



## A Study of Teaching Competency of Primary School Teachers

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### 1. Introduction

Teaching competency of a teacher or teacher competency refers to the set of knowledge, abilities and beliefs a teacher processes and brings to the teaching situation. Each specific type of competency is called competency. Teaching competency is the sum total of all the competencies possessed by the teacher that are used in the teaching situation. The teacher performance in the class is this dependent on the teacher's competencies. Since the teacher brings about changes in Pupils' learning using the repertoire of teaching competencies, teacher effectiveness can also be inferred from a measure of teaching competency.

Teaching competency has been defined by various educationists in different ways. **Mathew (1978)** however, defined teaching competency "as the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting." **Desai and Despande (1996)** viewed that "generally teachers' competence to the teaching performance of the teachers' trainees taking in to account the various teaching skill they will display in the classroom. It goes without saying that when a teacher teaches, a multitude of set of overt teacher behaviors called teaching competencies. Different set of overt teacher behaviors constitute different teaching skills. In the light of this teaching competency can be defined as the ability of the teacher to exhibit appropriate teaching. "Teaching skills in order to achieve the intended objective variables interact with each other in a complex combination and result in different with the help of the necessary inputs within a social situation". In other words, teaching competency means objective use of various skills in order to bring about desired pupil outcomes.

In our country some studies were conducted to find out the teaching competency of teachers. **Shukla (1995)** observes that teacher competences is one of the major influencing factors having an effect on the students Achievement among other school factors. **Paul (1999)** remarked that only a competent teacher can bring out modernization and mobility in the changing and dynamic society. **Maheswar pande (2004)** found to be that teaching competency the positively related with intelligence, creativity and teacher attitude. **S. Sabu (2010)** also found that the no. of in-service training programmes have a significant impact on the teaching competence of teachers. In view the importance of this teaching competency in the part of the teachers. **Jain (1979) Chandhari (1985) Mahapatra (1987) and Sabtiarwal (1997)** attempted to predict it from certain context variables. **Verne (1985) and Lalitha (1993)** undertook studies to explore creativity and teaching competency relationship.

A survey of the related literature revealed that not a single study has been conducted to study the teaching competency of primary school teachers. Thus, the lack of further researcher tries to investigate the teaching competency of primary school teachers of Ahmedabd District.

## 2. Objectives of the study

The present study encompasses the following objectives.

1. To study the level of teaching competency of primary school teachers.
2. To find out the significant difference in teaching competency of male and female primary school teachers
3. To find out the significant difference in teaching competency of BTC and SBTC trained primary school teachers
4. To find out the significant difference in teaching competency of Govt. and private primary school teachers
5. To find out the significant difference in teaching competency of rural and urban primary school teachers
6. To find out the significant difference in teaching competency of married and unmarried primary school teachers
7. To find out the significant difference in teaching competency of primary school teachers with regard to teaching experience of teachers.

## 3. Hypotheses

The hypotheses of this study were stated as follows.

**H<sub>01</sub>:** There is no significant difference in teaching competency of male and female primary school teachers.

**H<sub>02</sub>:** There is no significant difference in teaching in competency of BTC and SBTC trained primary school teachers.

**H<sub>03</sub>:** There is no significant difference in teaching in competency of rural and urban primary school teachers.

**H<sub>04</sub>:** There is no significant difference in teaching in competency of married and unmarried primary school teachers.

**H<sub>05</sub>:** There is no significant difference in teaching in competency of primary school teachers regarding total year of teaching experience.

## 4. Methodology

### 4.1 Population and sample

All the government and private primary school teachers of Mehsana District has been Constituted the population for the purpose of the present study. Sample of the study was 200 primary school teachers selected from both Govt. and private primary schools of Mehsana District. The sample was selected by using stratified random technique.

### 4.2 Tool used

In order to collect the necessary data to achieve the objective of the study the General teaching competency scale (1994) by Passi & Lalitha was used.

### 4.3 Statistical Technique

Statistical measures such as mean, SD, t- test and analysis variance (ANOVA) were used to analyze and interpret the obtained data.

### 4.4 Result and Discussion

A. Result related to teaching competency of primary school teachers

**Table 1: Number of teachers having high, moderate and less teaching competency**

Scores of teaching competency	No. of teachers	% of teachers	Classification
Above 110	39	19.5%	Highly competent teachers
75-100	110	55%	Moderately competent teachers
Below 75	51	25.5%	Less competent teachers

Table -1 show that out of 200 primary school teachers only 39 teachers i.e. 19.5% are highly competent in teaching 110 teachers i.e. 55 % are moderately competent and the rest 51 teachers i.e. 25.5% are less competent in teaching.

B. Result related to teaching competency differentials of male and female, BTC and SBTC, married and unmarried in rural and urban & Govt. and private primary school teachers.

**Table 2: Significance of difference between the teaching competency of male and female primary school teachers**

Category	N	M	SD	't' value	Level of Significance
Male teachers	100	105.8	10.9	1.44	Not Significant
Female teachers	100	103.7	9.7		

Table -2 depicts that 't' ratio for the difference between the mean scores of male and female primary school teachers is not significant at 0.05 level. Hence the Null hypothesis is accepted. It seems that there exists no significant difference in teaching competency of male and female primary school teachers. The mean score of teaching competency of male and female primary school teachers clearly indicate that the difference in teaching competency of male and female teachers is not significant. Therefore, it can be ascertained that the teachers, sex has not significant impact on their competency.

**Table 3: Significant of difference between the teaching competency of BTC and SBTC trained primary school teachers**

Category	N	M	SD	't' value	Level of Significance
BTC trained teachers	120	106.40	10.37	2.31	Significant at 0.05 level
SBTC trained teachers	80	103.20	9.10		

Table – 3 show that 't' ratio for the difference between the mean scores of BTC and SBTC trained primary school teachers is significant at 0.05 level. It means that there exists a significant difference in teaching competency of BTC and SBTC trained primary school teachers. The mean scores of teachers teaching competency clearly indicate that BTC trained teaches are more competent in teaching as compared to SBTC trained teachers.

**Table 4: Significance of difference between Govt. and private primary school teaches with regard to teaching competency**

Category	N	M	SD	't' value	Level of Significance
Govt. school teachers	100	106.39	10.77	2.77	Significant at 0.01
Private school teachers	100	102.40	9.54		

Teacher indicates that 't' ratio for the difference between the mean scores of Govt. and private primary school teachers is significant at 0.01 level. Hence the null hypothesis is rejected. It means that there exists a significant difference in teaching competency of Govt. and private primary school teachers. The mean value of teachers teaching competency clearly indicated that Govt. school teachers are more competent in teaching as compared to private school teachers.

**Table 5: Significance of difference between rural and urban school teachers with regard to teaching competency**

Category	N	M	SD	't' value	Level of Significance
Urban School Teachers	75	105.60	10.15	1.11	Not Significant
Rural School teachers	125	103.97	9.97		

Table -5 Depicts that 't' ratio for the difference between the mean scores of rural and rural and urban primary school teachers is not significant at .05 level. It seems that there exists no significant difference in teaching competency of rural and urban primary school teachers. Hence, it can be confirmed that rural and urban school teachers do not differ significantly in teaching competency.

**Table - 6 Significance of difference between married and unmarried primary school teachers with regard to teaching competency**

Category	N	M	SD	't' value	Level of Significance
Married teachers	130	106.40	10.32	0.887	Not Significant
Unmarried teachers	70	103.20	9.23		

Table 6 Indicates that 't' ratio for the difference between the mean scores of married and unmarried primary school teachers is not significant at .05 level. It means that there exists no significant difference in teaching competency of married and unmarried primary school teachers. Hence, It can be confirmed that married and unmarried primary school teachers do not differ significantly in teaching competency.

C : Result related to teaching competency differentials of primary school teachers with regard to year of teaching experiences. For the purpose one way analysis of variance (ANOVA) was used to find out the significant difference of below 5 year teaching experienced teachers. The summary of ANOVA shows label 7.

**Table 7: Analysis of variance (ANOVA) of teaching competency among primary school teachers in different year of teaching experience of teachers.**

Source of Variation	Df	Sum of squares	Mean sum of squares	F-ratio	Level of significance
Between group	3	2489.15	829.716	4.05	Significant at .01 level
Within group	196	40134.97	204.77		
Total	199	42624.12	214.19		

The findings of ANOVA in table 7 reveal that the F-ratio was found to be significant at 0.01 levels. This clearly confirms that primary school teachers of different year of teaching experiences differ significantly with regard to teaching competency. Therefore, it can be ascertained that the teachers' teaching experience has a significant impact on their teaching competency.

### 5. Conclusion

Considering the above discussion, it can be concluded that most of the primary school teachers are average competent in their teaching. It can also be concluded that more teaching experienced and less experienced teachers, BTC and SBTC trained teachers & Govt. and private school teachers differ significantly in teaching, while male and female teachers rural and urban school teachers & married and unmarried teachers do not differ in teaching competency.

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