is any significant difference in communicative ability and teaching competency of high school teachers based on gender and marital status.

### HYPOTHESES

1. There is no significant difference in communicative ability and teaching competency of high school teachers based on gender and marital status.

### METHODOLOGY

Normative Survey was employed for the present study. 20 schools were selected chosen randomly. A sample of 215 high school teachers was selected from Thiruvarur district. The teachers of both sexes coming from both rural and urban areas were included in the study.

### TOOLS USED IN THE STUDY

- Communicative Ability Inventory by Sathiya Giri Rajan.
- Teaching Competency Scale developed and validate by the Researcher.

### HypothesEs Testing

**Table 1: Communicative Ability and Teaching Competency of High School Teachers based on Gender and Marital Status**

			N	Mean	SD	t-value	Remark
Communicative Ability	Gender	Male	59	69.85	6.38	0.680	Not Significant
		Female	156	69.21	5.61		
	Marital Status	Married	40	68.33	8.10	0.969	Not Significant
		Unmarried	175	69.62	5.16		
Teaching Competency	Gender	Male	59	98.36	8.47	0.506	Not Significant
		Female	156	98.99	7.57		
	Marital Status	Married	40	97.30	7.62	1.389	Not Significant
		Unmarried	175	99.17	7.84		

*Degrees of freedom = 213*

From Table-1, the calculated t-values 0.680 and 0.969 are less than the table value 1.96 at 0.05 level of significance. Hence it is found that there is no significant difference in communicative ability of high school teachers in respect of their gender and marital status.

Table-1 also depicts that the calculated t-values 0.506 and 1.389 are less than the table value 1.96 at 0.05 level of significance. It can be concluded that there is no significant difference in teaching competency of high school teachers in respect of their gender and marital status.

### FINDINGS OF THE STUDY

- ❖ There is no significant difference between male and female teachers of high school level in respect of their communicative ability.

- ❖ There is no significant difference between married and unmarried teachers of high school level in respect of their communicative ability.
- ❖ There is no significant difference between male and female teachers of high school level in respect of their teaching competency.
- ❖ There is no significant difference between married and unmarried teachers of high school level in respect of their teaching competency.

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