



Teaching Competency among Secondary School Teachers in Relation to Area, Gender, and Type of Administration

Vivek Kumar¹

Lecturer, Govt. Hr. Sec. School Nagrota Gujroo, Email: vivekbajwa92@gmail.com

ABSTRACT :

A key factor in determining the quality of education and academic achievement of students is the teaching competency of secondary school teachers. This study explores the complex relationship between teaching competency and secondary school area, gender, and administrative style. A wide range of abilities, including subject knowledge, pedagogical proficiency, classroom management, and the capacity to meet the needs of a diverse student body, are included in teaching competency. Secondary schools cater to students between the ages of eleven and eighteen, and their features, resources, and student body are varied. This diversity is also present in the teaching staff, where different factors such as gender, school administration, and geographic location present different opportunities and challenges for teachers. This paper explores the teaching competency among secondary school teachers with respect to various factors such as geographic area, gender, and type of administration. Teaching competency is crucial for effective education delivery and student outcomes. The study examines the differences in teaching competency based on these factors, aiming to provide insights for educational policymakers, administrators, and stakeholders.

Keywords: Teaching competency, Secondary School Teachers, Gender, Type of Administration

Introduction:

A key component of all educational systems across the globe is teaching competency. It speaks to the abilities, know-how, and skills teachers have to successfully support students' learning. Encouraging student success and accomplishing educational objectives depend heavily on competent teaching. However, a number of variables, such as location, gender, and style of school administration, can affect a teacher's competency.

Education is a thorough and intricate process that aims to alter students' attitudes, behaviors, personalities, values, and knowledge and skills in addition to pupils. Teachers have a big part to play in this process. However, even if a school has excellent physical resources—a building, library, and other spaces—as well as curricula that are suitably adopted to meet community needs, the program will probably be ineffective and wasteful if the teachers are unfit or unconcerned about their performance. Realizing desired educational goals thus depends critically on the issue of identifying effective teachers. The focal point of any kind of educational system is its teachers. (Alkhalwaldeh, M. A., & Khasawneh, M. A. S. 2023).

Teachers are the ones who help students' futures take shape. For the students, they serve as role models. They are supposed to act with the same level of belongingness and caution that a responsible and watchful parent would act in a comparable situation. The way they act, behave, and interact with students, teachers, administrators, coworkers, and other staff members greatly affects the organizational culture as a whole. Secondary schools offer education beyond primary schooling to students in the adolescent age group, usually between the ages of 11 and 18. A student's secondary education is a crucial stage in their academic career since it establishes the groundwork for their future employment opportunities and further study (Khan, S. H., Saeed, M., & Fatima, K. 2009). Secondary schools differ in terms of student demographics, curriculum offerings, size, and resources.

Secondary School Teachers and reflections with respect to Area, Gender, and Type of Administration:

One of the most significant institutions in any society is the school. The society established it with a great deal of significance behind its many goals. It must be integral to the development of the society that creates it. The schools are tasked with the responsibility of shaping the next generation of citizens. There are rights that the child enjoys as a future citizen. It is the responsibility of society to uphold those rights. One of the main duties of a society or state is to set up effective and decent schools for its citizens. (Kumar, S. 2012).

It is possible to guarantee the effectiveness of the educational system not just by giving it a magnificent building, but also by structuring and running it according to ideal guidelines in every aspect. A well-built building is but one tiny component. The students, instructors, and administrators make up the human element, without which a school would be incomplete or even unthinkable. The concepts, objectives, and spirit that underpin a school's structure are more significant than its physical layout, even though physical elements play a role. A school's organization consists of much more than just its physical layout. Additionally, its management should not follow the same guidelines as that of a department or factory.

- **Geographic Area:** The level of teaching competency can differ in urban, suburban, and rural areas, among other places. Urban schools frequently have more resources and a more diverse student body, which may have an effect on competency standards and instructional

strategies. Teaching quality, however, may be negatively impacted by issues that rural schools may encounter, such as scarce resources and a shortage of teachers.

- a) **Urban Schools:** Usually found in highly populated areas, urban secondary schools cater to a diverse student body from a range of socioeconomic backgrounds. These educational institutions typically have easier access to resources like extracurricular activities, technology, and community partnerships. Urban schools may, however, also have to deal with problems like packed classrooms, high rates of student turnover, and problems with poverty and crime. The need for culturally sensitive pedagogy, differentiated instruction to meet the needs of diverse learners, and social and emotional well-being strategies may have an impact on teaching competency in urban schools.
- b) **Suburban Schools:** Typically catering to affluent student populations, suburban secondary schools are located in residential areas that encircle urban centers. Parental involvement, well-maintained facilities, and smaller class sizes are often advantages for these schools. One way to identify teaching competency in suburban schools is to emphasize individualized learning, college readiness, and academic rigor. In order to improve their teaching techniques, teachers in suburban schools might also have access to professional development opportunities and teamwork with other educators.
- c) **Rural Schools:** Secondary rural schools are situated in sparsely populated areas, frequently in isolated or agricultural areas. These schools might deal with particular difficulties like resource scarcity, teacher shortages, and remote locations. Innovative instructional strategies, community partnerships to support student learning, and efforts to close the digital divide may all have an impact on teaching competency in rural schools. Teachers in rural schools may also take on a variety of responsibilities within the school community, including that of coaches, mentors, and student advocates.

Impact on Teaching Competency:

A secondary school's physical location can affect teaching competency in a number of ways, including:

Impacted by area

- a) **Allocation of Resources:** Compared to rural schools, urban schools may have access to greater funding and resources, which could have an impact on the standard of the learning and teaching environments. In order to improve their teaching proficiency, teachers in urban schools may have access to professional development opportunities, technology, and support services.
- b) **Student Diversity:** Students from different backgrounds, languages, and academic needs are frequently served by urban and suburban schools. In these environments, educators must exhibit differentiated instruction, cultural competency, and inclusion and equity-addressing tactics. On the other hand, the student body in rural schools might be more homogeneous, necessitating those teachers modifies their methods of instruction to accommodate all students.
- c) **Community Support:** By offering resources, alliances, and chances for cooperation, the degree of community support and engagement can have an impact on teaching competency. To assist with teaching and learning initiatives, urban and suburban schools might have greater access to a wider variety of businesses, organizations within the community, and cultural establishments. To improve teaching effectiveness and student achievement in rural areas, schools may rely on community involvement, volunteerism, and local partnerships.

In a nutshell a secondary school's physical location can have a big impact on teaching competency because it can affect the resources, student population, and community support that teachers have access to. Through a comprehensive comprehension of the distinct obstacles and prospects linked with urban, suburban, and rural schools, educators, administrators, and legislators can collaborate to improve instructional efficiency and foster favorable student results in a variety of learning environments.

Impacted by Gender

Research on this topic has produced conflicting results, but gender can also affect teaching competency. Gender-based perceptions of the efficacy of instruction may be influenced by gender stereotypes and societal expectations. Diversity in gender among educators may also lead to a wider variety of pedagogical approaches and viewpoints. The dynamics of gender in the teaching profession can have a big impact on student learning and teaching effectiveness. In the past, women have dominated the teaching profession, especially in primary and secondary education. Gender differences still exist in terms of representation, leadership opportunities, and opinions of how effective teachers are, even though there are more men teaching now than there were a few years ago. Studies indicate that societal norms and gender stereotypes could affect how competent teachers are seen. (Naik, K. P., & Mani, U. 2018). The stereotype of female teachers as loving, sympathetic, and caring is common, and it fits with the traditional gender roles that are connected to childcare and education. Due to this, female teachers might receive higher ratings in these areas, which could lead to biases in professional opportunities and performance reviews. On the other hand, male educators might encounter distinct anticipations and misconceptions, especially in fields like science and math. Especially in secondary education settings, their perceived authoritative, knowledgeable, and disciplinarian qualities may affect students' opinions of their ability to teach. These misconceptions, meanwhile, might ignore the wide variety of instructional strategies and techniques that instructors—male and female—can use to pique students' interest and promote learning (Kumar, S. 2012).

Furthermore, a more inclusive learning environment and a diversity of perspectives and role models for students can be fostered by gender diversity among educators. Particularly male teachers can act as positive role models for male students by questioning gender norms and promoting greater involvement in school and career pathways. Systematic initiatives to advance equity and diversity in the teaching profession are necessary to address gender disparities in the field. This entails attracting and keeping a diverse staff, offering chances for professional growth that tackle gender prejudices and stereotypes, and cultivating inclusive school environments that recognize the contributions of all educators, regardless of gender. Schools can improve teaching competency and create more welcoming learning environments for all students by supporting gender equity in the classroom. Gender

equity and excellence in education can be promoted by policies and practices that are informed by research on the relationship between gender and teaching competency. Such research can offer important insights into the complex dynamics influencing educational outcomes. More research into the viewpoints and experiences of male and female educators in various learning environments can help create a more complex understanding of the factors influencing teaching effectiveness and student success. (Lahelma, E., Lappalainen, S., Palmu, T., & Pehkonen, L. 2014).

Impacted by Administration

Teaching competency may be impacted by the type of administration in place at the school, such as public, private, or charter schools. Public schools generally adhere to government-mandated regulations and curricula, whereas private and charter schools may possess greater autonomy in their pedagogical approaches. (Alabi, A. O. 2017). Different forms of administration can have an impact on teaching quality and teacher satisfaction through their organizational cultures, leadership philosophies, and support networks. "Administration means overall determination of policies, setting of major objectives, identification of general purposes, and laying down of broad programs and projects," claims Theo Haimann (2009). It alludes to higher level activities. It establishes the foundational ideas of the business. Getting things done is the process of administration. It is the driving force behind the establishment and maintenance of a department or institution (Kochhar, S. K. 1995). The agency is largely in charge of running the entire operation. It maintains the optimal performance of the machinery by keeping it well-oiled. It provides insight into the issue and has the ability to detect issues before they arise. It also resolves issues that arise during the execution of tasks and more effective administration. The administration is in charge of all pertinent duties. It must take responsibility if something goes wrong. When it comes to accomplishments, it is fully entitled to be the primary recipient of credit.

Type of Administration and Its Importance in Secondary School:

- a) **Public Schools:** Regardless of a student's financial situation, public schools are essential to providing an accessible education. Government funding and regulations are applicable to them, and this may have an effect on how resources are allocated and educational programs. Ensuring accountability and quality in public schools requires strong leadership and efficient governance. (Onikoyi, O. A. 2023).
- b) **Private Schools:** In contrast to public schools, private schools frequently provide more specialized curricula, smaller class sizes, and better resources. Their curriculum design and teaching methods are more flexible, which facilitates innovation and customization. However, access to private education may be limited by affordability and admissions criteria, raising concerns about equity and inclusivity.

Importance with respect to public schools

1. **Equity and Access:** Regardless of a student's socioeconomic status or place of residence, public school administration is essential in guaranteeing that all students have equitable access to educational opportunities. Public school administrators work to remove obstacles to learning and advance educational equity through policies like equitable funding formulas, resource allocation strategies, and support for marginalized communities.
2. **Accountability and Transparency:** The general public, taxpayers, and governmental authorities are the parties to whom public schools must answer. Transparent financial management, following rules and regulations pertaining to education, and disclosing student performance results are the responsibilities of school administrators. Accountability is crucial to public school administration because it helps to uphold public confidence, promote a culture of continuous improvement, and show quantifiable progress toward learning objectives.
3. **Community Engagement:** Public school administrators collaborate with various stakeholders, including parents, community members, businesses, and local government officials, to support student learning and school improvement initiatives. Community engagement efforts may include parent-teacher associations, advisory committees, volunteer programs, and partnerships with local organizations to enhance educational opportunities and address community needs.

Importance with respect to private schools

1. **Autonomy and Flexibility:** Private school administrators are free to try new things and modify curricula to fit the unique needs and preferences of their student body. Private schools are free to implement distinctive curricula, instructional techniques, and extracurricular activities in order to further their goals and educational philosophies.
2. **Parental Satisfaction and Choice:** Private schools offer parents and students alternative educational options apart from the traditional public school system. What makes private school administration so crucial is providing families with options based on factors like academic rigor, extracurricular activities, teaching philosophy, and religious or cultural values? Private school administrators strive to maintain high levels of parental satisfaction, student achievement, and retention through flexible leadership and transparent communication.
3. **Allocation of Resources and Accountability:** Private school administrators are in charge of effectively and efficiently allocating financial resources to support academic programs, teacher salaries, upkeep of facilities, and other operational costs. Private schools are answerable to donors, parents, boards of trustees, and accrediting agencies for exhibiting academic excellence, financial responsibility, and organizational integrity; however, they are not subject to the same level of government oversight and regulations as public schools.

Implications of the study:

1. Policy Implications: Funding for teacher preparation and support initiatives should be given top priority by legislators, especially in underprivileged areas. Education policies that support diversity and gender equity among teachers can make the system more inclusive and productive.
2. Administrative Implications: To empower teachers and advance a continuous improvement culture, school administrators should support collaborative leadership techniques. Improving teaching proficiency and student outcomes requires efficient communication, resource allocation, and accountability systems.
3. Research Implications: More investigation is required to determine the precise variables affecting teaching competency in various geographic regions, gender-demographic groups, and school administration styles. Studies that follow the progress of teachers and students over time can offer important insights into what constitutes good teaching practices and policy changes.

Conclusion :

The study's conclusion emphasizes the significance of teaching competency in secondary education as well as the connections between it and factors like gender, location, and administrative style. Teachers, legislators, and other stakeholders can find areas for improvement and put specific strategies into place to increase teaching effectiveness by having a thorough understanding of the factors that influence teaching competency. Ensuring that all secondary school students receive a high-quality education requires addressing systemic barriers, promoting professional development opportunities, and creating inclusive school environments. In conclusion, addressing teaching competency in relation to geographic area, gender, and type of administration is vital for improving secondary education outcomes and promoting educational equity and excellence. By understanding the complexities of teaching effectiveness and addressing systemic challenges, we can create more supportive learning environments and empower teachers to nurture the potential of every student.

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