



Professional Competency of Secondary School Teachers – A Study

Dr. NAGURU SRINIVAS,
*Assistant Professor,
Department of Education,
Dr. B.R.Ambedkar University Srikakulam,
Etcherla – 532 410.
Srikakulam District. Andhra Pradesh State.*

Date of Submission: 20-07-2024

Date of Acceptance: 03-08-2024

ABSTRACT

A good teacher is at first a good individual but he is also a learned and trained individual. The characteristic of a teacher as a professional man is that he uses knowledge to organize and assists certain approval kinds of learning through a system of formal education. The school is only a selected and controlled environment in which teacher are important ones Education is certainly concerned with the transforming are important ones.

Taking the objectives in to consideration, variables were selected for this study. After deciding the objectives and variables, the tool to be used for the collection of data was finalized. To study the professional competence of secondary school teachers. The questionnaire made by the researcher was taken into consideration the questionnaire was used in English. The population for present study consisted of the teachers working in secondary schools from this population.

On the basis of analysis and interpretation of results, the findings are arrived at and conclusions are drawn. From this study it is understood that Professional competency has been proved to best tool of secondary school teachers.

KEY WORDS: Analytical, Secondary. School Teachers, Competency

I. Introduction:

A teacher's commitment, concern and devotion really count a lot in making him or her efficient and help in enhancing the effective education process. Quality, commitment, competence and character of teacher are undoubted the most significant factors, which make him a reputed person in the society. The quality, commitment, concern, devotion and competence of

a teacher depend upon the teacher training which they received during the pre-service teacher education course.

The commission emphasized on the inculcation of four pillars of education as

- a) Learning to know
- b) Learning to do
- c) Learning to be and
- d) Learning to live together, in teacher education.

The national curriculum frame work for quality school education also emphasized on the inculcation of the above pillars of education. The Government of Andhra Pradesh is working on the possibility of establishing a Teacher Education University, the NCTE emphasizes on the need for competency based commitment-oriented teacher/education at primary and secondary level. The need for a scientific admission test, which focuses on teaching aptitude and attitude. Most of the states do not have an admission test A.P. is the first state to have a state level admission test for the B.Ed. course, which is known as the education common entrance test

Education - Teaching Profession:

In education the main agency is the school. The school is only a selected and controlled environment in which teacher are important ones Education is certainly concerned with the transforming are important ones. Education is certainly concerned with the transforming the knowledge from generation to generation. Education should be pedecenrric. Where entire importance should be to the child's innate potentialities, interests and capabilities. So the teachers through their



teaching will develop these characteristics.

Teaching is a noble profession. It is therefore essential to have a code of professional ethics as a guide for the teaching profession. The basic principles of the same should apply to all the teachers at their different stages of education. Society looks down the teaching community as mercenary, unprofessional, irresponsible and as an undeveloped bound lacking dedication and commitment with teachers of previous generations compared. It is rather very frightening to think that so many are spending their lifetime in doing something which has no meaning. For these which gives they sense of satisfaction and personal worm.

Professional Competency:

The teacher is the kingpin in any educational system, one of the basic truths in education is that of quality of the teacher. It is interesting to note the following in this connection.

A good teacher is at first a good individual but he is also a learned and trained individual. The characteristic of a teacher as a professional man is that he uses knowledge to organize and assists certain approval kinds of learning through a system of formal education. The following view of the teacher as a professional, is instructive. A good teacher is at first a good individual but he is also a learned and trained individual. The characteristic of a teacher as professional main is that he uses knowledge to organize and assist certain approval kinds of learning through a system of formal education.

Professional Responsibilities:

Fulfilment of the proceeding roles of the teaching profession depends upon how well lectures as individual and as members of organization groups perform the following ten professional responsibilities.

1. Co-operative determination of goals of education
2. Adoption of observance and enforcement of a code of ethics.
3. Research and accumulation of professional schools.
4. Accreditation of professional schools.
5. Education in professional procedures.
6. Recruitment selection and orientation of candidates for the profession.
7. Certification of members of the profession
8. Maintenance of economic welfare.
9. Maintenance of desirable work climate.
10. Maintenance of effective professional organization.

The need for continuing professional developing or competence:

Professional development refers to efforts by competence in to their work, refine their skills and assume new responsibilities, the need for professional development has grown in recent years with the aging of the contemporary teaching. For professional development to be productive, certain conditions can be very helpful. One area of professional development in which interest has grown dramatically in recent years in teacher leadership; traditionally teachers have enjoyed relatively few opportunities for school leadership. To exercise leadership outside of class, many teachers were compelled to become active in their professional associations or seek positions as school administration today however experienced teachers may be selected for a variety of leadership roles, ranging from lead teacher to peer evaluation to school streaming committee representative.

The exciting vision of teacher leadership offered above implies a converging of contexts with classroom, school and profession blending together as a result of increased cooperation among teachers. All this requires a certain amount of inter disciplinary knowledge and expertise on the part of the teacher. Further, the country requires scores of lecturers to manage the education there is therefore no scope for getting best out as lecturers all the time. Teaching is now not only an art but also a science and education encompasses the whole personality of the educates.

Statement of the Problem:

“Professional competency of secondary school teachers in Srikakulam District – A Study.

Need of the Study:

Professional competency in teaching profession is more important since the professionals involved in this are engaged in preparing future generations. A teacher should visualize the possible changes that may take place after 20 years or more, they should be in a position to fill the gap of at least one generation. This shows the imperativeness of the professional development of the personnel involved in teaching profession.

Though all are trained teachers but only very few have the zeal to be dedicated to their work and show competency in their field. This is the utmost need as their competency would have lot of



impact on the students, who are going to be the future citizens of the nation.

Objectives of the Study:

1. To identify the level of professional competency among selected secondary school teacher.
2. To measure the teaching competency of B.Ed. and Language Pandit., trained teachers working at secondary schools.
3. To measure the teaching competency of male and female teachers working at secondary school level
4. To measure the teaching competency of Zilla Parishad, Govt. and Private schools teachers working at secondary school levels.
5. To measure the teaching competency of B.Ed., and M.Ed., trained teacher working at secondary level.
6. To measure the teaching competency of above 35 year age and below 35 year age teachers working at secondary level.
7. To measure the teaching competency of rural teachers and urban teachers working at secondary level.
8. To measure the teaching competency of below 15 year experience and above 15 year experience teachers working at secondary level.
9. To measure the teaching competence of B.Ed., and M.Phil. trained teachers working in Secondary level.

Hypotheses of the Study:

1. There is no significant difference between male and female/ secondary school teacher in their professional competency
2. There is no significant difference between rural and urban area secondary school teachers in their professional competency.
3. There is no significant difference between below and above 35 years age secondary school teachers in their professional competency.
4. There is no significant difference between above and below 15 years age secondary school teachers in their professional competency.
5. There is no significant difference between ZillaParishad Government and private Secondary School Teachers in their professional competency.
6. There is no significant difference between Language Pandit and B.Ed, qualified secondary school teachers in their professional competency.
7. There is no significant difference between B.Ed

and M.Ed, qualified secondary school teachers in their professional competency.

8. There is no significant difference between B.Ed and M.PhiL qualified secondary school teachers in their professional competency.
9. There is no significant difference between B.Ed and M.Ed, qualified secondary school teachers in their professional competency.
10. There is no significant difference between M.Ed and M.Phil, qualified secondary, school teachers in their professional competency.

Review of Related Literature of the Study:

The term review means to organize the knowledge of the specific area of research to evolve and edifice of knowledge to show that his study would be an addition to his field. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study.

Andrew J. Wayne and other (2008):

Studied 'Experimenting with Teacher Professional Development: Motives and Methods'. According to the opinion of the authors that a strong base of research is needed to guide investments in teacher professional development (PD). This article considers the status of research on PD and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a program is delivered across a range of typical setting and when its delivery depends on multiple trainers. Despite a consensus in the literature on the features of effective PD, there is limited evidence on the specific features that make a difference for achievement. This article explains the benefits offered by experiments in addressing current research needs and for those conducting and interpreting such studies discusses the unique methodological issues encountered when experimental methods are applied to the study of PD. (Andrew J. Wayne, American Institutes for Research, Washington DC, Kwang Suk Yoon, Peizhu, Stephanie Cronen and Michael S. Garet, 'Experimenting with Teacher Professional Development: Motives and Methods' Journals of Educational Researcher, Vol.37, No.8, Pp.469-479, 2008, Sage Publications).

Susan I. Swars and Others (2009):

Studied 'A Two – Dimensional Model of Teacher Retention and Mobility'. In this mixed – methods study is a teacher initiated, collaborative



inequity involving a professional development school (PDS) and a university. The investigation focused on teachers perceptions of teacher retention and mobility at their PDS. Participants were 134 teachers at a high needs elementary school with data sources including s surveys, interviews, and open-ended questionnaires. The findings clustered around two primary dimensions:

- (a) Congruency of teachers beliefs and practices with organizational norms and
- (b) Teachers relational needs and administrators willingness and ability to meet such needs. Although this study affirmed many of the findings in the extant literature, it also challenged other – namely, the links between teacher turnover and workplace conditions, student body characteristics, and student achievement. The recursive research design enabled the researchers to make accommodations in methodology in response to teachers and administrators concerns. The researchers documented these modifications and make recommendations for conducting inquiry in a PDS.

Variables of the Study:

Variables are necessary requires for any worthwhile research for the propose of comparison. For the present study the following variables are considered.

1. Gender
2. Location
3. Age
4. Qualification
5. Experience
6. Type of management

Population of the Study:

As the research study is a time bound, context, specific research proposal the investigator

COMPARISON 1:

Table No. 1 showing the Comparison between Male and Female Teachers Competency in Srikakulam District.

Table No. 1

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
Male	78	158.25	9.12	0.61	1.47	0.041*
Female	62	157.63	8.20			

* Not Significant



The above table exhibits the difference between male and female secondary school-teachers in their professional competency. The mean value obtained by the male school teachers is 158.25 whereas the mean value obtained by the female school teachers is 157.63. This indicates that through there is striking difference between the above two categories. Statistically it is not

corroborated. As the obtained CR. value 0.41 is not significant at any level.

Hence the null hypothesis that there is no significant difference between male and female second any school teachers in their professional competency is accepted.

COMPARISON 2:

Table No. 2 showing the Comparison between Rural and Urban Teachers Competency in Srikakulam District.

Table No. 2

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
Rural	68	159.50	9.53	2.83	1.43	1.97*
Urban	72	156.73	7.16			

**Significant*

The above table exhibits the difference between rural and urban secondary school teachers in their professional competency. The mean value obtained by the rural school teachers is 159.50 whereas the mean value obtained by the urban school teachers is 156.73. This indicates that there is significant difference between the above two categories. The mean value (159.50) obtained by the

rural teachers is greater than the mean value (156.73) obtained by the urban teachers as the obtained CR. value 1.97 is more than 1.96 level but less than 2.58 level.

Hence the null hypothesis that there is significant difference between rural and urban second any school teachers in their professional competency is rejected.

COMPARISON 3:

Table No. 3 showing the Comparison between Above 35 Years Age and below 35 Years Teachers Competency in Srikakulam District.

Table No. 3

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
Above 35 years of age	74	157.23	9.61	1.76	1.41	1.24*
Below 35 Years of age	66	1.60	7.04			

** Not Significant*

The above table exhibits the difference between above and below 35 years of age secondary school teachers in their professional competency. The mean value (157.23) obtained by the above 35 years of age group teachers is 157.23 whereas the mean value obtained by the below 35 years of age group teachers is 1.60. This indicates that through there is striking difference between the above two categories.

Statistically it is not corroborated. As the obtained C.R. value 1.24 is riot significant at any level.

Hence the null hypothesis that there is no significant difference between above and below 35 years age second any school teachers in their professional competency is accepted.



COMPARISON 4:

Table No. 4 showing the Comparison between above and below 15 Years' experience Teachers Competency in Srikakulam District.

Table No. 4

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
Above 15 years of Experience	54	156.70	8.76	2.40	1.45	1.70*
Below 15 Years of Experience	86	159.10	7.62			

*Not Significant

The above table exhibits the difference between above and below 15 years of experience secondary school teachers in their professional competency, The mean value obtained by the above 15 years of experience teachers is 156.70 whereas the mean value obtained by the below 15 years of experience teachers is 159.10. This indicates that through there is striking difference between the

above two categories. Statistically it is not corroborated, as the obtained CR. value 1.70 is not significant at any level.

Hence the null hypothesis that there is no significant difference between above and below 15 years of experience of secondary school teachers in their professional competency is accepted.

COMPARISON 5:

Table No. 5 showing the Comparison between Z.P, Govt., and Private School Teachers Competency in Srikakulam District.

Table No.5

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
Z.P., GOVT., Govt., School	90	157.20	9.05	2.60	1.75	1.51*
Private School	50	159.87	7.92			

* Not Significant

The above table exhibits the difference between Z.P., GOVT., and Private secondary school teachers in their professional competency. The mean value obtained by the Z.P., GOVT., school teachers is 157.20 whereas the mean value obtained by the private school teachers is 159.87. This indicates that through there is significant difference between the above two categories, statistically it is not

corroborated, as obtained CR. value 1.51 is not significant at any level.

Hence the null hypothesis that there is no significant difference between and private secondary school teachers in their professional competency is accepted.



COMPARISON 6:

Table No. 6 showing the Comparison between B.Ed, and Language Pandit Qualified School Teachers Competency in Srikakulam District.

Table No. 6

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
B.Ed, qualified teachers	82	157.81	8.76	0.61	1.75	0.34*
Language Pandit qualified teachers	30	157.21	8.06			

* Not Significant

The above table exhibits the difference between B.Ed, and Language Pandit qualified secondary school teachers in their professional competency. The Mean value obtained by the B.Ed qualified teachers is 157.81 whereas the mean value obtained by the Language Pandit qualified teachers is 157.21. This indicates that through there is significant difference between the above two

categories statistically it is not corroborated/as the obtained C.R. value 0.34 is not significant at any level.

Hence the null hypothesis that there is no significant difference between B.Ed and Language Pandit qualified secondary school teachers in their professional competency is accepted.

COMPARISON 7:

Table No. 7 showing the Comparison between B.Ed, and M.Ed. Qualified School Teachers Competency in Srikakulam District.

Table No. 7

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
B.Ed. qualified Teachers	82	157.82	8.77	1.98	3.20	0.63*
M.Ed., qualified teachers	22	159.80	9.03			

*Not Significant

The above table discloses the difference between B.Ed. and M.Ed qualified secondary school Teachers in their professional competency. The mean value obtained by the B.Ed qualified school teachers is 157.82 whereas the mean value obtained by the M.Ed. qualified school teachers is 159.80. This indicates that through there is significant difference between the above two categories

statistically it is not corroborated, as the obtained C.R. value 0.63 is not significant at any level.

Hence the null hypothesis that there is no significant difference between B.Ed and M.Ed, qualified secondary school teachers in their professional competency is accepted.



COMPARISON 8:

Table No. 8 showing the Comparison between B.Ed, and M.Phil. Qualified School Teachers Competency in Srikakulam District.

Table No.8

Variable	Sample	A.M.	S.D.	Mean difference	SED	CR
B.Ed. qualified teachers	82	157.81	8.77	2.04	3.30	0.62*
M.Phil. qualified teachers	6	159.84	7.61			

*Not Significant

The above table discloses the difference between B.Ed, and M.Phil. Qualified secondary school Teachers in their professional competency. The mean value obtained by the B.Ed qualified school teachers is 157.81 whereas the mean value obtained by the M.Phil qualified school teachers is 159.84. This indicates that through there is significant difference between the above two categories statistically it is not corroborated, as the obtained C.R. value 0.62 is not significant at any level.

Hence the null hypothesis that there is no significant difference between B.Ed and M.Phil qualified secondary school teachers in their professional competency is accepted.

II. Findings of the Study:

1. There is no significant difference male and female teachers. The mean value obtained by the female teacher is less than that of their male counterparts in their professional competency.
2. There is significant difference between rural and urban locality teachers in their professional competency.
3. There is significant difference between above and below 35 years age group teachers in their professional competency.
4. There is no significant difference between above and below 15 years' experience teachers in their professional competency.
5. There is no significant difference between Z.P., GOVT., and Private school teachers in their professional competency
6. There is no significant difference between B.Ed and Language Pandit. Qualified teachers in their professional competency.
7. There is no significant difference between B.Ed and M.Ed, qualified teachers in their professional competency.

8. There is no significant difference between B.Ed and M.Phil, qualified teachers in their professional competency.

III. Conclusion of the Study:

The professional competency of teachers are vital. This is because teachers with high professional competency are able to help the students not only to get the excellent findings. Thus it investigator made and exhaustive list of suggestions, which are feasible for further researchers in the related areas of his research problem, which will definitely enhance the visitors in this area.

References:

- [1]. Adams, Sir John, Quoted in 'Thought and Education', Aggarwal, J.C., Arya Book Depot, New Delhi.
- [2]. Anastasi, A., 'Differential Psychology, Mac.Millan Co., New York, 1958.
- [3]. Aggarwal, J.C., 'Educational Research – An Introduction'
- [4]. Anuradha Joshi and Preethidhar Parija. 'Correlate of Teaching competency'. Journal of Education and Social change No. 1.:X. Indian institute of Education. Puna, December, 1996.
- [5]. Best, J.W., 'Research in Education' Prentice Hall of India Pvt., Ltd., New Delhi, 1977.
- [6]. Bhatia, H.R., 'A Text Book of Educational Psychology', Mac.Millan Co., of India Ltd., New Delhi, 1977
- [7]. Bigge & Hunt, 'Psychological Foundations of Education', Harper & Row Publishers inc., New York, 1962.
- [8]. Boardman, J.M., 'Practical School Method, The National Press, London.
- [9]. Buch, M.B., 'Survey of Research in Education', NCERT, New Delhi, 1986.



- [10]. Buch, M.B., 'Second Survey of Research in Education', Society for Educational Research and Development, Baroda.
- [11]. Bhaskara Rao, D. (1986) 'Scientific attitude of experienced Science Teachers at Secondary School level, The Educational Review, Vo..XCII, pp.60-65.
- [12]. Chauhan, S.S., 'Advanced Educational Psychology', Vikas Publishing House Pvt., Ltd., New Delhi.
- [13]. Donald, E.Super, 'Appraising Vocational Fitness', Harper & Row Bros., New York, 1949.
- [14]. Downee, N.M. 'Fundamental of Measurement', Oxford University Press, New York, 1949.
- [15]. Freeman, F.S., 'Theory & Practice of Psychological Testing', Nolt Rinehart and Winston, Inc., New York, 1960.
- [16]. Kulkarni, B.G., (1975)'An investigation into attitudes of pupils, parents and teachers towards work experience.' Third Survey of Research in Education, M.B.Buch., (1987) pp.543.
- [17]. Mangal, S.K., (1981) 'Educational Psychology', Ludhiana, Prakash Brothers Educational Publishers.
- [18]. Uday Koundinya. Professional competency as a determinant factor to enhance school effectiveness. Research paper presented in world teacher conference, Aurangabad