



A STUDY ON TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT :

Education is as old as human race. Its period stretches from 'cradle to grave'. Man learns something every day and every moment. Hence, education is a continuous and dynamic process. It is continuous organization and integration of activities and experiences. Education in real sense is to humanize humanity and to make life progressive, cultural and civilized. It is very important for the progress of individual and society.

KEYWORDS : *human race , continuous and dynamic process.*

1. INTRODUCTION

Education is the entire process of learning that broadens a person's cognitive horizons. It provides knowledge to the person by the experiences he gains. The person who impart such education is teacher. Hence we have concern about teachers quality and his personal competency. This study reveals the relationship of teaching aptitude in relation to teaching competency, academic achievement and interest of secondary school teachers

2. NEED AND SIGNIFICANCE OF THE STUDY:

The quality of life of citizens of a nation depends upon the quality of their education, their knowledge, attitude and values, which in turn depends upon the quality of teachers who are the pivots of educational system. The development of such skilled teachers in turn depends on quality of teacher educators. In the recent years India has taken a fresh and more critical look at the role of education within the context of overall national development. The goals of education follow the national goals of development which aims at Human Resources Development. The development of human resource is possible through a properly organized programme of quality education.

The future society shall be a knowledge oriented, technology driven and fast changing society. Teachers have to prepare young people with the competences they need to enter a world that is in rapid evolution; this means that school curricula, and approaches to the organization of education and to teaching need to adapt very rapidly to the changing needs of society and of the economy. The teachers shall be

required to continuously update their stock of knowledge through a well-organized mechanism of in-service programmes.

The role of a teacher in the educational process is more challenging and dynamic. The teachers work is not only transmission of knowledge but it is much more. The teachers' great task is inspiring and guiding the student teachers towards cherished goals. Teacher in a naturalistic set up is a setter of the stage, a supplier of



material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Issue of teachers' quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. Hence the teachers need to possess a high teaching competency to fulfill these functions.

The review of related literature reveals that research efforts have been directed towards teaching competency of teachers of other category but not of Secondary school teacher. Unfortunately attention is not drawn to correlate teaching competence and academic achievement. Hence the study is a modest venture in this direction. This study reveals teaching competency secondary school teachers and academic achievement of secondary school students.

3. OBJECTIVES OF THE STUDY:

1. To find out the level of teaching competency Teachers and academic achievement of Secondary School students
2. To study the Geographical factors affecting on teaching competency of Secondary School Teachers
3. To study the Geographical factors affecting on Academic Achievement of Secondary School Teachers.
4. To find out the significance difference between of Teaching competency and Academic achievement of Secondary School students.

4. HYPOTHESES:

1. H₀1: There is significant difference between teaching competency of male and female Secondary School Teachers.
2. H₀2: There is significant difference between teaching competency of Urban and Rural Secondary School Teachers.
3. H₀3: There is significant difference between teaching competency of Government, aided and Private Secondary School Teachers.
4. H₀4: There is significant difference between academic achievement of male and female Secondary School Teachers.
5. H₀5: There is significant difference between academic achievement of Urban and Rural Secondary School Teachers.
6. H₀6: There is significant difference between academic achievement of Government, private and aided Secondary School Teachers.
7. H₀7: There is significant difference between academic achievement and academic achievement of Secondary School students.

5. REVIEW OF RELATED LITERATURE:

1. Studies related to Teaching Competence:

- **Sehrawat (2015)** studied "teacher competency of prospective teachers: A comparative study. The objectives of the study were to study the teacher competency of prospective teachers on the basis of type of institute Govt., Private & RIE (Regional Institute of Education); on the basis of educational qualification i.e. graduate and post graduate and on the basis of academic achievement. For the present survey research design, a sample of 120 prospective teachers was taken to study the teacher competencies with different variables. There is significant effect of type of institute on teacher competency of prospective teachers. There is no significant difference between the teacher competency of graduate & post-graduate prospective teachers. There is significant effect of academic achievement on the teacher competency of prospective teachers".
- **Nilofar Mahmood Niyani (2016)** has attempted to find out the relationship between teaching effectiveness of teachers and academic achievement of IX standard students studying in different secondary schools of Kalaburgi district in Karnataka. Normative survey method was used A total number of 200 students were selected by using random sampling technique. Analysis of data was done using

correlation technique. Teaching effectiveness scale developed by Umme Kulsum and Achievement test constructed by the investigator were administered to collect the required data. It was found that boys and girls and urban and rural students do not differ significantly in respect of academic achievement, whereas, high and low Socio-economic status (SES) students differed significantly in their academic achievement. However, a positive correlation was found between teaching competence and academic achievement.

2. Studies related to Teaching Academic achievement:

- **Selvaraj Gnganguru, A and Suresh Kumar. M, (2008)** took up research to study the home environment of overachievers, normal achievers and underachievers, to study the personality type of overachievers, normal achievers and underachievers and to study the significance of the difference among the under, normal and overachieving B.Ed. students with respect to their home environment and their personality type, The sample for the study consisted of 892 randomly selected B.Ed students from B.Ed colleges in Cuddalore and Nagappattinam Districts of Tamil Nadu state. The sample included 252 underachievers (28.3%), 460 normal achievers (51.6%) and 180 overachievers (20.2%). The under, normal and over achievers were identified with the help of regression equation (intelligent score and achievement score). Group Test of Intelligence by Nair and Anandavalliamma (1976), Achievement Test for B.Ed students constructed by the investigators (2006), Home Environment Questionnaire by Murugeswari (1993) and Extraversion-Introversion Inventory by V.S. Shanthamani and A. Hafeez (1992) were used as the tools. It was found that the normal and overachievers were having satisfactory home environment but the underachievers were having below average level of home environment. The normal and overachievers were found to have extrovert type of personality but the underachievers were having introvert type of personality. Significant difference among was found under, normal and overachieving B.Ed students in their home environment and their personality type.
- **Nilofar Mahmood Niyani (2016)** has attempted to find out the relationship between teaching effectiveness of teachers and academic achievement of IX standard students studying in different secondary schools of Kalaburgi district in Karnataka. Normative survey method was used A total number of 200 students were selected by using random sampling technique. Analysis of data was done using correlation technique. Teaching effectiveness scale developed by Umme Kulsum and Achievement test constructed by the investigator were administered to collect the required data. It was found that boys and girls and urban and rural students do not differ significantly in respect of academic achievement, whereas, high and low Socio-economic status (SES) students differed significantly in their academic achievement. However, a positive correlation was found between teaching competence and academic achievement.

6. DESIGN OF THE STUDY:

1) Population:

The Secondary School of Hyderabad Karnataka Region constitutes the population of the study.

2) Sample:

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 300 teachers and 300 students from the Secondary schools of Hyderabad Karnataka Region..

3) Variables:

- Teaching Competency
- Academic Achievement
- Location
- Type of management
- Educational qualifications

- Experience

4) Tools used:

1. Teaching Competency Scale (TCS) by R Rajeshwari
2. Academic Achievement Prepared by Researcher Student

5) Statistical techniques applied for data analysis:

1. Means and Standard Deviations were calculated for the entire sample with respect to all variables.
2. The t- test and One way 'Analysis of Variance (ANOVA)' was applied to test whether there is any significant difference exists between dependent variables and independent variables i.e., Teaching competency and academic achievement with respect to the following variables: Gender, Locale of School teachers experience and qualification, management of school.
3. The raw data obtained from the tools were coded. For the statistical treatment of the above data Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

7. DELIMITATIONS OF THE STUDY:

- 1) The study had been confined to Hyderabad Karnataka Region of Karnataka
- 2) The study was limited to secondary schools only
- 3) The study was limited to teachers of Social Studies only

8. DATA ANALYSIS AND INTERPRETATION:

Analysis of the whole data was made in two sections:

Objectives-1: To find out the level of teaching competency and academic achievement of Secondary School students

Variable	Type of Sample	N	Mean	SD
Teaching Competency	Male	300	120.26	20.026
	Female	300	60.26	18.324
	Urban	300	91.40	34.939
	Rural	300	89.12	36.322
	Government	200	90.09	35.679
	aided	200	90.56	35.574
	Private	200	90.14	35.801
Academic Achievement	Male	300	134.57	22.456
	Female	300	65.97	22.581
	Urban	300	99.84	41.133
	Rural	300	100.71	41.018
	Government	200	100.33	40.993
	aided	200	100.35	41.574
	Private	200	100.14	40.766

From above Table we can come to the conclusion that;

1. Male Secondary school teachers were having more teaching competency, female teachers having lowest Teaching competence, urban and rural school teachers and different management school teachers are having almost equal Teaching competency.
2. Male Secondary school teachers were having more Academic Achievement, female teachers having lowest Academic Achievement, urban and rural school students and different management school students are having almost equal Academic Achievement.

Objectives-2: To study the Geographical factors affecting on teaching Competency of Secondary School Teachers and

Objectives-3: To study the Geographical factors affecting on Academic Achievement of Secondary School Teachers

Table-4.1: Mean, S.D. t-value and r-value of scores of teaching Competency of Secondary School Teachers and Secondary School students of Geographical factors.

Variable	Type of Sample	N	Mean	SD	t-value/ f-value	Significance
Teaching Competency (Part-1)	Male	300	120.26	20.026	3.48	Significant
	Female	300	60.26	18.324		
	Urban	300	91.40	34.939	4.11	Significant
	Rural	300	89.12	36.322		
	Government	200	90.09	35.679	64.21	Significant
	aided	200	90.56	35.574		
Private	200	90.14	35.801			
Academic Achievement (Part-2)	Male	300	134.57	22.456	5.22	Significant
	Female	300	65.97	22.581		
	Urban	300	99.84	41.133	4.87	Significant
	Rural	300	100.71	41.018		
	Government	200	100.33	40.993	17.33	Significant
	aided	200	100.35	41.574		
Private	200	100.14	40.766			

From above table-1(part-1), it can be seen that 't' value is 3.48, which is significant. Therefore the null hypothesis H_01 , that "there is no significant difference between teaching competency of male and female teachers" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of teaching competency of male and female teachers.

From above table-1(part-1), it can be seen that 't' value is 4.11, which is significant. Therefore the null hypothesis H_02 , that "there is no significant difference between teaching competency of urban and rural teachers" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of teaching competency of urban and rural teachers.

From above table-1(part-1), it can be seen that 't' value is 64.21, which is significant. Therefore the null hypothesis H_03 , that "there is no significant difference between teaching competency of Govt., Aided and Private teachers" is rejected and alternate hypothesis is accepted. Further from above table we can see

that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of teaching competency of Govt., Aided and Private teachers.

From above table-1(part-2), it can be seen that 't' value is 5.22, which is significant. Therefore the null hypothesis H₀4, that "there is no significant difference between academic achievement of male and female students" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of academic achievement of male and female students.

From above table-1(part-2), it can be seen that 't' value is 4.87, which is significant. Therefore the null hypothesis H₀5, that "there is no significant difference between academic achievement of urban and rural students" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of academic achievement of urban and rural students.

From above table-1(part-2), it can be seen that 't' value is 17.33, which is significant. Therefore the null hypothesis H₀6, that "there is no significant difference between academic achievement of Govt., Aided and Private students" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of academic achievement of Govt., Aided and Private students.

Objectives-4: To study the affect of teaching Competency of Secondary School Teachers on academic achievement of Secondary School students.

Table-2: Mean, S.D. t-value and r-value of scores of teaching competency and academic achievement of Secondary School students.

Variable	N	Mean	SD	t-value	Significance
Teaching Competency	300	120.26	20.026	6.78	Significant
Academic Achievement	300	60.26	18.324		

From above table-3, it can be seen that 't' value is 6.78, which is significant. Therefore above the null hypothesis, that is "there is no significant difference between competency and academic achievement of Secondary School students" is rejected and alternate hypothesis is accepted. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between mean score of competency and academic achievement of Secondary School students.

9. FINDINGS:

- Male Secondary school teachers were having more teaching competency, female teachers having lowest Teaching competence, urban and rural school teachers and different management school teachers are having almost equal Teaching competency.
- Male Secondary school teachers were having more Academic Achievement, female teachers having lowest Academic Achievement, urban and rural school teachers and different management school teachers are having almost equal Academic Achievement
- There is significant difference between teaching competency of male and female Secondary School Teachers.
- There is significant difference between teaching competency of Urban and Rural Secondary School Teachers.

- There is significant difference between teaching competency of Government, aided and Private Secondary School Teachers.
- There is significant difference between academic achievement of male and female Secondary School Teachers.
- There is significant difference between academic achievement of Urban and Rural Secondary School Teachers.
- There is significant difference between academic achievement of Government, private and aided Secondary School Teachers.
- There is significant difference between teaching competency and academic achievement of Secondary School Teachers

10. EDUCATIONAL IMPLICATIONS OF THE STUDY:

The following educational implications could be drawn from the findings of the study:

1. In-service programmes should be organized and carried out in a systematic way during the year to possess needed teacher competencies. Acquiring competencies depends on practice and time should be provided. The in-service training content, material, methodology and transactional approaches should be periodically updated as per the needs of the time.
2. Classroom instruction needs to be specific rather than general. The teachers should be given scope for developing initiative and dynamism which should lead to individual skill development.
3. Teacher competencies are stimulus for both in-service and pre-service. The acquisition and application of these mostly depends upon individual's attitude and commitment.
4. Competency based training is a task oriented endeavor which need to be put to task at intervals without which the perception levels tries to remain in the comfort zone only. So the researcher could perceive that there is a need to have different perceptive of these competencies to be developed and there need to be a series of scientific battery modules required for the same.
5. Teachers need to participate in professional communities so that it leads to continuous improvement through feedback mechanisms

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