

General Teaching Competency and School Environment of Secondary School Teachers

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ABSTRACT: Teaching, training and instruction are the important aspects of school education. Formal educational system is not only influenced by these aspects rather than school environment contributes a lot. So the present study aims at finding out the relationship between the general teaching competency and the school environment of the secondary school teacher. General teaching competency implies teaching skills related to five major aspects of classroom teaching namely planning, presentation, closing, evaluation and managerial. School environment integrates the following aspects like physical conditions of school, functions of principal, basic facilities for students and School parents' participation. The study was conducted on 300 secondary school teachers over rural and urban areas of South 24pgs of West Bengal. This study was a co relational study as the aim was to find out the relationship between the two variables. Shweta Agarwal and Shalini Dixit School Environment Scale, B. K. Passi and M.S. Lalitha's General Teaching competency scale were used as the tools of the study. The result of the study indicates that there is a perfect positive relationship between these two variables.

Keywords: Teaching, Training, Instruction, Competency, School Environment

Introduction

Education, teaching and instruction, these three words although seems to be similar but in actual these are not same. Education is a broad concept which takes into account a number of factors including learning. Teaching refers to imparting education in a more systematic way where as instruction is mostly a single way process where one is assigned with the task of showing proper way to do the work in a proper direction. Either imparting instructions or giving the directions may be of formal informal or non formal. When it is done in a formal

way it requires, school where the process will go on, students who will come intentionally to receive education and above all the teachers who will impart Education. Formal education in today's world is of immense importance as it is used as a very good tool of assessment for knowing the caliber as well as entry behavior of the student in different field. So school environment, teacher's competency matters most for the development of the level of education of the student. The present study focuses on how and up to what extent the general teaching competency of teacher and school environment are related.

Review of Related Literatures:

Iyamu & Otote (2006) studied the teaching competencies of social studies teachers in junior secondary schools in south central Nigeria. To assess such competencies, this study sampled 100 professionally trained social studies teachers from secondary schools in South Central Nigeria for observation in an instructional setting. It used a 20-item four-point rating scale covering important skills and activities related to inquiry-teaching. On the analysis of data, it was found that the 39 overall inquiry-teaching competence of the teachers was significantly below the acceptable level. It was also found that trained non-graduate teachers proved to be more competent in the inquiry teaching of social studies than the trained graduate teachers. The recommendations made include the need for effective social studies teacher education programme, in-service training and regular workshops for the teachers to update their knowledge of innovative pedagogy.

Khatoon et.al. (2011) investigated the impact of different factors on teaching competencies at secondary level. The self assessment questionnaire was administered 42 on senior teachers for the data collection. The researcher has used simple mean, standard deviation and percentage to analysed the data. Ten towns and their 300 teachers selected for study. The result showed that mostly teachers were agreed that the environment of schools effects on teaching competency.

Singh and Kaur (2014) studied, "Teaching competency of prospective teachers in relation to teaching aptitude and attitude towards teaching. The main aim of the study to find out the relationship of teaching competency of prospective teachers in relation to teaching aptitude and attitude towards teaching. The results of the showed significant positive relationship between teaching competency and teaching aptitude. The results also showed significant positive relationship between teaching competency and attitude towards teaching."

Vasan and Gafoor (2014) studied, “Relationship between teaching competence and teaching style of primary school teachers. Mean scores, ‘t’ test and correlation analysis revealed the significance difference between male and female primary school teacher with regard to Teaching competence. No significant difference between male and female primary school teachers in their Teaching style was found, there was positive correlation between Teaching competence and Teaching Style among primary school teachers.”

Research Gaps:

From the studies conducted in India and abroad the following research gaps are found –

- Many studies focuses on different variables of teaching and learning process but exactly the relationship of these two variables is untouched.
- Studies have been conducted by taking either or one variable at a time along with other variables.
- Absolutely no study was conducted by taking these two variables at a time in the area of North 24 pgs of West Bengal.
- Absolutely no study was conducted by taking these two variables at a time in the area of North 24 pgs of West Bengal on secondary schools.

Rationale of the Study:

The present study focuses on finding out the relationship between the General Teaching Competency and the School Environment of Secondary School Teacher. It is found that teaching competency of the secondary school teacher depends upon many factors among which School environment is of utmost important. A teacher most of his time of a day spent in the school. So the interrelationship between the teachers with other teacher, between student and teacher, between administrative staff and teacher all carries a lot. For a healthy mental health of the teacher and for increasing teaching competency of the teacher a healthy school environment is essential. So the researcher has taken these two variables as the research interest.

Objectives of the Study:

The followings are the objectives of the study:

- To find out General Teaching Competencies of the Secondary School teachers.

- To find out the School Environment of the secondary schools.
- To find out the significant difference in mean scores in General Teaching competencies of Secondary School Teachers with reference to gender and locale.
- To find out the significant difference in mean scores in School Environment of Secondary Schools with reference to gender and locale.
- To find out the relationship between General Teaching Competencies and the School Environment of the Secondary with reference to Gender and Locale.

Hypotheses of the Study:

The followings are the hypotheses of the study –

- There does not exist any significant difference in the mean scores of General Teaching Competencies of secondary school teachers with reference to Gender and Locale.
- There does not exist any significant difference in the mean scores of School Environment with reference to Gender and Locale.
- There does not exist any significant relationship between General Teaching Competencies and the School Environment of the Secondary School teachers.

Method of the Study:

Casual Comparative and Co-relational method of study was adopted for the present study, as the main objective of the study is to find out the relationship between the predictor and the criterion.

Variables of the Study:

The followings are the main variables of the study –

- General Teaching Competencies- Independent Variable
- School Environment – Dependent Variable

Tools for the Study:

The following standardized tools were adopted as the tools of the study –

1. General Teaching Competency Scale by B. K. Passi and Mrs. M. S. Laitha was adopted for the study .There are 21 items related to 21 teaching skills which encompass the entire teaching learning process in the classroom .They are related to five major aspect of classroom teaching, namely Planning , Presentation , Closing ,Evaluation ,and Managerial. The items are such that they are centred around teacher classroom behavior in

relation to pupil behavior. It is a 7 point scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from '1' , 'for Not at all 'to '7' for very much .

2. `School Environment Scale was developed and standardized by the researcher herself on the secondary schools teachers. It has five dimensions like – Physical conditions of the School, Functions of Teachers, Basic Facilities for Students and School-Parents Participation. Initially, there were total 100 items having 20 in each category. But in the final format there are 71 items. It is a five point scale varying from strongly agrees to strongly disagree.

Sample of the Study:

The stratified random sampling procedure was adopted for the present study. The sample for the study comprises of 400 Secondary school teachers from 40 schools of Kolkata and North 24 pgs. There were 200 male teachers and 200 female teachers. 20 secondary schools were from rural areas of North 24 pgs and 20 secondary schools from Kolkata districts were selected as the sample.

Analysis and Interpretation:

Data analysis for the present investigation includes techniques for collection of data and scoring, in relation to the objective stated and hypotheses formulated. Collection of data in regards to the redirecting variable was done through administration of relevant that in the form of questionnaire. Responses were collected in independent answer sheets. For scoring procedure, the instruction of as mentioned in the test manual in has been followed.

Procedure:

In the present investigation the secondary school teachers from Kolkata and North 24 Parganas of West Bengal were selected as the sample. After planning about the sample the investigator has planned about the tools to be used. General Teaching Competency Scale by B. K. Passi and Mrs. M. S. Laitha and School Environment Scale developed by the researcher were adopted to find out the significant relationship between predictor and the criterion. The investigator has also planned about the procedure of treating the data. For systematic analysis and interpretation of data the investigator found out the central tendency and standard deviations from the raw scores. The relationship has been studied through the method of co-efficient of co-relation by using the Pearson's Product Moment Method.

Scoring the Scales:

The two scales were scored as per the scale manual. The data sheets were prepared accordingly where a detailed record of the respondents standing in the scale was determined.

Study of Score Distribution and Analysis of the Result:

The study is mainly a correlational study. It envisages both descriptive and inferential statistics. The intra variable analysis and relationship study had been made for testing the hypotheses as and when required.

Study of the score distribution on General Teaching Competency Scale:

The distribution of scores on GTCS of the entire sample along with the subsamples found out and below are the result shows –

T1- Descriptive Statistics, raw data collected: (Total Rural)

Mean	81.235
Standard Error	1.998642
Median	83
Mode	100
Standard Deviation	28.26507
Sample Variance	798.9143
Kurtosis	-0.54089
Skewness	-0.03617
Range	124
Minimum	21
Maximum	145
Sum	16247
Count	200

200 rural teachers were selected from 20 rural schools of north 24 Praganas of West Bengal. The mean of the score is 81.235 and the SD is 28.23. The Skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed.

T2-Descriptive Statistics, raw data collected: (Total Urban)

Mean	96.82
Standard Error	1.842024
Median	100
Mode	108
Standard Deviation	26.05016
Sample Variance	678.6107
Kurtosis	-0.52842
Skewness	-0.32384
Range	105
Minimum	41
Maximum	146
Sum	19364
Count	200

200 urban teachers were selected from 20 schools of Kolkata, West Bengal. The mean of the score is 96.82 and the SD is 26.05. The Skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed.

T3 - Descriptive Statistics, raw data collected: (Male)

Mean	99.25628
Standard Error	1.953536
Median	107
Mode	108
Standard Deviation	27.55801
Sample Variance	759.4441
Kurtosis	-0.02768
Skewness	-0.55724
Range	125
Minimum	21
Maximum	146
Sum	19752
Count	199

200 male teachers were selected from 20 schools of Kolkata and north 24 Praganas, West Bengal. The mean of the score is 99.25 and the SD is 27.55. The Skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed

T4-Descriptive Statistics, raw data collected: (Female)

Mean	86.615
Standard Error	1.794277
Median	84
Mode	91
Standard Deviation	25.37491
Sample Variance	643.8862
Kurtosis	-0.42324
Skewness	0.079436
Range	112
Minimum	35
Maximum	147
Sum	17323
Count	200

200 Female teachers were selected from 20 schools of Kolkata and north 24 Praganas, West Bengal. The mean of the score is 86.615 and the SD is 25.37. The Skewness was positive and Kurtosis was negative which indicate that from normality stand point it is positively skewed.

T5 - Descriptive Statistics, raw data collected: (Total 400 sample)

Mean	92.7825
Standard Error	1.365187
Median	93
Mode	84
Standard Deviation	27.30373
Sample Variance	745.4939
Kurtosis	-0.47949
Skewness	-0.2027
Range	126
Minimum	21
Maximum	147
Sum	37113
Count	400

From among the entire 400 sample the descriptive and inferential statistics was found out, which indicates the mean of the score is 92.78 and the SD is 27.30. The Skewness and

Kurtosis both were negative which indicate that from normality stand point it is negatively skewed.

T6 - Significance of difference between means of total urban and total rural in General Teaching Competency Scale

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	96.82	81.235
Variance	678.6107	798.9143
Observations	200	200
Pooled Variance	738.7625	
Hypothesized Mean Difference	0	
df	398	
t Stat	5.733956	
P(T<=t) one-tail	9.71E-09	
t Critical one-tail	1.648691	
P(T<=t) two-tail	1.94E-08	
t Critical two-tail	1.965942	

From the above table it is found that the calculated T value is 5.733 with the degrees of freedom 398 which is much more than the table value. So, it can be concluded that there exists significant difference in the mean scores in GTCS with reference to locale.

T7 - Significance of difference between means of total male and total female in General Teaching Competency Scale

	Variable 1	Variable 2
Mean	98.95	86.615
Variance	774.3894	643.8862
Observations	200	200
Pooled Variance	709.1378	
Hypothesized Mean Difference	0	
df	398	
t Stat	4.632056	
P(T<=t) one-tail	2.46E-06	
t Critical one-tail	1.648691	
P(T<=t) two-tail	4.91E-06	
t Critical two-tail	1.965942	

From the above table it is found that the calculated T value is 4.63 with the degrees of freedom 398 which is much more than the table value. So it can be concluded that there exists significant difference in the mean scores in GTCS with reference to gender.

Difference in the mean scores on School Environment Scale of secondary school teachers with reference to Locale

Study of the score distribution on Environment awareness Scale

The distribution of scores on EAS of the entire sample along with the subsamples found out and below the result shows –

T8 - Descriptive Statistics, raw data collected: (Rural)

Mean	206.925
Standard Error	4.164766
Median	197.5
Mode	172
Standard Deviation	58.89868
Sample Variance	3469.055
Kurtosis	-0.28359
Skewness	0.297981
Range	255
Minimum	85
Maximum	340
Sum	41385
Count	200

200 rural teachers were selected from 20 rural schools of north 24 Praganas of West Bengal. The mean of the score is 206.92 and the SD is 58.89. The Skewness is positive and Kurtosis is negative which indicate that from normality stand point it is positively skewed.

T9 - Descriptive Statistics, raw data collected: (Urban)

Mean	231.96
Standard Error	4.357976
Median	240
Mode	221
Standard Deviation	61.63108
Sample Variance	3798.39
Kurtosis	-0.3456

Skewness	-0.36992
Range	270
Minimum	80
Maximum	350
Sum	46392
Count	200

200 urban teachers were selected from 20 schools of Kolkata , West Bengal. The mean of the score is 231.96 and the SD is 61.63 The Skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed .

T10 - Descriptive Statistics of raw data collected: (Male)

Mean	222.18
Standard Error	4.520077
Median	225
Mode	223
Standard Deviation	63.92354
Sample Variance	4086.219
Kurtosis	-0.67768
Skewness	-0.0929
Range	255
Minimum	80
Maximum	335
Sum	44436
Count	200

200 male teachers were selected from 20 schools of Kolkata and north 24 praganas, West Bengal. The mean of the score is 222.18 and the SD is63.92. The skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed

T11 - Descriptive Statistics, raw data collected: (Female)

Mean	201.855
Standard Error	5.027119
Median	197
Mode	224
Standard Deviation	71.0942
Sample Variance	5054.386

Kurtosis	-0.78423
Skewness	0.05128
Range	268
Minimum	72
Maximum	340
Sum	40371
Count	200

200 Female teachers were selected from 20 schools of Kolkata and north 24 praganas, West Bengal. The mean of the score is 201.85 and the SD is 71.09. The skewness was positive and Kurtosis was negative which indicate that from normality stand point it is positively skewed.

T12 - Descriptive Statistics of raw data collected: (Total 400 sample)

Mean	212.0175
Standard Error	3.414082
Median	216.5
Mode	230
Standard Deviation	68.28165
Sample Variance	4662.383
Kurtosis	-0.731
Skewness	-0.05558
Range	268
Minimum	72
Maximum	340
Sum	84807
Count	400

From among the entire 400 sample the descriptive and inferential statistics was found out which indicates the mean of the score is 212.01 and the SD is 68.28. The skewness and Kurtosis both were negative which indicate that from normality stand point it is negatively skewed.

T13 - Significance of difference between means of total urban and total rural secondary school teachers in School Environment Scale

	Variable 1	Variable 2
Mean	231.96	206.925
Variance	3798.39	3469.055

Observations	200	200
Pooled Variance	3633.723	
Hypothesized Mean Difference	0	
df	398	
t Stat	4.153094	
P(T<=t) one-tail	2.01E-05	
t Critical one-tail	1.648691	
P(T<=t) two-tail	4.02E-05	
t Critical two-tail	1.965942	

From the above table it is found that the calculated T value is 4.15 with the degrees of freedom 398 which is much more than the table value. So it can be concluded that there exists significant difference in the mean scores in EAS with reference to locale.

T14 - Significance of difference between means of total male and total female secondary school teachers in School Environment Scale

	Variable 1	Variable 2
Mean	222.18	201.855
Variance	4086.219	5054.386
Observations	200	200
Pooled Variance	4570.302	
Hypothesized Mean Difference	0	
df	398	
t Stat	3.006478	
P(T<=t) one-tail	0.001405	
t Critical one-tail	1.648691	
P(T<=t) two-tail	0.00281	
t Critical two-tail	1.965942	

From the above table it is found that the calculated T value is 3.00 with the degrees of freedom 398 which is much more than the table value. So it can be concluded that there exists significant difference in the mean scores in EAS with reference to gender.

Relationship Studies:

Study of relationship between the Predictor and Criterion

The correlation co-efficient was found out by using pearson's product moment method which is .752 for the entire sample. So it can be concluded that there exists a perfect positive relationship between General Teaching Competency and School Environment of Secondary schools.

Findings and Conclusion:

School is the first and foremost formal agency of Education . It introduces the child with the world of knowledge and wisdom. It gives Education in different ways and in different aspects so as to cater the needs of each and everyone. Children starts the journey of their academic career from the school. Their life is been shaped, the foundation stone is been laid from the t school. So psychologist, philosophers, educationist and people in each and every sphere of life is more and more concerned about the schooling system. A better school requires a better school environment as well as competent teachers. The findings of the study show that urban school teachers are having better teaching competencies than their male counterparts. In the same way male teachers' teaching competencies in secondary schools are more than that of the female teachers. In case of school environment, the schools in urban areas are having better environment than rural schools. Again male teachers scored better in EAS than female teachers. The Co efficient of correlation is highly positive between these two variables. For this Kind of result the following factors may contributes –

- The schools in urban areas are getting better exposures, getting proper WIFI system, modern amenities etc.
- Higher classes requires update knowledge, proper teaching techniques etc which for lady teachers at times become difficult.
- Healthy environment creates healthy minds so teacher possesses a sound mental health which affects to his activities.

If the above is taken care systematically then a healthy teaching learning environment can be created.

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