



A Study Of Teaching Competency Of Secondary School Teachers In The Context Of Gender And Area

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ABSTRACT

Teaching competency can be a key to evaluating the teachers' performance. These competencies can impact the whole teaching-learning process. Objective: 1) To study the teaching competency of secondary school teachers. 2) To study the teaching competency of secondary school teachers in the context of gender and area. The Research Area for the study is Educational Psychology. Secondary School Teachers of Cuttack of Odisha were the population of the study. Selection of School was by Simple Random Technique and the selection of teachers was by cluster method. The sample size was 93 teachers. "Survey Method" was selected for study. The General teaching competency scale developed and standardized by Passi N. Lalitha was used for Data Collection. t-test was applied for hypotheses testing. Findings: Most teachers, with 59.14% being classified as "Extremely Low," are male (84.09%) and female (36.73%), with no male teachers in the "High," "Above Average," or "Average" categories. Urban teachers make up 8.70%, 10.87%, and 10.87%, respectively. Urban teachers have a more equitable distribution in the "Below Average" and "Low" categories. Male teachers are better than female teachers in terms of teaching competencies, and urban teachers outperform rural ones in terms of these competencies.

Key-Words: Teacher Competency, Secondary Schools, Gender, Area

1. Introduction

Secondary school teachers have a critical role in influencing students' academic and personal growth in the ever-changing field of education. There is a growing awareness of educators' need to have a broad range of abilities that extend beyond conventional teaching approaches as society changes and adopts new technologies. The idea of "Teacher Competency" has become well-known as a thorough framework for evaluating and improving the abilities, know-how, and characteristics necessary for successful secondary school instruction.

Secondary school teachers must possess a wide range of competencies, such as subject matter expertise, interpersonal skills, pedagogical skills, and flexibility in response to shifting educational paradigms. Diverse learning styles, a quickly changing curriculum, and a diverse student body characterize the secondary school scene. As a result, the effectiveness of teachers becomes crucial in guaranteeing that learning goals are fulfilled and that students acquire the skills required for success in the twenty-first century. Secondary school teacher competence research is not just an academic endeavor; it has a direct impact on student learning outcomes and the standard of instruction. Along with being skilled material providers, competent teachers also know how to encourage their pupils' love of learning, creativity, and critical thinking. Additionally, they are essential in developing an environment in the classroom that is welcoming and supportive of all students and encourages academic success.

The purpose of this study is to examine the several facets of teacher competency within the framework of secondary education, highlighting the essential elements that go into good instruction. This study aims to provide insights into how teacher competency can be developed, measured, and constantly improved by looking at the complex interactions between educational techniques, technological integration, assessment strategies, and socio-emotional abilities.

Abbotsford School District lists the teaching competencies as Communication and Interpersonal Skills, Organization and Planning, Classroom Management, Facilitation and Engagement, Assessment and Coaching, Collaboration and Teamwork, Caring and Inclusiveness, Flexibility and Adaptability. (Abbyschools HR., 2021)

Recognizing that education is a dynamic field and that teachers must change with it is essential as we begin this exploration. The results of this study could influence teacher preparation programs, school policies, and practices, improving education as a whole and guaranteeing that secondary school teachers are prepared for the opportunities and challenges of the contemporary world. Teachers' competencies affect their values, behaviors, communication, aims, and practices in school and also they support professional development and curricular studies. (Selvi, 2010)

2. Statement of the problem

For the present study, the Researcher decides to study the Teacher Competency of Secondary Schools in the context of Gender and Area. Thus, the title was as followed:

A Study of Teaching Competency of Secondary School Teachers in the context of Gender and Area

3. Importance of the study

Research is a continuous process that is connected to a certain direction and therefore it is obvious for a researcher to keep in mind the importance of the study. Students' academic performance and results are directly impacted by teacher competency. It is easier for teachers to engage students, modify their approach to fit each student's unique learning style, and encourage a deeper comprehension of the material when they possess a wide range of abilities.

Teacher competency becomes essential in preparing students for the demands of the modern workforce in the setting of the 21st century, which is characterized by rapid technology breakthroughs and changing skill requirements. Not only do skilled educators impart information, but they also develop digital literacy, critical thinking, and problem-solving abilities. Encouraging and inclusive learning environments are intimately related to teacher competency. Competent teachers use tactics that accommodate varying learning styles and skills because they are aware of the unique requirements of their students. This creates a good classroom environment where each student feels appreciated and valued. Additionally essential to professional growth and ongoing development is the study of teacher competency. The research findings have the potential to impact continuing teacher training programs, workshops, and initiatives by providing valuable insights that help promote a culture of continual development among educators.

The research's conclusions support evidence-based educational reforms and practices. Comprehending the fundamental elements of teacher competency enables policymakers to develop initiatives that target certain deficiencies in the educational system, resulting in more significant and efficacious modifications.

Teacher competency is a critical component in the context of global competitiveness, as educational systems are increasingly benchmarked on an international level. Nations that prioritize the cultivation and advancement of proficient educators are more likely to achieve high rankings in the field of education and generate a workforce that is both proficient and flexible. The importance of teachers in students' social and emotional development is highlighted by the teacher competency research. Beyond only imparting academic knowledge, skilled educators also help to foster a supportive environment that fosters students' personal development and emotional health.

4. Objectives

Specific, quantifiable goals that help a study stay on course and in line with its research questions are known as objectives. They facilitate progress measurement, offer direction for the research process, offer clarity, and improve stakeholder communication. To put it simply, a study's efficacy and focus can only be sustained by having well-defined objectives.

The following objectives were determined for the present study.

- To study the Teaching Competency of Secondary School Teachers.
- To study the Teaching Competency of Secondary School Teachers in the context of their Gender and Area.

5. Research Area

Education research encompasses a wide range of topics. Researchers aim to investigate and evaluate secondary school teachers' teaching competencies in this study. Thus, educational psychology is the research area for this study.

6. Hypotheses

The following null hypotheses are formulated according to the study objectives:

Ho₁: There will be no significant difference between the mean score of teaching competency obtained by male and female teachers.

Ho₂: There will be no significant difference between the mean score of teaching competency obtained by teachers from rural and urban areas.

7. Limitation of the study

The study was conducted considering the following limitations:

➤ The study's remaining issue is the sample technique's limitations. One of the study's limitations is that the results were derived from the responses of the participants.

8. Delimitation of the study

Research is a broad and wide subject. Due to the limitation of time, energy, and money, he/she is delimiting the study. Delimitation for the present study is as followed:

➤ This study was delimited to secondary school teachers in the Odisha state district of Cuttak.

9. Definition of the key-words

➤ **Teaching Competency:**

Theoretical Definition:

Competencies simply mean the integration of the components of knowledge, expertness, viewpoints, usefulness and incitation which are needed for the success in any profession for an individual. (Selvi, 2010)

Teaching competency can be defined as identifiable effective teaching behaviors or composite skills that are required for the transaction of the content and can be specified in the behavioral term, which is aimed to bring about desired pupil outcomes and which are fairly demonstrable. It can be said that the teaching process is determined by knowledge, a set of abilities, attitudes, and skills which in turn determine pupil outcomes. (Singh, V. K.,2010)

Operational Definition:

In the present study, scores obtained by Secondary School Teachers on the Teaching Competency Scale developed by Passi N. Lalitha were considered as a teaching competency of the secondary school teacher.

Secondary School Teacher:

Secondary school teachers, sometimes referred to as high school teachers, are educators who work with students in grades 9 through 12 (14 to 18 years old). In addition to presenting subject-specific knowledge, planning lessons, evaluating student achievement, and promoting a good learning environment, they are essential in supporting students' intellectual, social, and emotional growth. Secondary school teachers frequently work with students who have different learning styles, customize their lessons to meet their needs, and help students with career planning and standardized exam preparation.

10. Variables

The following are the variables for the present study:

Independent Variable

No.	Independent Variable	Level
1	Gender	Male
		Female
2	Area	Urban
		Rural

Dependent Variable

In the present study, the teaching competency of secondary school teachers is considered as the Dependent Variable.

Controlled Variable

State: Odisha

District: Cuttak

11. Population and Sample

The Secondary School teachers of Cuttak District of Odisha State were the population of the present study. The list of all Secondary Schools in Cuttak District was made. Schools were selected by the Lottery Method. All teachers teaching in selected colleges were the sample of the present study by cluster method. Hence, the selection of schools was by Simple Random Technique and the selection of teachers was by cluster sample method. At last, the Sample size was 93 teachers.

12. Research Methodology

The researcher wants to get information from the masses and wants to examine the present circumstances. So, the "Survey Method" was being selected for the present study.

13. Tool

The General teaching competency scale developed by Passi N Lalitha, 2011 was used for data collection. There are nine components in the scale namely Planning Lessons, Classroom Management, Knowledge of the subject, Interpersonal Relationships, Development of teaching-learning material, Usage of teaching aids, Time management, Evaluation process during teaching-learning, and competencies related to working with parents, communities & other agencies. There were 57 Items in the Primary Form of the tool. After Expert review and Item Analysis at last there were 35 Statements in the final form of the tool. Test-retest reliability was 0.95 and Cronbach alpha was 0.90. Content Validity was found satisfactory.

14. Data Collection

Permission of selected schools' principals was asked. After getting the permission rapport was established with the teachers. The tool was given to them to receive feedback. After giving enough time tools were collected.

15. Data Analysis

The following steps were applied for data analysis:

- Obtained data was entered into the Excel Programme of the M.S. Office.
- Data was classified as per objectives and Hypotheses with the help of Filter.
- To determine the level, the following table was used.

Table: A
Norms for Level of Teaching Competency

No.	Level	Z Score Norms	Score Norms
1	Extremely High	+2.01 & above	142 & above
2	High	+1.26 to +2.00	131 - 141
3	Above Average	+0.51 to +1.25	119 - 130
4	Average	-0.50 to +0.50	103 - 118
5	Below Average	-1.25 to -0.51	91 - 102
6	Low	-2.00 to -1.26	80 - 90
7	Extremely Low	-2.01 & below	70 & below

- To check the null hypotheses, “t”-test was applied.

Table: B
Level-wise Secondary School Teachers Distribution

No.	Level	Z Score Norms	Score Norms	Grade	No. of Teachers	Percentage
1	Extremely High	+2.01 & above	142 & above	A	9	9.68
2	High	+1.26 to +2.00	131 – 141	B	4	4.30
3	Above Average	+0.51 to +1.25	119 – 130	C	5	5.38
4	Average	-0.50 to +0.50	103 – 118	D	5	5.38
5	Below Average	-1.25 to -0.51	91 – 102	E	6	6.45
6	Low	-2.00 to -1.26	80 – 90	F	9	9.68
7	Extremely Low	-2.01 & below	70 & below	G	55	59.14
Total					93	100.00

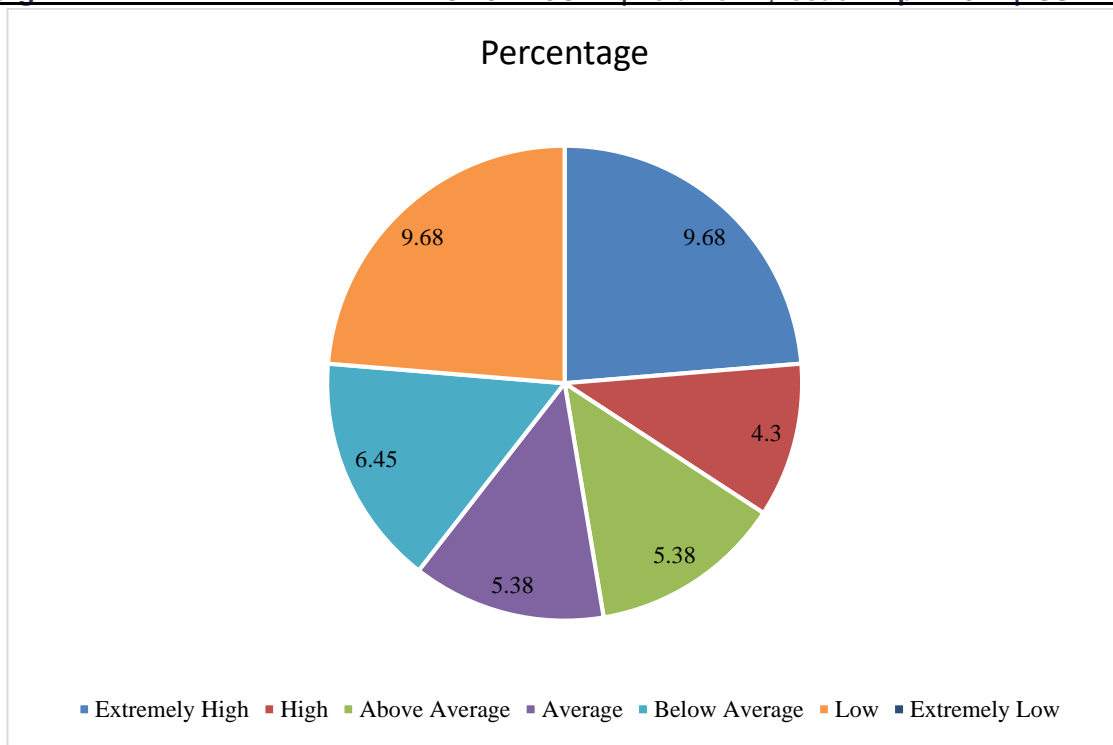


Table: C

Level-wise Teachers Distribution in context to Gender

No.	Level	Z Score Norms	Score Norms	Grade	Male		Female	
					No. of Teachers	%	No. of Teachers	%
1	Extremely High	+2.01 & above	142 & above	A	1	2.27	8	16.33
2	High	+1.26 to +2.00	131 - 141	B	0	0.00	4	8.16
3	Above Average	+0.51 to +1.25	119 - 130	C	0	0.00	5	10.20
4	Average	-0.50 to +0.50	103 - 118	D	0	0.00	5	10.20
5	Below Average	-1.25 to -0.51	91 - 102	E	2	4.55	4	8.16
6	Low	-2.00 to -1.26	80 - 90	F	4	9.09	5	10.20
7	Extremely Low	-2.01 & below	70 & below	G	37	84.09	18	36.73
Total					44	100.00	49	100.00

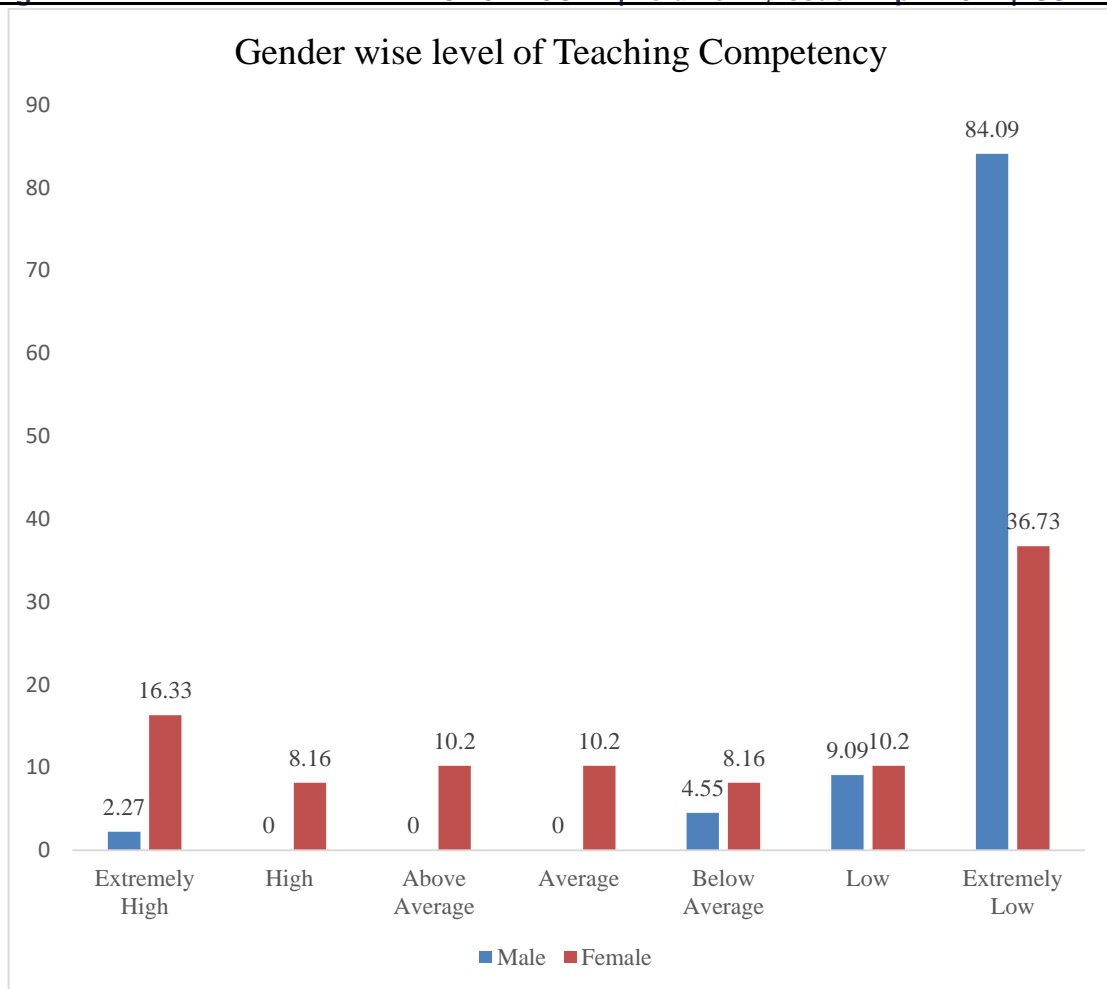
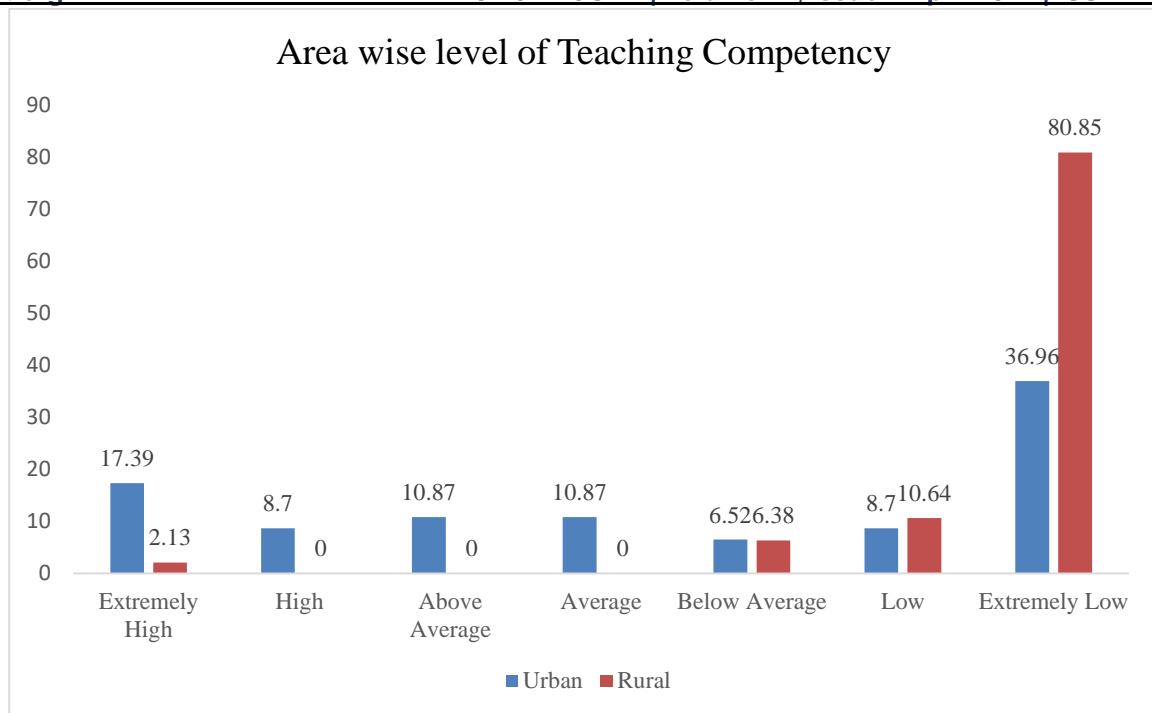


Table: D

Level-wise Teachers Distribution in Context to Area

No.	Level	Z Score Norms	Score Norms	Grade	Urban		Rural	
					No. of Teachers	%	No. of Teachers	%
1	Extremely High	+2.01 & above	142 & above	A	8	17.39	1	2.13
2	High	+1.26 to +2.00	131 - 141	B	4	8.70	0	0.00
3	Above Average	+0.51 to +1.25	119 - 130	C	5	10.87	0	0.00
4	Average	-0.50 to +0.50	103 - 118	D	5	10.87	0	0.00
5	Below Average	-1.25 to -0.51	91 - 102	E	3	6.52	3	6.38
6	Low	-2.00 to -1.26	80 - 90	F	4	8.70	5	10.64
7	Extremely Low	-2.01 & below	70 & below	G	17	36.96	38	80.85
Total					46	100.00	47	100.00

**Table: E****Hypotheses Testing**

Hypotheses	Group	N	M	SD	Sed	t-value	Remarks
Ho ₁	Male	44	60.14	22.16	6.43	5.63	0.01
	Female	49	96.35	38.47			
Ho ₂	Urban	46	97.78	38.95	6.60	5.57	0.01
	Rural	47	61.04	22.28			

16. Findings

1) With 59.14% of the total, the largest percentage of teachers are classified as "Extremely Low". After that, 9.68% of educators are classified as "Low." Teachers in the "High" category make up 4.30% of the total. 5.38% of educators fall into one of three categories: "Above Average," "Average," or "Below Average."

2) The vast majority of male teachers (84.09%) and most female teachers (36.73%) are classified as "Extremely Low" teachers. The percentage distribution of female teachers in the "High," "Above Average," and "Average" categories, on the other hand, is 8.16%, 10.20%, and 10.20%, respectively, with no male teachers displayed in these categories. A more equitable distribution can be seen in the "Below Average" and "Low" categories, where there are 4.55% and 9.09% of male teachers in the former and 10.20% and 9.09% in the latter.

3) Only 2.13% of teachers in rural settings fall into the "Extremely High" category, whereas 17.39% of teachers from metropolitan areas exhibit this same level of proficiency. Similarly, no teachers from rural areas are included in the "High," "Above Average," and "Average" categories; instead, urban teachers make up 8.70%, 10.87%, and 10.87%, respectively. With 6.52% and 8.70% of teachers from urban regions and 6.38% and 10.64% from rural areas, respectively, the "Below Average" and "Low" categories show a fairer distribution. It is noteworthy that a significant proportion of urban teachers—36.96%—fall into the "Extremely Low" category, whereas 80.85% of teachers in rural settings do the same.

4) Male teachers are better than female teachers when it comes to teaching competencies.

5) Teachers from urban areas outperform those from rural ones in terms of teaching competencies.

17. Conclusion

The study concentrated on the critical function of teaching ability as a major factor in assessing secondary school teachers' performance. The goal of the study was to examine the nuances of teaching competency and how they affect the teaching-learning process as a whole. The inquiry was driven by two main goals: first, to thoroughly examine the teaching ability of secondary school instructors; and second, to investigate possible differences in teaching competency based on gender and geography.

The study, which was conducted in the field of educational psychology, focused on the population of secondary school teachers in Cuttack, Odisha. A sample size of 93 teachers took part in the study, which used a mix of the cluster approach for teacher selection and the Simple Random Technique for school selection. The "Survey Method," the study methodology that was selected, made it easier to collect pertinent data. The instrument for collecting data was the General Teaching Competency Scale, which was created and standardized by Passi N. Lalitha. This ensured a thorough assessment of teaching competencies among the chosen teachers.

The study's conclusions provided insight into several important areas of teaching ability among Cuttack's secondary school teachers. Interestingly, most teachers were classified as "Extremely Low" in terms of their teaching competency—male teachers (84.09%) and female teachers (36.73%). The distribution of teachers across proficiency levels revealed an interesting finding, especially when it came to the lack of male teachers in the "High," "Above Average," and "Average" categories. Additionally, the gap between urban and rural areas was a major factor, with urban teachers showing better proficiency levels, particularly in the "Extremely Low" group. The results of the study indicate that teaching competency is influenced by both gender and place, with male teachers outperforming female teachers and urban teachers showing a more favorable distribution across competency levels. To provide a more equal and efficient educational system, these insights highlight the necessity of focused interventions and professional development programs designed to address difficulties and improve teaching competencies.

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