

# A Study On Professional Competency Among Higher Secondary Teachers

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## ABSTRACT

This study was conducted with the aim to assess the Professional Competency among Higher Secondary Teachers with respect to gender, locale and type of management. Survey method of research has been used in the present study. Professional Competency scale constructed and Standardized by Udayagiri Nageshwara Rao (2002) was used for data collection. The investigator randomly selected three hundred and fifteen higher secondary teachers in and around Chennai and Kanchipuram Districts of Tamilnadu. The data was analyzed using mean, standard deviation, 't'- test and F-test. The result of the study reveals that there is a significant difference between the male and female higher secondary teachers with respect to their Professional Competency. The finding reveals that there is no significant difference between the rural and urban higher secondary teachers with respect to their Professional Competency. The study reveals that there is a significant difference in Teaching Competency among higher secondary teachers with respect to type of management.

**Keywords:** Professional Competency, Teaching Skills, Pedagogical Competency, Teaching Competency, Higher Secondary Teachers.

## INTRODUCTION

Teaching competency refers to the right way of conveying units of knowledge application and skills to students. Teachers' Professional competency includes their planning and preparation of lessons for teaching, class room management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching and time management during their teaching learning. Teaching profession is a professional designation which requires resilience, competitiveness and good leadership skills. These come from individual talent and abilities. Good teachers are those who are expert in teaching subject content and able to manage personnel, teaching aids and classroom effectively. Teachers who have undergone training should possess the competencies based on the theoretical knowledge, practical training and soft skills. The teaching implementation depends on the involvement and versatility of teachers in

establishing an interesting and effective learning environment. Therefore, the research problem is stated as "A Study on Professional Competency among Higher Secondary Teachers".

## NEED AND SIGNIFICANCE OF THE STUDY

Teaching is the noblest profession among all professions. It is a career that shapes the minds of tomorrow. It provides the students with the skills for survival. Teaching is a complex set of a task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humour and empathy. Need of the nation is not only to produce large number of teachers but also to retain competent teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their professional competency. To prove the strength of our

educational system we require teachers who are trained, and who are stress free in their duties so that they will perform their jobs with the best they can afford. A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of learners in order to become productive and informed member of a society. Teacher competency is considered as the single most crucial factor which determines the quality of education. It is said that ninety percent of the student's success in academic and life time achievement depends upon the teachers' competencies. Whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society. Quality and relevance have become the catch words of 21st century.

## REVIEW OF RELATED LITERATURE

Savita Mishra (2017) investigated teaching competency among secondary school teachers in relation to gender, subjects, educational qualification and teaching experience variations. Normative survey method was used for conducting the study. A sample of one hundred secondary schools teachers (N=100) were selected from Sikkim through random sampling technique. The sample for the study had been stratified under gender, teaching subject, educational qualification and teaching experience. A tool developed by Mohapatra (1988) was employed for collection of data. It was revealed from the study that there was significant difference in teaching competencies among secondary school teachers in relation to gender and teaching experience, where as difference in teaching competencies among such teachers teaching science and non-science subjects was not significant. Similarly, difference was not significant between teachers who had B.Ed. general and B.Ed. secondary qualification. Lallianvungi and Lalhriatpuii(2020) Identifying Teaching Competency of Higher Secondary School Teachers in Mizoram. A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of learners in order to become productive and informed member of a

society. Therefore, redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching towards globalization, teacher acts as mediator for learning and to foster skills needed towards students so as to become a global citizen. Therefore, the present study aimed at studying the teaching competency of higher secondary school teachers in Mizoram. Stratified random sampling was employed for the present study. Six hundred (600) teachers (300 government teachers and 300 private teachers) of higher secondary school teachers in Mizoram constituted the sample of the present study. Teaching Competency Scale developed by the investigator was used for collection of the data. The statistical techniques like Percentage, Mean, Standard Deviation, 't' test and ANOVA were used for the analysis of data. The findings indicated that government and private higher secondary school teachers in Mizoram were found to have above average level of teaching competency and there were no significant differences in relation to gender and type of management. But, significant differences were found between the pairs Arts and Science teachers and Commerce and Science teachers of higher secondary schools in Mizoram respectively.

## OBJECTIVES OF THE STUDY

1. To find out the difference in Professional Competency among Higher Secondary School teachers with respect to Gender.
2. To find out the difference in Professional Competency among Higher Secondary School teachers with respect to Locality.
3. To find out the difference in Professional Competency among Higher Secondary School teachers with respect to Type of Management.

## HYPOTHESES OF THE STUDY

1. There is no significant difference in Professional Competency among Higher Secondary School Teachers with respect to Gender.
2. There is no significant difference in Professional Competency among Higher Secondary School Teachers with respect to

- to Locality.
3. There is no significant difference in Professional Competency among Higher Secondary School Teachers with respect to Type of Management.

## METHODOLOGY

**Method of the Study:** The researcher adopted the survey method to collect the relevant data from desired areas.

**Population:** A population is any group of individuals that have one or more characteristics in common. In this study, the population refers to teachers working in Government, Government Aided and Private higher secondary schools from two Districts of Tamilnadu, namely Chennai and Kanchipuram.

**Sample:** The sample for the present study includes, the teachers those who are working in Government, Government-aided and Private higher secondary schools in and around Chennai and Kanchipuram districts of Tamilnadu.

**Sample size:** In the present study three hundred and fifteen higher secondary school

teachers were randomly selected on the basis of the random criteria.

**Sampling Technique:** The researcher used random sampling technique for selecting the sample.

### Research Tools used:

The following research tools used for collection of data.

1. Personal Data sheet developed by the investigator.
2. Professional Competency Scale constructed and standardized by Udayagiri Nageshwara Rao (2002).

### Statistical Techniques Used

The following statistical techniques to be used for analyze the data:

- Percentile, Mean and Standard Deviation.
- t- Test and ANOVA: to know the difference between the means of variables.

## DATA ANALYSIS AND INTERPRETAION

**Table 1: Professional Competency among higher secondary teachers based on Gender**

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Male	152	263.42	28.213	3.531	0.01
Female	163	279.55	49.183		

From the above table, the calculated 't' value is 3.531 lesser than the table value (2.58). It is found that there is a significant difference between the male and female higher secondary teachers with respect to their Professional Competency. Hence the null hypothesis is rejected.

**Table 2: Professional Competency among higher secondary teachers based on Locality**

Locality	N	Mean	Std. Deviation	t-value	Level of Significance
Rural	145	275.32	50.552	1.395	NS
Urban	170	268.87	31.474		

From the above table, the calculated 't' value is 1.395 lesser than the table value (1.96). It is found that there is no significant difference between the Rural and Urban higher secondary teachers with respect to their Professional Competency. Hence the null hypothesis is accepted.

**Table 3: Professional Competency among higher secondary teachers based on Type of Management**

Type of Management	N	Mean	Std. Deviation	F-Value	Level of Significance
Government	112	260.70 <sup>a</sup>	22.828	8.490	0.01
Govt.Aided	83	268.50 <sup>a</sup>	47.626		
Private	120	282.50 <sup>b</sup>	47.611		

From the above table, the calculated 'F'-value is 8.490 greater than the table value (2.58). It is found that there is a significant difference in Professional Competency with respect to type of management of higher secondary teachers. Hence the null hypothesis is rejected.

### MAJOR FINDINGS OF THE STUDY

- ❖ The result reveals that there is a significant difference between the male and female higher secondary teachers with respect to their professional competency.
- ❖ The finding of the study reveals that there is no significant difference between the rural and urban higher secondary teachers with respect to their professional competency.
- ❖ The result of the study reveals that there is a significant difference in teaching competency among higher secondary teachers with respect to type of management.

### EDUCATIONAL IMPLICATIONS

The study results have important educational implications for the teachers, policy planners and administrators of the concerned department. It is said that the best teachers teach from the heart not from the book. Therefore, it is not enough to teach the child only the bookish knowledge rather students need to inculcate the moral values of human life. Teaching competency of a teacher is utmost necessary while transacting the pedagogical analysis, the teachers must equip with the various skills of classroom behaviour like in communication skills rapport building, active listening, attending, speaking, questioning skills etc., the educational institutions must conduct certain programmes to enhance professional competency among the teachers. Apart from these, management should create conducive environment so as to create interest among the higher secondary teachers which in turn develop a positive professional attitude. Workshops and seminars may be conducted to teachers to help them to

understand the importance of professional competency. Schools should organize periodical training programmes in order to enhance the level of professional competency. Teachers must be exposed to the best practice of classroom management by visiting other schools either at national or international level. Teachers also need to attend training on the use of various learning resources. It is important for teachers to have creativity in teaching and carrying out their own-initiative to utilize learning resources.

### CONCLUSION

Teachers need a wide range of competencies in order to face the complex challenges of today's world. Professional competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself. Each teacher has different levels of skills, abilities and competencies due to their different levels of teaching experiences and different educational background. Based on these differences, they will display different sets of motivation, commitment and engagement. Teachers' professional competency has different dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. Teacher possessing all these skills to reasonable extent can be a competent teacher. Teachers' professional competency appears to be a significant contributor to school effectiveness.

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