



A study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers

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ABSTRACT

The Study made an attempt to know about the study on 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 analysed 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.

Key words: Teaching Effectiveness, Teaching Competency and Secondary School Teachers.

Introduction:

Education is the foundation of any progressive nation. Being the nation builders teachers form the most essential and important part of this system. Thus it is important for any nation, or to be precise all educational institutions to have teachers with a high teaching efficiency for better results. Teacher effectiveness is generally referred to in terms of the focus on students, their performance, teacher behaviours, the classroom procedures and conduct that are implemented in order to better the outcomes of the students. Teacher effectiveness besides focusing upon the performance of the students centres on the number of areas, effective teachers have to be clear about the instructional goals, possess sufficient knowledgeable and aware about the students, adapting instruction to their requirements, anticipating misapprehensions in their existing knowledge, teaching students metacognitive strategies and providing them with openings to master them. Teacher effectiveness centres on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teacher effectiveness, and consolidating understanding is considered to be the effective for learning. Teaching competency is a set of professional skills that enables practical teaching situations to be appropriately resolved. Teaching competency 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.

Statement of the Problem:

A study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers

Operational Definition:

- **Teaching Effectiveness :** In the present study the scores obtained on the Teaching Effectiveness constructed and standardized by Dr. Pramod Kumar and D.N Mutha (1976) on 69 items measuring Teaching aspects are Motivater, Disciplinarian, Advisor and guide, Relationship with pupils, fellow-teachers principals and parents, Teaching skill, Co-curricular activities, Professional Knowledge, General appearance and habits in relation to classroom, and classroom Management and personality characteristics. It represents the study Teaching Effectiveness of Secondary School Teachers.
- **Teaching Competency:** In the present study the scores obtained by the tool Teaching competency scale constructed by Dr. B.K passi and Dr. M.S Lalitha on 21 items measuring 5 major aspects of classroom teaching, namely, planning, presentation, closing , Evaluation and Managerial represents the Teaching competence of Secondary School Teachers.
- **Secondary School Teachers:** Who is teaching in secondary school Students are considered has a Secondary School Teachers.

Objectives:

- To find-out the level of Teaching Effectiveness among Secondary School Teachers.
- To find-out the level of Teaching Competency among Secondary School Teachers

- To study the significant difference between Teaching Effectiveness of boys and girls Secondary School Teachers.
- To study the significant difference between Teaching Competency of boys and girls Secondary School Teachers.
- To study the significant difference between Teaching Effectiveness of government, aided and private Secondary School Teachers.
- To study the significant difference between Teaching Competency of government, aided and private Secondary School Teachers.
- To study the relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Hypotheses:

- To study the significant difference between Teaching Effectiveness of boys and girls Secondary School Teachers.
- There is no significant difference between Teaching Competency of boys and girls Secondary School Teachers.
- There is no significant difference between Teaching Effectiveness of government, aided and private Secondary School Teachers.
- There is no significant difference between Teaching Competency of government, aided and private Secondary School Teachers.
- There is no relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Design of the Study:

Methodology: Descriptive cum Survey method used in the study.

The Sample and Sample Procedure: The population of the Study considered of 10 Secondary Schools of Mysore City. In that 39 Male teachers and 41 Female teachers was selected randomly.

The Tool Used: In this present study for secondary school teachers using Teaching Effectiveness and Teaching Competency Scale will be used. The Teaching Effectiveness Scale was developed by Dr. Pramod Kumar and D.N. Mutha, This scale was 5-point scale. Each Item is rated on 5 point scale like totally agree, agree, uncertain, disagree, Totally Disagree and Teaching Competency Scale was developed by Dr. B.K. passi and Dr. M.S Lalitha, this scale was 7-point scale. Each Item is rated from '1' for Not at all to '7' for very much.

Statistical Tool Used : Data was analysed using the following statistical techniques .

- Percentage analysis
- t-test.
- Inferential statistics such as one way ANOVA.

- Correlations of co-efficient test were used to analyse the collected data and verify hypothesis.

Analysis and Interpretation:

Table 1: To find-out the level of Teaching Effectiveness among Secondary School Teachers.

Sl. No	Teaching effectiveness	%	N
1.	Very effective	28.8	23
2.	Effective	25.0	20
3.	Average	38.7	31
4.	In-effective	3.7	03
5.	Very in-effective	3.8	

From the above table it can be inferred 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.

Table 2: To find-out the level of Teaching Competency among Secondary School Teachers.

Sl. No	Teaching competency	%	N
1.	Superior	0	0
2.	High	05.0	4
3.	Above average	30.0	24
4.	Average/ moderate	50.0	40
5.	Below average	07.5	06
6.	Low	05.0	04
7.	Inferior	02.5	02

From the above table it can be inferred that 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.

Table 3: To study the significant difference between Teaching Effectiveness of boys and girls secondary school teachers.

Sl.no	Gender	N	Mean	SD	Df	t-value	Remark
1	Male	39	300.67	15.09	78	0.43	Null hypothesis is accepted
2	Female	41	302.24	17.24			

From the above table it can be inferred that the obtained t-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significance difference between the Teaching effectiveness of Male and Female secondary school teachers.

Table 4: To study the significant difference between teaching competency of boys and girls secondary school teachers.

Sl.no	Gender	N	Mean	SD	Df	t-value	Remark
1	Male	39	128.15	4.95	78	0.14	Null hypothesis is accepted
2	Female	41	128.00	4.88			

From the above table it can be inferred that the obtained t-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significance difference between the Teaching Competency of Male and Female secondary school teachers.

Table 5: To study the significant difference between Teaching Effectiveness of government, aided and private secondary school teachers.

Sl.no	Type of school	N	Mean	SD	Df	F-value	Remark
1.	Government	16	299.69	17.87	77	2.05	Null hypothesis is accepted
2.	Aided	40	304.95	13.35			
3.	Private	24	296.88	18.43			

From the above table it can be inferred that the obtained f-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significance difference between teaching effectiveness of government, aided and private secondary school teachers.

Table 6: To study the significant difference between Teaching Competency of government, aided and private secondary school teachers.

Sl.no	Type of school	N	Mean	SD	Df	F-value	Remark
1.	Government	16	127.44	5.88	77	0.46	Null hypothesis is accepted
2.	Aided	40	128.46	4.16			
3.	Private	24	127.62	5.39			

From the above table it can be inferred that the obtained f-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significance difference between Teaching Competency of government, aided and private secondary school teachers.

Table 7: To study the relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Sl.no	Variables	N	r-value	Remark
1.	Teaching Effectiveness	80	0.49	Moderate or substantial positive correlation
2.	Teaching Competency	80		

From the table it can be inferred that obtained r-value is 0.49. There is a Moderate or substantial positive correlation relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Findings:

- The present study shows 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.
- The present study shows that, 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.
- The present study shows that, there is no significant difference between Teaching Effectiveness of Male and Female Secondary School Teachers.
- The present study shows that, there is no the significant difference between Teaching Competency of Male and Female Secondary School Teachers.
- The present study shows that, there is no significant difference between Teaching Effectiveness of government, aided and private Secondary School Teachers.
- The present study shows that, there is no significant difference between Teaching Competency of government, aided and private Secondary School Teachers.
- The present study shows that, there is a Moderate or substantial positive correlation relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Conclusion:

Teacher effectiveness plays an important role in teaching – learning process. Effective teachers have a through knowledge of their subject content and skills. Through this, they encourage in their students a love of learning. They also understand how students best learn concepts, content and skills and Teachers' competency is important for the process of student 'well development' in ensuring quality learning especially for students in vocational colleges. Teachers' competency will give positive effects on students' academic development and skills, and help teachers to improve their teaching techniques. There is abundant research to support the notion that teachers play the critical role in improving student achievement in schools. Competencies are the skills and knowledge that enable a teacher to be successful. Skills are instructional delivery, classroom management, formative assessment and personal competencies. These competencies to build teacher preparation, teacher hiring, teacher development, and teacher and school evaluations.

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