

## A STUDY ON THE TEACHING COMPETENCY OF MIDDLE SCHOOL TEACHERS IN TIRUVANNAMALAI DISTRICT

*S. Premkumar Ph.D., Research Scholar, School of Education, Vels Institute of Science, Technology and Advanced Studies, (VISTAS), Pallavaram, Chennai, Tamilnadu, India.*

*Dr. K. Sheeba Associate Professor, School of Education, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu, India.*

### Abstract

The study was designed to examine the significance of teaching competency for secondary school teachers. The data was collected from 150 secondary school teachers. Teaching Competency Scale developed by M . GnanaSoundari (2016). The collected data was analyzed with descriptive statics using SPSS. The finding of the study reveals that gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers shows average level of teaching competency further it shows there is no significant difference between samples such as gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers towards teaching competency.

### Keywords:

Teaching Competency, middle school Teacher, Gender, Locality of the school Educational Qualification, Stream and Type of School

### Introduction:

Teaching competency is a set of professional skills that enables practical teaching situations to be appropriately resolved. Teaching competency is an essential skills for students learning. They are communication and interpersonal skills, organization and planning, classroom management, facilitation and engagement, assessment and coaching, collaboration and teamwork, caring and inclusiveness, flexibility and adaptability. Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields

### Concept of Teaching Competency

Teaching competency is a broad concept which has many dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. It is believed that a teacher having all these skills to reasonable extent can be a competent teacher. In brief, a teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning.

### *Some characteristics of a competency are as follows*

**Use of appropriate techniques:** Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students:

- master the content of the course
- learn how to apply the content in particular contexts

Instructors should identify which teaching methods will properly support a particular learning outcome. Its effectiveness depends on this alignment. To make the most appropriate choice, an instructor should consider learning outcomes, student needs and the learning environment.

**Efficacy in Teaching;** Teacher efficacy is the level of confidence teachers have in their ability to guide students to success .This includes helping students learn, building effective programs for students, and effectively changing student learning

**Effective use of Aid;** An effective teaching aid must align with the teacher's objectives. Teaching aids must effectively simplify the learning process for students. They must promote collaboration amongst students. They must be clear, user-friendly—for both students and teachers—and relative.

**Rapport with students and colleagues;** Teacher rapport has a positive influence on the academic success of students. The most common positive effects of rapport include increased trust, engagement, respect, connection, and sense of autonomy in students. Conversely, a negative relationship can cause heightened anxiety, stress, and aggression, which is not conducive to academic excellence. Rapport is a two-way street, and students and faculty have anxieties when embarking on new academic journeys. Building solid rapport impacts student success but can also improve faculty engagement. Faculty members who have created rapport with their students can actively facilitate learning and encourage student development.

**Catering of individual difference;**“catering for individual differences” refers to the observation that, when all students are taught in the same way, they learn different things and they master to different extents that which they are expected to learn

### Need of the study:

Today teachers need an instructional technique which is of low cost and which does not demand hard work, so that they could love the subject and be more efficient in their teaching. Meta-cognitive knowledge of people is an important concept for the classroom. Meta-cognition knowledge of tasks operates when the nature of task forces us to think about how we will manage. As society changes, the skills that students need to be successful in life also change. Basic literacy skills of reading, writing, and arithmetic are no longer sufficient. Our students need to master those basic skills as well as read critically, write persuasively, think and reason logically, and solve complex problems. A successful student must be adept at managing information, finding, evaluating and applying new content understanding with great flexibility. They must be equipped with skills and perspectives designed to help them anticipate change. This is possible only by the help of teachers, who possess the potentialities like meta-cognitive thinking, emotional balance and competencies relevant to teaching learning process.

### Review of Related Literature

The study conducted by Shobha(2022),is an attempt to know about the Teaching Effectiveness and Teaching Competency among Secondary School Teachers. The study is descriptive in nature and survey method was employed. Data was collected from secondary school teachers of Mysore District using Standardized Teaching Effectiveness and Teaching competency scale. The collected data were analyzed by percentage analysis and t-test, Anova and correlation test. The findings of the study revealed that out of total number of 80 teachers, 28.8% of teachers very effective, 25.0 % of teachers effective, 38.7% of teachers average, 3.7% of teachers in-effective, 3.8% of teachers very in-effective, that they have level of teaching effectiveness among Secondary School Teachers and out of total number of 80 teachers, 0% of teachers superior, 05.0% of teachers high, 30.0% of teachers above average, 50.0% of teachers average/moderate, 07.5% of teachers below average, 05.0% of teachers low, 02.5% of teachers inferior, that they have level of teaching competency among Secondary School Teachers, there is no significant difference between Teaching Effectiveness and Teaching Competency of Male and Female Secondary School Teachers, There is no significant difference between Teaching Effectiveness and Teaching Competence of government, aided and private Secondary School Teachers, There is a Moderate or substantial positive correlation relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

The study explored by Shehla Parveen and Nalini Srivastava (2020), explains the Teaching Competency involves knowledge, skills, attitude and professional capabilities required to perform the job of a teacher at a desired level. The study was conducted to find out the teaching competency of upper primary school teachers of central and state government schools with reference to their gender and years of teaching experience. The total sample size for the present study was 200, comprised of Central school teachers (100) and Upper Primary school teachers (100), who were selected randomly from different central schools and upper primary schools governed by state government in Bareilly, Uttar Pradesh. General teaching competency scale developed by Passi and Lalitha was used for data collection. The data was subjected to statistical treatment by using Mean, Standard Deviation, and two-way ANOVA. Results obtained from the statistical analysis tool SPSS revealed that Central school teachers and UPS teachers differ significantly in teaching competency on the basis of gender and teaching experience. Central School teachers were found more competent as compared to state government school teachers.

The role of teacher is multi-faceted, comprising academic, pedagogical and social roles. Academic roles cover teaching, counseling and supervisory roles and pedagogical roles include instructional, evaluation and facilitating roles. These qualities are also part of teaching competency of teacher. To study the teaching competency explored by Jarrar Ahmad, Mohd. Ahmad Khan (2016), have selected 447 secondary school teachers of eastern U.P. is randomly selected. General Teaching Competency Scale is a classroom observation schedule which has been constructed by Passi and Lalitha. To analyze and interpret the data mean, S.D. and t-test were used between the different demographic variables. There is interesting result drawn from this study that govt. teachers are dominating private teachers at secondary level on the basis of their teaching competency. It is also found that qualification does not affect the teaching competency of secondary school teacher. The science stream teachers are competent than art stream teachers.

Sukla Roy Choudhury, Susanta Roy Chowdhury (2015), made an attempt to explore the effectiveness of Metacognition skills in developing the teaching competency among secondary teacher educators. The concept of Metacognition can be described as a higher-order cognitive structure. More specifically, Metacognition is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably. Teachers with good Metacognition were able to perform efficiently in teaching. The study reveals that majority of the secondary education students both male and female of Tinsukia and Dibrugarh district, Assam have average degree of teaching competencies and Metacognition awareness. The study demonstrated that there is a significant positive relationship between teaching competencies and Metacognition awareness. The study also revealed that there is significant difference between male and female secondary teacher educator in their teaching competency as well as in their Metacognition awareness.

### Statement of the Problem

In the present study, it is purported to analyze the level of Teaching Competency of Middle School Teachers in Tiruvannamalai District and also to find out the relationship between its dimensions. Hence, the problem is entitled "A Study on Teaching Competency of Middle School Teachers in Tiruvannamalai District"

### Objectives

To study the difference between the following categories of Middle School Teachers in Teaching Competency (Total and Dimensions).

- Teacher's with different Gender.
- Teacher's with different Locality of School.
- Teacher's with different Types of the School.

**Research Hypothesis**

- There is no significant difference between male and female middle school teachers in their level of Teaching Competency in total and its dimensions.
- There is no significant difference between rural and urban middle school teachers in their level of Teaching Competency in total and its dimensions.
- There is no significant difference among Government, Government-Aided and Private middle school teachers in their level of Teaching Competency in total and its dimensions.

**Population and sample of the study**

**Population:** The population for the study is 150 middle school teachers, selected from 20 middle schools in the Tiruvannamalai District, using a random selection technique, 150 middle school teachers were chosen for the study. Survey method is adopted. Data is collected from both male and female middle school teachers at both rural and urban locality. The tool adopted for the study is developed by M.GnanaSoundari(2016). To analyze the collected data from 150 teachers SPSS package 20 version was used and all the hypotheses were tested.

**Analysis and Interpretation of Data**

**H<sub>1</sub>:** There is no significant difference between male and female middle school teachers in their level of Teaching Competency in total and its dimensions.

| Dimensions of Teaching Competency    | Gender |        |        |        | t - Value | P - Value |
|--------------------------------------|--------|--------|--------|--------|-----------|-----------|
|                                      | Male   |        | Female |        |           |           |
|                                      | Mean   | SD     | Mean   | SD     |           |           |
| Use of appropriate technique         | 49.09  | 4.738  | 50.47  | 3.365  | 2.083     | 0.039*    |
| Efficacy in teaching                 | 52.36  | 6.109  | 55.10  | 3.641  | 3.404     | 0.001**   |
| Effective use of aids                | 30.10  | 3.521  | 31.75  | 2.695  | 3.236     | 0.001**   |
| Rapport with students and colleagues | 38.67  | 4.952  | 40.31  | 4.836  | 2.045     | 0.043*    |
| Catering of individual difference    | 12.72  | 2.152  | 13.13  | 1.955  | 1.239     | 0.217     |
| Over All Teaching Competency         | 182.04 | 17.557 | 190.76 | 12.373 | 3.193     | 0.002**   |

\*\* - Significant at 1% level and \* - Significant at 5% level.

Middle School Teachers with different Gender shows statistically significant difference in their total Teaching Competency and in its dimensions like Use of appropriate technique, Efficacy in teaching, Effective use of aids, Rapport with students and colleagues except Catering of individual difference. Female middle school teachers have better teaching competency and in its dimensions than their counter parts.

**H<sub>2</sub>:** There is no significant difference between rural and urban middle school teachers in their level of Teaching Competency in total and its dimensions.

| Dimensions of Teaching Competency | Locality of the School |       |       |       | t - Value | P - Value |
|-----------------------------------|------------------------|-------|-------|-------|-----------|-----------|
|                                   | Rural                  |       | Urban |       |           |           |
|                                   | Mean                   | SD    | Mean  | SD    |           |           |
| Use of appropriate technique      | 49.66                  | 4.039 | 50.20 | 4.168 | 0.788     | 0.432     |

|   |               |               |               |               |              |              |
|---|---------------|---------------|---------------|---------------|--------------|--------------|
| <b>Efficacy in teaching</b>                 | 53.77         | 4.758         | 54.06         | 5.621         | 0.329        | 0.742        |
| <b>Effective use of aids</b>                | 30.72         | 3.135         | 31.54         | 3.243         | 1.516        | 0.132        |
| <b>Rapport with students and colleagues</b> | 39.21         | 5.024         | 40.24         | 4.762         | 1.231        | 0.220        |
| <b>Catering of individual difference</b>    | 12.97         | 1.965         | 12.91         | 2.209         | 0.175        | 0.861        |
| <b>Over All Teaching Competency</b>         | <b>186.32</b> | <b>14.951</b> | <b>188.94</b> | <b>16.072</b> | <b>1.003</b> | <b>0.317</b> |

The Middle School Teachers with different locality of school do not show statistically significant difference in their total Teaching Competency level and in its dimensions. It infers that both rural and urban middle school teachers are same in the teaching competency and in its dimensions.

**H<sub>3</sub>:** There is no significant difference among Government, Government-Aided and Private middle school teachers in their level of Teaching Competency in total and its dimensions.

| Dimensions of Teaching Competency           | Type of the School                           |  |  | F value      | P Value      |
|---|--|--|--|--------------|--------------|
|   | Govt.  | Aided  | Private                                      |              |              |
| <b>Use of appropriate technique</b>         | 50.002 <sup>a</sup><br>(3.530)               | 49.43 <sup>a</sup><br>(4.690)                | 50.21 <sup>a</sup><br>(3.876)                | 0.506        | 0.604        |
| <b>Efficacy in teaching</b>                 | 53.91 <sup>a</sup><br>(4.004)                | 53.04 <sup>a</sup><br>(6.586)                | 54.91 <sup>a</sup><br>(3.637)                | 1.676        | 0.191        |
| <b>Effective use of aids</b>                | 31.12 <sup>a</sup><br>(2.925)                | 30.63 <sup>a</sup><br>(3.845)                | 31.35 <sup>a</sup><br>(2.480)                | 0.725        | 0.486        |
| <b>Rapport with students and colleagues</b> | 40.22 <sup>a</sup><br>(3.786)                | 39.21 <sup>a</sup><br>(5.568)                | 39.30 <sup>a</sup><br>(5.307)                | 0.640        | 0.529        |
| <b>Catering of individual difference</b>    | 13.10 <sup>a</sup><br>(1.476)                | 12.91 <sup>a</sup><br>(2.391)                | 12.81 <sup>a</sup><br>(2.185)                | 0.236        | 0.790        |
| <b>Over All Teaching Competency</b>         | <b>188.61<sup>a</sup></b><br><b>(12.867)</b> | <b>185.21<sup>a</sup></b><br><b>(18.500)</b> | <b>188.38<sup>a</sup></b><br><b>(13.526)</b> | <b>0.799</b> | <b>0.452</b> |

The Middle School Teachers with different type of the schools do not show statistically significant difference in their total Teaching Competency level and in its dimensions. Hence it is inferred that Government, Government-Aided and Private middle school teachers are same in their teaching competency and in its dimensions.

Table 1.4

| Correlations (TCS)                          |                               |                      |                       |                                      |                |
|---|-------------------------------|----------------------|-----------------------|--------------------------------------|----------------|
| Dimensions                                  | Use of appropriate techniques | Efficacy in teaching | Effective use of aids | Rapport with students and colleagues | Over All Total |
| <b>Use of appropriate techniques</b>        | 1                             | 0.655**              | 0.501**               | 0.594**                              | 0.820**        |
| <b>Efficacy in teaching</b>                 | -                             | 1                    | 0.543**               | 0.562**                              | 0.837**        |
| <b>Effective use of aids</b>                | -                             | -                    | 1                     | 0.585**                              | 0.752**        |
| <b>Rapport with students and colleagues</b> | -                             | -                    | -                     | 1                                    | 0.857**        |
| <b>Over All Total</b>                       | -                             | -                    | -                     | -                                    | 1              |



H4: There is no relationship among Middle School Teachers in their dimensions of Teaching Competency

\*\* = Correlation is significant at the 0.01 level. ( $p < 0.01$ )

### Findings of the Study

- Middle School Teachers with different Gender shows statistically significant difference in their total Teaching Competency and in its dimensions like Use of appropriate technique, Efficacy in teaching, Effective use of aids, Rapport with students and colleagues except Catering of individual difference.
- The Middle School Teachers with different locality of school do not show statistically significant difference in their total Teaching Competency level and in its dimensions
- The Middle School Teachers with different Types of the School do not show statistically significant difference in their total Teaching Competency level and in its dimensions

### Conclusion:

Teacher effectiveness plays an important role in teaching-learning process. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they encourage in their students to love their subjects of learning. They also understand how students learn best in concepts, content and skills. Teachers' competency is an important factor for the middle school teachers for the process of student 'well development' in ensuring quality learning especially for students in Schools. Teachers' competency will give positive effects on students' academic development and skills, and help teachers to improve their teaching techniques. Teaching Competencies enable the skills and knowledge of the teachers in using Appropriate Technique, Efficacy in teaching, Effective use of aids, Rapport with students and colleagues and Catering of individual difference that enable a teacher to be effective and successful in teaching.

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