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## TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN UTTARAKHAND

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### Abstract

Quality of education is directly concerned with the teacher, teaching in the classroom. The more competent the teacher is, the higher will be the standard of education. In realizing the goal of quality change in the process of teaching-learning, development of teaching competency can be a great measure. This research paper targets to investigate the level of teaching competency of secondary school teachers and compare it in relation to their gender and location i.e. urban and rural. The sample of 100 government teachers was selected randomly from the Chamoli district of Uttarakhand. General Teaching Competency Scale (GTCS) by B. K. Passi and Mrs. M.S. Lalitha was used to collect the data. SPSS was used to analyze the collected data. Significant difference is found in teaching competency of secondary school teachers in terms of their gender (male and female) and location (urban and rural). Male and urban secondary school teachers are found superior in teaching competency as compared to female and rural teachers. Launching of professional and capacity buildings programs and technological support system are suggested in this study to increase the level of teaching competency.

**Keywords:** Teaching, Education, Competency, Knowledge, Teacher, Skills.

### THEORETICAL BACKGROUND OF THE PROBLEM

Education plays a crucial role in realizing the goals of life in every era. It gives the best opportunities to grow. In the whole process of education, teacher is the element of paramount importance, responsible for realizing educational objectives. Highlighting the importance of teacher **Henry Adams** states, "A teacher affects eternity; he can never tell where his influence stops." Due to scientific and technological advancement, there have been observed drastic change in every sphere of life. Consequently, educational objectives, life's goals, and teaching-learning process have also witnessed the changes. In changing and competitive situations of 21<sup>st</sup> century teachers need to have strong teaching competency. Teaching competency works as an important ingredient for effective teaching-learning. It indicates teacher's ability to perform teaching and non-teaching tasks efficiently and enthusiastically. **B. K. Passi** and **M. S. Lalitha** define teaching competency as, 'an effective performance of all observable teacher behavior that brings about desired pupil outcomes.' For quality performance in teaching, teacher needs to develop essential knowledge, skills, and experience. **Hakim (2015)** in his study found that, all the teaching competencies play significant role in improving the quality of learning process. Teaching competency is broadly concerned with the quality change in human life by uplifting educational standard. Keeping teacher's role inside and outside the school, **NCTE (1998)** describes **ten competency** areas for quality performance of a teacher. These competencies are- (i) contextual, (ii) conceptual, (iii) content, (iv) transactional, (v) extra-curricular activities, (vi) developing teaching-learning material, (vii) evaluation, (viii) management, (ix) working with parents, and (x) working with community and others. Teacher's commitment, motivation, principal's leadership, social media, work environment, work satisfaction, and school management are some crucial factors affecting teaching competency.

### NEED AND SIGNIFICANCE OF THE STUDY

Teaching competency is broad area related to teacher's effective performance. Basically, it includes deep knowledge of subject matter, understanding and expertise in pedagogical and technological techniques, and management and communication skills. Yan (2023) in his study of university teachers observes, deep subject knowledge, expertise in various teaching methods, proficiency in pedagogical skills move teacher towards excellence. In studying ICT competency of teacher educator, Mandal (2021) found significant difference between male and female teachers. Rajeswari and Sree (2017) found no significant difference in the teaching competency of teacher educator in relation to their gender. Chauhan, R., and Gupta, P. (2014) in his study of teaching competency, compared various groups of teachers working at secondary level and found female and urban teachers have higher level of teaching competency as compared to the male and rural teachers.



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After reviewing the literature of studies on teaching competency, investigator concluded that more works are needed in this area. Especially in Uttarakhand, there are only a few studies on teaching competency. Hence, this work of research conducted to check the level of teaching competency and groups of secondary teachers were compared in terms of their gender and location.

## METHODOLOGY

Descriptive survey method was adopted to execute this research. The population of the study comprises the teachers working in government secondary schools in Chamoli district of Uttarakhand. The sample selected for the study were 100 secondary school teachers selected through random sampling methods from 20 government secondary schools, 5 from each school. General Teaching Competency Scale (GTCS) by B. K. Passi and Mrs. Lalitha was used to measure the teaching competency. This scale consists 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom. These items have been categorized in five major components namely, Planning, Presentation, Closing, Evaluation and Managerial.

## OBJECTIVES OF THE STUDY

1. To study the teaching competency of secondary school teachers.
2. To compare the teaching competency of secondary school teachers in relation to their gender and location.

## HYPOTHESIS

1. There is no significance difference in teaching competency of secondary school teachers in relation to their gender.
2. There is no significance difference in teaching competency of secondary school teachers in relation to their location.

## DATA ANALYSIS AND INTERPRETATION

SPSS was used to analyze the collected data. Mean, SD, and t-Test were used for data analysis and interpretation which are given in the following tables-

**Table 1: N, Mean, SD and t value of teaching competency of secondary school teachers with respect to their gender**

S.N.	Variable Dimensions /	Population	N	Mean	SD	t-value	Level of significance (0.05)
1.	Planning	Male	50	14.56	5.027	2.408	Significant
		Female	50	12.26	4.512		
2.	Presentation	Male	50	44.18	6.871	2.862	Significant
		Female	50	39.34	9.785		
3.	Closing	Male	50	9.92	2.239	3.024	Significant
		Female	50	8.50	2.452		
4.	Evaluation	Male	50	8.36	2.028	2.047	Significant



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		Female	50	7.58	1.774		
5.	Managerial	Male	50	9.38	1.978	1.494	Insignificant
		Female	50	8.74	2.293		
6.	Total Teaching Competency	Male	50	86.40	14.174	3.207	Significant
		Female	50	76.42	16.829		

• *Level of significance 0.05 and df 98*

Table 1 presents number of teachers, mean scores, standard deviation and t-value of teaching competency and comparison between male and female secondary school teachers on different dimensions of teaching competency. The graphical representation of the same is also shown in figure 1.

In the planning dimension, the mean score of teaching competency of male teachers is 14.56 and the standard deviation is 5.027. For female mean score is 12.26 with a standard deviation of 4.512. The t-value between the group is 2.408. The tabulated t-value at 98 degrees of freedom and at 0.05 level of significance is 1.98. Calculated t-value exceeds the table value. Hence, there is significant difference between male and female teachers in planning dimension of teaching competency. In the presentation, the mean score of male teachers is 44.18 and the standard deviation is 6.871. Female teachers have mean score of 39.34 with a standard deviation of 9.785. The t-value between the group is 2.862. Since calculated t-value (2.862) is greater than table value (1.98), there stands significant difference in the means of the groups. In the closing dimension of teaching competency, the mean score of male teachers is 9.92 with a standard deviation of 2.239. Mean score of female teachers is 8.50 with a standard deviation of 2.452. The t-value between the group is 3.024. The calculated t-value (3.024) exceeds the table value (1.98). Hence, significant difference is observed between mean scores of male and female teachers. In the evaluation, the mean score of male teachers is 8.36 with the standard deviation of 2.028. Female teachers have mean score of 7.58 with a standard deviation of 1.774. The t-value between the group is 2.047. Since calculated t-value (2.047) is greater than table value (1.98), there stands significant difference in the means of the groups. In the managerial, the mean score of male teachers is 9.38 and the standard deviation is 1.978. Female teachers have mean score of 8.74 with a standard deviation of 2.293. The t-value between the group is 1.494. The calculated t-value (1.494) is less than table value (1.98). There is no significant difference in the means of the groups. In overall score teaching competency, the mean score of male teachers is 86.40 and the standard deviation is 14.174. Female teachers have mean score of 76.42 with a standard deviation of 16.829. The t-value between the group is 3.207. Since calculated t-value (3.207) is greater than table value (1.98), there stands significant difference in teaching competency of male and female teachers.

Except managerial, it was found significant difference in all dimensions of teaching competency between male and female secondary school teachers. Therefore, the null hypothesis, there is no significance difference in teaching competency of secondary school teachers in relation to their gender is rejected.

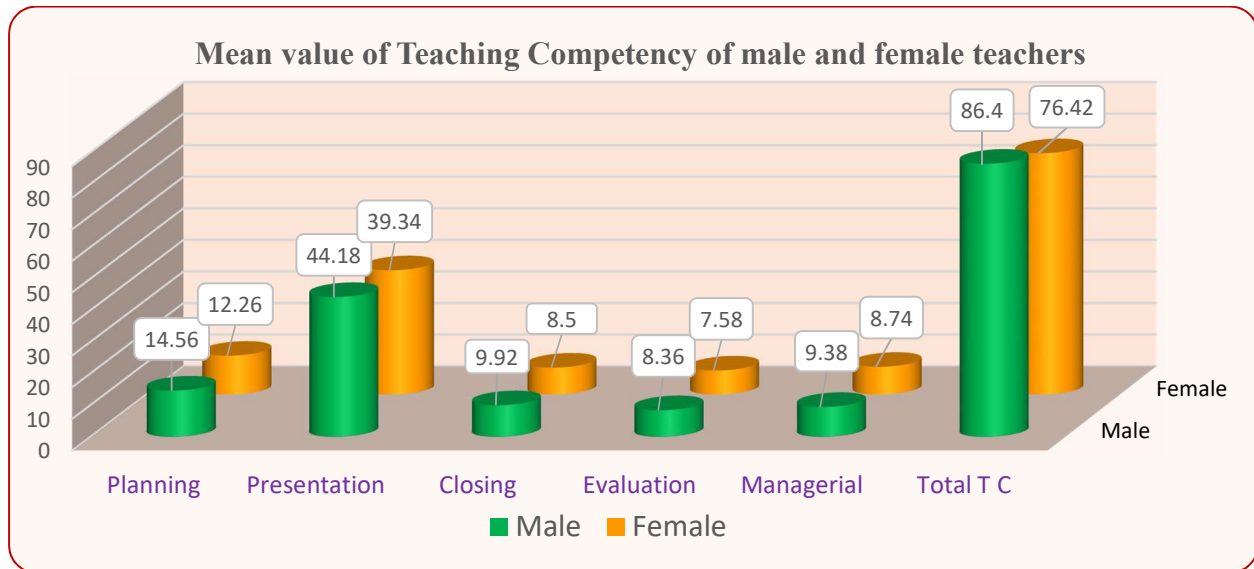


Figure 1: Bar diagram of mean value of teaching competency of male and female teachers

Table 2: N, Mean, SD and t value of teaching competency of secondary school teachers with respect to their location

S.N.	Variable Dimensions /	Population	N	Mean	SD	t-value	Level significance (0.05) of
1.	Planning	Urban	40	16.48	5.866	5.936	Significant
		Rural	60	11.37	2.604		
2.	Presentation	Urban	40	47.00	8.685	5.581	Significant
		Rural	60	38.27	6.911		
3.	Closing	Urban	40	10.28	2.195	3.793	Significant
		Rural	60	8.50	2.354		
4.	Evaluation	Urban	40	9.15	2.248	5.720	Significant
		Rural	60	7.18	1.172		
5.	Managerial	Urban	40	10.15	1.861	4.517	Significant
		Rural	60	8.33	2.039		



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6.	Total Teaching Competency	Urban	40	93.05	16.610	7.178	Significant
		Rural	249	75.19	18.805		

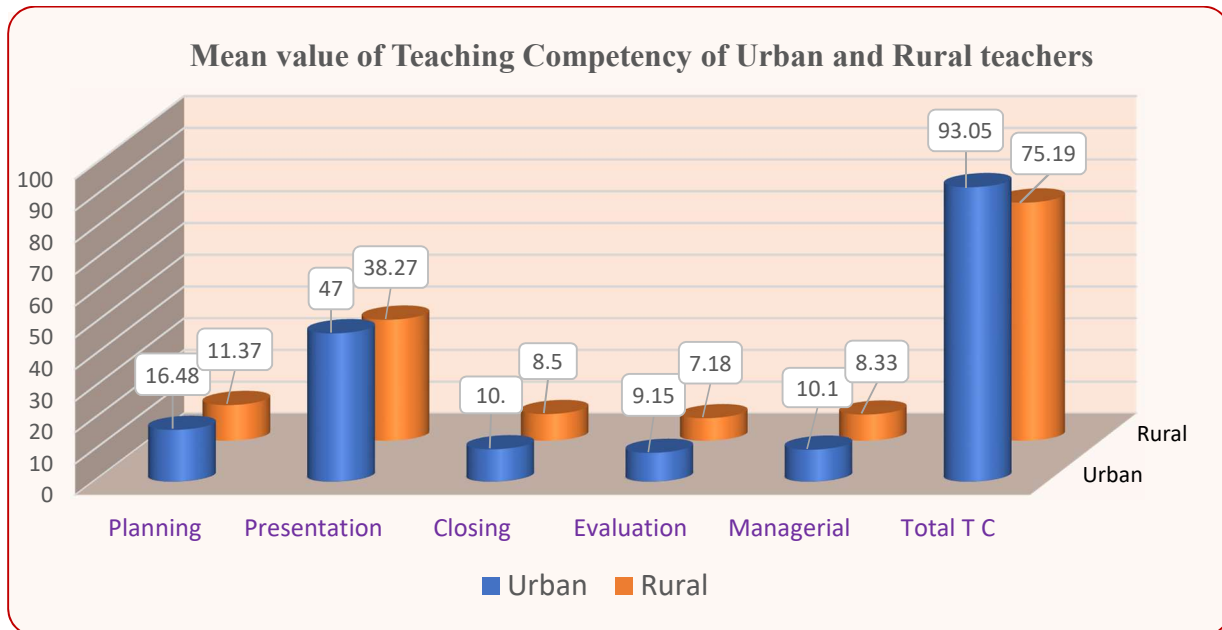
• *Level of significance 0.05 and df 98*

Table 2 shows number of teachers, mean scores, standard deviation and t-value of teaching competency and comparison between urban and rural secondary school teachers on different dimensions of teaching competency. The graphical representation of the same is also shown in figure 2.

In the planning dimension, the mean score of teaching competency of urban teachers is 16.48 and the standard deviation is 5.866. For rural teachers mean score is 11.37 with a standard deviation of 2.604. The t-value between the group is 5.936. The tabulated t-value at 98 degrees of freedom and at 0.05 level of significance is 1.98. Calculated t-value exceeds the table value. Hence, there is significant difference between urban and rural teachers in planning dimension of teaching competency. In the presentation, the mean score of urban teachers is 47.00 and the standard deviation is 8.685. Rural teachers have mean score of 38.27 with a standard deviation of 6.911. The t-value between the group is 5.581. Since calculated t-value (5.581) is greater than table value (1.98), there stands significant difference in the means of the groups. In the closing dimension of teaching competency, the mean score of urban teachers is 10.28 with a standard deviation of 2.195. Mean score of rural teachers is 8.50 with a standard deviation of 2.354. The t-value between the group is 3.793. The calculated t-value (3.793) exceeds the table value (1.98). Hence, significant difference is observed between mean scores of male and female teachers. In the evaluation, the mean score of urban teachers is 9.15 with the standard deviation of 2.248. Rural teachers have mean score of 7.18 with a standard deviation of 1.172. The t-value between the group is 5.720. Since calculated t-value (5.720) is greater than table value (1.98), there stands significant difference in the means of the groups. In the managerial, the mean score of urban teachers is 10.15 and the standard deviation is 1.861. Rural teachers have mean score of 8.33 with a standard deviation of 2.039. The t-value between the group is 4.517. The calculated t-value (4.517) is greater than table value (1.98). There is significant difference in the means of the groups. In overall score teaching competency, the mean score of urban teachers is 93.05 and the standard deviation is 16.610. Rural teachers have mean score of 75.19 with a standard deviation of 18.805. The t-value between the group is 7.178. Since calculated t-value (7.178) is greater than table value (1.98), there stands significant difference in teaching competency of male and female teachers.

It was found significant difference in all dimensions of teaching competency between urban and rural secondary school teachers. Therefore, the null hypothesis, there is no significance difference in teaching competency of secondary school teachers in relation to their location is rejected.





**Figure 2: Bar diagram of mean value of teaching competency of urban and rural teachers**

## MAJOR FINDINGS OF THE STUDY

- Results show that there is significance difference in teaching competency of male and female secondary school teachers.
- Male teachers have a higher rank of mean than female which shows male teachers are superior in teaching competency as compared to female teachers.
- There is significant difference in teaching competency of urban and rural secondary school teachers.
- Urban teachers scored a higher mean than female which shows superiority of urban teachers in teaching competency as compared to rural teachers.

## DISCUSSION OF RESULT

The findings of the study ascertain that there is significant difference in teaching competency of male and female secondary school teachers and male teachers have higher level of teaching competency than female teachers. This result is partially supported by Anbuthasan and Balakrishnan (2013) as they found significance difference between male and female teachers but contrary in the way that they found female teachers have greater level of teaching competency than male teachers, while the results of present study report male teachers have higher level of teaching competency than female teachers. Honagudi and Shinde (2019) found no significant difference in teaching competency of teachers in terms of their gender. In relation to teachers' working location, results report significance difference in teaching competency of urban and rural teachers and urban teachers are found having higher level of teaching competency than rural teachers. This result is supported by Chauhan and Gupta (2014) as they are of the view that urban teachers are superior in teaching competency as compared to rural teachers.

In all the five studied components (planning, presentation, closing, evaluation, and managerial) of teaching competency, male teachers were found to have better teaching competency than female teachers and urban teachers were found to have better teaching competency than rural teachers.



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## CONCLUSION

Teaching competency plays a vital role in teaching-learning. It is mixture of teacher's personal and professional traits including his deep knowledge and experience of subject, skills required to perform his professional assignments, commitment to learn and advance, adaptability in changing scenario, and sense of responsibility. Major findings indicate that female and rural secondary school teachers have low level of teaching competency, which is matter of great concern. In the education system of Uttarakhand, a large number of schools fall in rural areas where a big number of female teachers are working. Lack of resources in the rural areas and multi-faceted responsibilities of female teachers seem strong factor to decrease teaching competency. It requires some credible and serious attempts to increase the teaching competency of female and rural secondary school teachers. Development of professionalism, special capacity building programs for the teachers and emphasis on online courses and mocks through various digital platform should be launched for enhancing teaching competency. Still there is no provision of separate technological training for teacher trainees which seems big hindrance in the way of teaching competency. There should be open access digital platforms for in-service teachers to learn and update their knowledge and skills. Free and pressure less environment of teaching can motivate teachers to learn, advance, and update for better performance.

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