



## **An investigation into the Professional Competency among High School Teachers**

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### **ABSTRACT**

The present study has been designed to study the Professional Competency among High School teachers. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Professional Competency among High School teachers. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, caste, educational qualifications, teaching experience, management and locality. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

**Key words:** Professional Competency, School Teachers.

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### **Introduction:**

Though education was considered as paedio-centric, it is a bigger process in which the personality on one person influences another with a view to modify his behavior in order to bring about his all round development in thought, feeling and action. A continuous inter play or exchange of ideas between the teacher and the taught, central to this interaction process is the teacher. While present day education is child centered, the teacher still occupies a prior. The teacher still occupies a central role in the learning of a child, it must be approached and treated as a temple of god with humanity and reverence. Child's untapped potentialities must be awakened and brought into play through judicious provision of positive, ample and worth while life experience. In this process, teacher assumes to enjoy a pivotal position, "The destiny of India is being shaped in their classrooms is the first sentence of the technique historical document of the Education Commission 1964 - 66. 'Education and National Development' is stressing the significance of teacher teaching learning process. Education aims to train the future citizen. At the same time" it determines the shape of future society. The value of such definition depends on character and competency of the teacher, who is the backbone of the system. 'Teacher can usher in unfathomable progress, prosperity and real sense of life to human beings all over the world'. It is indicating the importance of teacher.

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### **Professional Competency:**

Professional Competency can be defined as the potential in a teacher to make educative process effective, with the expertise and thoroughness of content, which was fabricated nicely with the methodology of teaching in a clear way with nice exposition and precise skill with adequate knowledge about objectives and specifications and with a shrewd mind to improvise low cost, now cost teaching learning materials.

### **Profession:**

The term 'Profession' is less analytic than symbolic and represents the rights and privileges, which an occupation desires for itself and also the social service, which it offers. And 'Profession' is not descriptive concept but more an evaluative concept. As Everett Hughes puts it, the term 'Profession' is a symbol for desired conception of one's work and hence, of one's self. Since the more prestigious occupations are termed as professions, the term is symbolic of the status to which less prestigious occupations aspire.

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### **Need and significance of the study:**

Accordingly teaching strategies the criteria of a profession. The following discussion makes it clear that the teacher is a profession. The service, which teaching renders is essential to the individual child who could not be fully socialized in a society, if he did not spend a lengthy period in full time final

education; and to society, which depends upon - people not only having been socialized but also prepared for occupational roles requiring high degree of skill. The intellectual foundations of teaching including both subject matter knowledge and educational theory. Education differs from the other profession in having the subject matter component, but in many ways the theoretical knowledge needed by the teachers performs the same function as that needed by the Doctor. Education is a High discipline, which is informed by number of Primary disciplines such as philosophy, sociology and psychology. Teaching is associated with a lengthy period of academic and practical training. But this period is not as long as that required for doctors, Lawyers, architects and some other professionals. The individual teacher has some degree of autonomy over the work, which he does with the pupils but other inspection officials monitor is by head teachers and also to a greater or lesser degree. Such monitoring is carried out largely by other educationalists and not by laymen. Thus, to some extent, teaching fulfils the criterion of individual's autonomy. Teaching has a code of ethics. This ethics is in tune with the norms established by the society. This code of ethics demands certain social values from the teachers as such. The teacher follows code of conduct, which may change from one place to another depending upon the existing social values. This social values differs from one region to another and results change in the code of ethics from one place to another.

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### Objective of the study

1. To study the level of Professional Competency among High School teachers.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e. gender, age, caste, educational qualifications, teaching experience, management and locality towards Professional Competency among High School teachers.

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### Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Professional Competency among High School teachers.
2. There is no significant difference among the perceptions of teachers based on their age group towards Professional Competency among High School teachers.
3. There is no significant difference among the perceptions of teachers based on their caste towards Professional Competency among High School teachers.
4. There is no significant difference among the perceptions of teachers based on their general qualification towards Professional Competency among High School teachers.
5. There is no significant difference among the perceptions of teachers based on their professional qualification towards Professional Competency among High School teachers.
6. There is no significant difference among the perceptions of teachers based on their teaching experience towards Professional Competency among High School teachers.
7. There is no significant difference among the perceptions of teachers based on their school management towards Professional Competency among High School teachers.
8. There is no significant difference among the perceptions of teachers based on their locality towards Professional Competency among High School teachers.

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### Review of Related Literature:

**Maria Liakopoulou (2011)** reviewed on "The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness? In this paper, the qualifications considered essential by teaching professionals to be effective in pedagogical and didactic work are put together based on the results of a national survey carried out in Greece, to which secondary education teachers of all subjects contributed. One of the aims of this study was to systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties. The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a "good teacher", as most teachers seem to associate their effectiveness at work with both personal traits and "didactic and pedagogical skills", as well as pedagogical knowledge. These particular findings contributed to a systematic and analytical description of the content of professional knowledge required for the successful performance of a teacher's pedagogical and didactic work.

**Mandeep Kaur and Arti Talwar (2014)** studied on "Teaching Competency of Secondary School Teachers In Relation To Emotional Intelligence". The study was designed to examine the relationship between teaching competency and emotional intelligence of secondary school teachers. Participants were 100 secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study reveal a significant positive relationship between teachers' teaching competency and their emotional intelligence. But insignificant

difference is found between teaching competency as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender.

### Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 35 statements as perceived by the Teachers.

### Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Professional Competency among High School teachers as perceived by Teachers was 0.88 and for the validity of the scale it is based on the content and construct validity.

### Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

### Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

### Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

**Table 1: Overall perceptions of teachers towards Professional Competency among High School teachers.**

N	Min.	Max.	Mean	Mean Percent	Std. Dev.
100	35	175	165.78	80.40	8.10

Table shows that, Teachers expressed high perceptions towards Professional Competency among High School teachers. The mean and mean percentages are found to be 165.78 and 80.40% respectively on their total score

**Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Professional Competency among High School teachers**

Variable	Category		Mean	Std. Dev.	t/F-value	p-value
Gender	Male	50	141.86	10.82	0.85 <sup>NS</sup>	148
	Female	50	140.36	9.96		
Caste	OC	33	140.48	8.08	2.14 <sup>NS</sup>	0.10
	BC	50	142.12	9.60		
	SC	12	141.96	10.20		
	ST	5	133.11	10.48		
Age	Below 40 years	59	141.04	9.65	0.36 <sup>NS</sup>	0.58
	Above 40 years	41	141.68	11.73		
General Qualification	Degree	72	142.57	10.59	2.64 <sup>**</sup>	0.00
	PG	28	139.76	10.25		
Professional Qualification	B.Ed.,	73	141.01	10.20	3.90 <sup>**</sup>	0.00
	M.Ed.,	27	143.32	12.50		
Teaching Experience	Below 15 years	67	141.67	10.42	0.72 <sup>NS</sup>	0.64
	Above 15 years	33	140.28	10.77		
Management	Government	75	139.27	11.13	2.28 <sup>*</sup>	0.05
	Private	25	143.13	9.60		
Locality	Rural	50	140.26	10.45	3.87 <sup>**</sup>	0.00
	Urban	50	143.73	10.31		

There is no significant difference among the perceptions of teachers based on their gender, caste, age and teaching experience towards Professional Competency among High School teachers.

There is a significant difference among the perceptions of teachers based on their gender towards Professional Competency among High School teachers and female category teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their general qualification towards Professional Competency among High School teachers and Degree qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Professional Competency among High School teachers and M.Ed., qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Professional Competency among High School teachers and private school teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their teaching subject towards Professional Competency among High School teachers and urban area teachers perceived high than that of the rest.

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### Findings of the study:

1. There is no significant difference among the perceptions of teachers based on their gender, caste, age and teaching experience towards Professional Competency among High School teachers.
2. There is a significant difference among the perceptions of teachers based on their gender towards Professional Competency among High School teachers and female category teachers perceived high than that of the rest.
3. There is a significant difference among the perceptions of teachers based on their general qualification towards Professional Competency among High School teachers and Degree qualified teachers perceived high than that of the rest.
4. There is a significant difference among the perceptions of teachers based on their professional qualification towards Professional Competency among High School teachers and M.Ed., qualified teachers perceived high than that of the rest.
5. There is a significant difference among the perceptions of teachers based on their school management towards Professional Competency among High School teachers and private school teachers perceived high than that of the rest.
6. There is a significant difference among the perceptions of teachers based on their teaching subject towards Professional Competency among High School teachers and urban area teachers perceived high than that of the rest.

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### Suggestions for Further Research

1. An analytical study of personality as an allied correlate of Professional Competency may be attempted.
2. A study of Creativity and its impact on Professional Competency among High School Teachers may be conducted.
3. A comparative study of Personality pattern among competent teachers may be attempted.
4. A study of Teacher Commitment and Professional competency as influencing factors to enhance Teacher Effectiveness among lecturers may be conducted.
5. An investigation into the Professional Competency and Effective Classroom Practices as influencing factors to enhance school effectiveness may be taken.
6. A Comparative study of Adjustment patterns among High and Low Professional Competent Teachers may be attempted.
7. A study of burnout and Stress among Secondary School Teachers as stumbling blocks for Professional competency may be taken.
8. A Study of Professional competency and its impact on Professional Pleasure may be conducted.
9. An analytical study of stress creator as impediment of Professional Competency may be dealt with.
10. An analytical study of classroom behaviour patterns and its impact on academic achievement of students may be conducted.

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