



# A STUDY ON TEACHING COMPETENCY OF GOVERNMENT, AND PRIVATE SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER

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## Abstract

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. The present study was conducted to find out the teaching competency of secondary school teachers of state government schools with reference to their gender and years of teaching experience. 400 Government and private School teachers were selected by using random cum stratified sampling technique. Teacher's Teaching competency scale (TTCS) **standardized** by Vimal Vidushy and Nand Kishor (2013).was used for data collection. The data was subjected to statistical treatment by using Mean, Standard Deviation, and 't' test. Results obtained from the statistical analysis tool SPSS. The finding of the study reveal a gender and type of school, secondary school teachers shows Moderate level of teaching competency.

**Keywords:** Teaching competency, Government, and Private , secondary School Teachers, Gender

## 1. INTRODUCTION

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. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme (Houston, 1987). Teaching competency is the ability of a teacher manifested through a set of overt teacher classroom behaviours which is resultant of the interaction between the presage and the product variables of teaching within a social setting (Rama, 1979). Teachers' competency appears to be a significant contributor to school effectiveness. A student develops these competencies and skills in an institution, through the curricular, cocurricular and extra-curricular activities. To achieve these goals teacher acts as a pathfinder, facilitator and a guide. The role of a teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A Nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn.

Teacher competency is considered as the single most crucial factor which determines the quality of education. It is said that ninety (90) 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.

Sunil, et.al. (2014) examined "A comparative study on the teaching competency between Novice and Veteran teachers in the teaching learning process of secondary school of Bilaspur City Chhattisgarh" on 40 teachers, 20 veterans and 20 novice teachers including under categorization of 10 male and 10 female in both the novice and veteran teachers group. The findings indicated that significant difference due to effect of generation gap in the teaching competency of private novice and private veteran teachers and significant difference due to effect of generation gap on in the teaching competency of government novice and government veteran teachers. Chandramma, M. (2015) conducted "A study of Attitude of Secondary School Teachers towards Teaching Profession", among 300 secondary school teachers comprising 150 male and 150 female teachers in Chittoor district of Andhra Pradesh. The investigator found out that teaching experience, sex, and management highly influenced the attitude of secondary school teachers towards teaching Profession and private teachers having more favourable attitude towards teaching profession when compared with government teachers. Ratheeswari (2020) examined Teaching competency of secondary school teachers on a sample of 300 teachers. The major finding of the study revealed 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 and no significant difference between sub-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. Vimal Vidushy , Dr. Nand Kishor (2022) Teaching Competence Among Secondary School Teachers In Relation To Sense Of Responsibility, Gender And Locale. This study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their sense of responsibility, gender and locale, As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour.

## **2. STATEMENT OF THE PROBLEM**

A study on teaching competency of government, and private secondary school teachers in relation to gender

## **3. OBJECTIVES OF THE STUDY**

The following objectives have been formulated for the present investigation:

- 1 To study and compare Teaching competency of Government and private secondary school teachers.
- 2 To study and compare Teaching competency of Male and Female secondary school teachers

## **4. HYPOTHESIS**

Based upon the above mentioned objectives, the following hypotheses were formulated:

- 1 There is significant difference between Teaching competency of Government and private secondary school teachers.
- 2 There is significant difference between Teaching competency of Male and Female secondary school teachers.

## **5. METHODOLOGY**

The undertaken research work aims to study, “A study on professional commitment of secondary school teachers in relation to selected variables”. Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method. Therefore, the investigator opted for descriptive survey method to conduct the study because it involves; comparisons, measurement of correlations and inter-correlations, evaluation and generalizations.

## 6. SAMPLE

In present research investigation, Stratified Random Sampling Technique has been used to select the sample for study. 50 Schools have been selected randomly there are 25 Government schools, and 25 Private Schools. In 25 Government, 13 from rural and 12 from urban areas and in 25 Private, 12 from rural and 13 from urban areas secondary schools affiliated to board of secondary Education of Telangana State have been selected randomly from Medchal and Ranga Reddy districts of Telangana state. From these 50 schools, 400 secondary school teachers have been selected by selecting 8 teachers from each school. From each school 4 male teachers and 4 female teachers. Thus, 200 teachers from government secondary schools and 200 teachers from private secondary schools. 200 teachers from rural and 200 teachers from urban, 200 Male teachers and 200 Female teachers have been selected.

## 7. TOOLS USED

### 7.1 Teacher's Teaching competency scale

**Teacher's Teaching competency scale (TTCS)** standardized by Vimal Vidushy and Nand Kishor (2013). Has been used as a tool to assess the teachers' Professional commitment in secondary schools.

### 7.2. Statistical Techniques

Employed Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D and test of significance (t-test).

## 8. ANALYSIS AND INTERPRETATION OF DATA

### HYPOTHESIS 1

- 1 There is significant difference between Teaching competency of Government and private secondary school teachers

**TABLE-1**

**SIGNIFICANT DIFFERENCE IN THE TEACHING COMPETENCY SCORES  
AMONG THE DIFFERENT TYPE OF MANAGEMENT**

Type of Management	N	Mean	SD	't' Value	Level of significance
Government	200	124.25	24.97	2.56	Significant at 0.05 level
Private	200	121.11	31.89		

From the Table 1, It is inferred that 't' value is 2.56 which is higher than the table value of 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis 4(d) is accepted. It is inferred that among government, and private teachers differ significantly in their Teaching Competency.

## DISCUSSION:

Comparing to government teachers , and private teachers the teaching competency of government teachers is better than private teachers.

## HYPOTHESIS 2

There is significant difference between Teaching competency of Male and Female secondary school teachers.

TABLE-2

### SIGNIFICANT DIFFERENCE IN THE TEACHING COMPETENCY SCORES BETWEEN MALE AND FEMALE TEACHERS

Gender	N	Mean	SD	't' Value	Level of significance
Male	200	126.88	28.51	3.82	Significant at 0.01 level.
Female	200	121.61	22.87		

From the Table 2. It is reveals that 't' value is 3.82 which is higher than the table value of 2.58 to be significant at 0.01 level of significance. Therefore the hypothesis number 4 (a) is accepted. It is inferred that male and female teachers differ significantly in their teaching competency

## DISCUSSION

Comparing to male teachers ,and female teachers the teaching competency of male teachers is better than female

## 9. CONCLUSION

- 1 There is significant difference between the Government, and Private school teachers in respect of their Teaching competency. Moreover, the Government teachers (Mean = 124.25) are found to be better than Private school teachers respectively (Mean= 121.11) in their Teaching Competency
- 2 There is significant difference between the Male and Female teachers in respect of their Teaching Competency. Moreover, the Male teachers (Mean =126.88) are found to be better than their Female teachers counter parts (121.61) in their Teaching Competency.

## 10. EDUCATIONAL IMPLICATIONS THE STUDY

Teaching Profession is noble profession among all professions. Teachers are like guide, philosopher, sculptor, above all he or she like a beacon to show the correct path to the students. So, A teacher should be highly competent to impart knowledge and values to the students. If the teacher is talented and has good teaching competency in delivering knowledge, skills, values, then the students will be highly talented and they will gain knowledge.

- ✓ This study signifies the importance of teaching competency of the teachers. Teachers are the main source and joy for the students. This study reveals the majority of the teachers belong to the Moderate level of teaching competency and so. The management should provide opportunities to enhance the Teaching competency of the teachers to the maximum level.
- ✓ The knowledge of essential qualities of a teacher and the practical experience in teaching served a fruitful result. So, teaching competency of a teacher is utmost necessary and is practicable in the educational institutions. In teaching profession, collaboration is very important as all subjects are interlinked. Therefore, teachers need to possess interpersonal as well as intrapersonal skills.

## 11. SUGGESTIONS FOR FURTHER RESEARCH

- 1 This study could be extended to college and University level teachers.
- 2 A comparative study can also be conducted between two states or more than two districts of the same state
- 3 The present piece of research was confined on variables, Teaching competency in relation to type of school and Gender dichotomy. Therefore, similar investigations are recommended to be carried out on the variable of demographic profiles, socio-economic status, length of service and marital status.
- 4 This study also suggests the need for further research on Teaching competency, occupational stress, Professional Commitment in teaching on a large sample of teachers

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