

A Study on Teaching Competency of Untrained Secondary School Teachers

Beta Venkateswarlu

Principal, Sree Sai Siddartha College of Education
Tadipatri-515411, Anantapur Dist. Andhra Pradesh, India

Abstract

The objective of the present study is to find out the level of Untrained Secondary School Teachers' Teaching Competency. The present investigation was undertaken by using normative survey method. The present study consists of 200 Untrained Secondary School Teachers working at Secondary Schools located in Anantapur district of Andhra Pradesh. The Tool used for this study was the Teaching Competency Scale-constructed and validated by Torkzadeh & Koufteros, (1994). The results show that Untrained Secondary School Teachers have moderate level of Teaching Competency.

Keywords: Teaching Competency, Untrained Secondary School Teachers

Introduction

Teaching Competency of teachers will have influence both on learning experiences created for teachers and on students' Achievement. Because of their roles as guides, teachers should feel comfortable in Teaching Competency. Only if the level of Teaching Competence of Teachers are known, In-service programmes could be planned. Hence the investigator decided to take up this study.

Statement of the Problem

The desirable educational outcome is ensured to a great extent with a competent teacher. As the world is changing rapidly, educational field is also changing in knowledge technology and management. The teachers by and large find themselves quite out of touch with intellectual. The technological affect can also reflect in the classroom environment. But unfortunately the process of teacher education has been very slow. The teacher training is not planned and organized to develop initiative, the ability to inquiry, scientific temper, linguistic skills for effective speaking and writing, which the teacher are expected impart to the students. In this context The study taken by the investigator can be stated as "A Study on Teaching Competency of Untrained Secondary School Teachers."

Objectives of the Study

Following are the Objectives framed for this study:

1. To find out the level of Untrained Secondary School Teachers' Teaching Competency.
2. To find out whether there is any significant difference between male and female Untrained Secondary School Teachers with respect to their Teaching Competency.
3. To find out whether there is any significant difference between Arts and Science Group Teachers with respect to their Teaching Competency.
4. To find out whether there is any significant difference between rural and urban School Teachers with respect to their Teaching Competency.
5. To find out whether there is any significant difference between Married and Unmarried Teachers with respect to their Teaching Competency.
6. To find out whether there is any significant difference in Teaching Competency among Teachers with respect to their Experience.

Hypotheses of the Study

On the basis of the above said objectives the following hypotheses were framed.

1. Untrained Secondary School Teachers' level of Teaching Competency is Moderate.
2. There is no significant difference between male and female Untrained Secondary School Teachers with respect to their Teaching Competency.
3. There is no significant difference between Arts and Science Group Teachers with respect to their Teaching Competency.
4. There is no significant difference between rural and urban School Teachers with respect to their Teaching Competency.
5. There is no significant difference between Married and Unmarried Teachers with respect to their Teaching Competency.
6. There is no significant difference in Teaching Competency among Teachers with respect to their Experience.

Method of Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time.

Sample of the Study

The present study consists of 200 Untrained Secondary School Teachers working at Secondary Schools located in Anantapur District of Andhra Pradesh.

Tool Used

The Tool used for this study was the Teaching Competency Scale- constructed and validated by Torkzadeh & Koufteros, (1994).

In order to find out the Untrained Secondary School Teachers' Teaching Competency, the mean and S.D have been calculated.

Table No. 1

The Mean and Standard Deviation of Untrained Secondary School Teachers' Teaching Competency scores

N	Mean	Standard Deviation
200	62.10	13.170

Entire Sample

It is evident from the above Table the calculated mean score of entire sample indicates that the Untrained Secondary School Teachers have moderate level of Teaching Competency.

Table No.2

The Mean and Standard Deviation of Untrained Secondary School Teachers' Teaching Competency scores

Demographic Variable	Sub sample	N	Mean	Std. Deviation
Gender	Male	104	64.21	14.470
	Female	96	59.81	11.232

Null hypothesis

There is no significant difference between male and female Untrained Secondary School Teachers with respect to their Teaching Competency.

In order to test the above Null hypothesis 't' value is calculated.

Table No. 3
Significance of difference between male and female Teachers with respect to their Teaching Competency

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	104	64.21	14.470	2.41	Significant
Female	96	59.81	11.232		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female Teachers with respect to their Teaching Competency

Null hypothesis

There is no significant difference between Arts and Science Group Teachers with respect to their Teaching Competency.

In order to test the above Null hypothesis 't' value is calculated.

Table No.4
Significance of difference between Arts and Science Group Teachers with respect to their Teaching Competency

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	101	62.08	13.383	0.02	Not significant
Science	99	62.12	13.017		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Arts and Science Teachers with respect to their Teaching Competency.

Null hypothesis

There is no significant difference between rural and urban School Teachers with respect to their Teaching Competency.

In order to test the above Null hypothesis 't' value is calculated.

Table No.5
Significance of difference between rural and urban school Teachers with respect to their Teaching Competency

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	117	62.17	13.745	0.09	Not significant
Urban	83	62.00	12.396		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban Teachers with respect to their Teaching Competency .

Null hypothesis

There is no significant difference between Married and Unmarried Teachers with respect to their Teaching Competency.

In order to test the above Null hypothesis 't' value is calculated.

Table No. 6
Significance of difference between Married and Unmarried Teachers with respect to their Teaching Competency

Type of family	N	Mean	SD	t-value	Significance at 0.05 level
Married	146	62.32	13.25	0.38	Not significant
Unmarried	54	61.52	13.04		

From the above table, since the 't' value is not significant at 0.05 level, the Null hypothesis is accepted and it is concluded that there is no significant difference between Married and Unmarried Teachers with respect to their Teaching Competency.

Conclusion

Secondary School Teachers have expressed moderate Teaching Competency only. This should be taken as seriously and efforts should be taken to upgrade their Teaching Competency. Training and infrastructure should be provided to the Teachers to make use of available Technology for Teaching and Learning Process. Pre-service training should be made mandatory and admission for Teacher training through distance education should be made easier.

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