



NEED AND IMPORTANCE OF TEACHING COMPETENCY ON IN SERVICE TEACHERS

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ABSTRSCT

Teaching competency is the “effective performance of all observable teacher behaviors that bring about desired pupil outcomes”. Teacher engage in explaining, demonstration, order maintaining, record keeping, assignment making curriculum planning testing and evaluation and many kinds of activities. Teacher competencies are the skills, knowledge, which a teacher possesses; they are the tools of teaching. Only the teacher who possesses all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teach in that situation. Teachers' competencies must be reviewed and refined depending on the development of the whole life of humans and education. Teachers are directly responsible for the educational system, requiring solid and proficient academic competencies. A sample of 700 in-service Teachers in the Guntur district of Andhra Pradesh belonging to different management. Random sampling was applied for this study, and the Investigator selected the normative survey method. Research tools were used to collect the sample data. The teaching Competency Scale was developed by B. K. Passi and M. S. Lalitha(2005).

Keywords: Teaching Competency, in-service Teachers, Effective performance.

INTRODUCTION

The term "competence" refers to the ability to do tasks that require the acquisition, integration, composite construction, and application of a set of related skills and information. Enthusiasm, fluency, industry, neatness, innovation, adaptability, and thrift are all characteristics of Competencies. To put it another way, it refers to a desirable level of job performance. Competencies is a widely used phrase, thus it goes without saying that it is defined in a variety of ways. One of the areas in which the word is used is teacher education and performance on the job. This phrase has been defined by several researchers. "Adequacy for a task or possession of required knowledge, skills, and talents are common definitions of Competencies. It places a greater emphasis on the capacity to perform rather than the ability to display knowledge." Teaching is a difficult task. To complete the pre-active to post-active phase, the teacher must engage in far too many activities. A competency is defined as the ability to perform any task flawlessly. As a result, teaching Competencies can be defined as the ability to perform flawlessly the work of teaching from the pre-active to the post-active stages. Planning, presentation, management, and evaluation are the four primary parts of the teaching process.

"A quality school education can be described as one that allows kids to learn what they might or should study in school." It enables people to become more aware of their hidden talents and abilities. They should be aware of themselves and how to work on them in their own and society's best interests. What pupils learn in school is influenced by a variety of circumstances. There is a function for the home in this. The function of society is significant. Several factors matter in a school. Above all, some teachers are held responsible in schools.

The quality of the teachers who educate the pupils is the most important aspect of any educational system. The quality of education is inversely proportional to the quality of the teachers. They require teachers who are both skilled and efficient. They must commit to high-quality school education." "Of all the factors that determine the quality of education and its contribution to national



development, the quality, competence, and character of teachers are without a doubt the most significant," according to the Education Commission (1964-66). Nothing is more vital than ensuring a steady supply of high-quality recruits for the teaching profession, giving them the finest possible professional preparation, and providing them with working conditions that allow them to be fully effective."

REVIEW OF RELATED LITERATURE

Thangarajan and Rao (2018) conducted a study on "A study on Interrelationship among Teaching Competency and Professional Development Of teacher educators In D.Ed Colleges". The investigator revealed that professional development of teacher educators showed no significant difference with teaching competency in the sub categories sex and teaching of pedagogy subject and it also reflected as an evidence for those having experience below 5 years showed significant difference with those having above 5 years' experience as teacher educators in D.Ed.

Barman and Paramanik (2019) conducted a study on teaching competencies and multi-skills enabling of trainee teachers. have pointed out that competence has several characteristics: (i) Competence can include one or multi-skills enabling one to maintain that competence; (ii) competence links three components of attitude, knowledge, and skill which are used to assess a particular act; (iii) Competence is visible; (iv) competence can be assessed. Nevertheless, teaching competency differs from teacher competence.

Schneider, Zhong and Yeung (2020) investigated a study on competency and challenge in professional development: teacher perceptions at completely different stages of career. A sample of 655 teachers from 250 primary schools within the state of Zurich, Switzerland, at totally different career stages (pre-service, beginning and older teachers), completed a survey measuring four professional necessities in competency and challenge dimensions. Structural equation modeling was used to assess the validity of the measures and teachers' sense of competency and perceived challenge were compared across different career stages. Beginning academics were found to be lower in their sense of competency altogether four necessities; however teachers' experiences of challenge varied at completely different career stages.

Kiymet selvi (2021) studied about "the general framework of teachers competencies". Teachers' competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching learning process in school is of great importance.

Shobha (2022) studied about a study on "Teaching Effectiveness and Teaching Competency among Secondary School Teachers". The Study made an attempt to know about the study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers. There is no significant difference between Teaching Effectiveness and Teaching Competence of government, aided and private Secondary School Teachers, There is a Moderate or substantial positive correlation relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

RESEARCH METHODOLOGY

OBJECTIVES OF THE STUDY

1. To find out the level of teaching competencies of the B.Ed Prospective Teachers and to classify them.
2. To find out the influence of the following variables on Teaching Competencies of the B.Ed Prospective Teachers:
 - 1) Gender
 - 2) Locality
 - 3) Stream of subject

**HYPOTHESIS OF THE STUDY**

1. **Hypothesis 1:** There would be no significant difference between Male and Female in-service teachers in their Teaching Competencies.
2. **Hypothesis 2:** There would be no significant difference between rural and urban in-service teachers in their Teaching Competencies.
3. **Hypothesis 7:** There would be no significant difference in the Teaching Competencies of in-service teachers with respective to the stream of subject.

DATA ANALYSIS

Objective -1: To find out the teaching competencies of the in-service teachers and to classify them.

Table-4.1 Teaching Competencies of in-service teachers

Whole sample	Mean	SD	% of mean	1/5 th of Mean
600	72.78	10.84	75.85	22.75

Interpretation

From the above table it can be inferred that the mean value of the whole sample is 77.78, the standard deviation is 10.84, the percentage of means is 75.85, and the 1/5th of the mean is 22.75. The results indicate that the sample of B.Ed Prospective teachers are exhibiting have above-average level in their teaching competencies.

Discussion

The above finding reveal that the B.Ed Prospective teachers posses above-average level in their teaching competencies. The above findings are in agreement with the findings by Shukla (2014) who examined “teaching competency, professional commitment and job satisfaction-a study of primary school teachers”, and found A very low positive correlation between teaching competency and job satisfaction and professional commitment and teaching competency.

Classification B.Ed Prospective teachers on the basis of Teaching Competencies

The complete sample was divided into three categories of Teaching Competencies of Prospective Teachers, as high ($\geq M + \sigma$) moderate (between $M - \sigma$ and $M + \sigma$), and low ($\leq M - \sigma$).

Table – 4.2 Classification of in-service teachers on the basis of Teaching Competencies

Classification	N	Percentage
Low ($\leq M - \sigma$)	81	13.5%
Average (between $M - \sigma$ and $M + \sigma$)	363	60.5%
High ($\geq M + \sigma$)	156	26%

Interpretation

The following aspects have been made from the above table; the total number of in-service teachers is 600. The low levels of in-service teachers are 81, and the percentage is 13.50%, Moderate Prospective Teachers is 363, the percentage is 60.50, and high-level in-service teachers is 156, percentage is 26. The result indicate that the majority of sample in-service teachers possess a Moderate to high level in their Teaching Competencies.

Discussion

The above finding is that the total sample of in-service teachers having a moderate to high level in their teaching competencies. Here is some important points to improve teaching competencies in in-service teachers that is i.e., Set and communicate learning goals/targets that students can understand and articulate for each lesson. Ensure assessment and feedback is provided promptly. Provide clear, timely, and observable feedback for students and families. Provide students with options to demonstrate their learning.

Hypothesis 1: There would be no significant difference between Male and Female in-service teachers in their Teaching Competencies.

**Table 4.3 Teaching Competencies – Gender wise analysis**

Gender	N	Mean	% of mean	SD	S.E.D	't' Value
Male	300	69.75	66.42	9.72	0.77	6.10*
Female	300	71.12	71.12	9.46		

** Significant at both levels

Table value for 't' is 1.96 at 0.05 level and 2.58 at 0.01 level.

Findings

From the above table the following findings have been made. The number of teachers is 600, and the Male in-service teachers are 300, and the female in-service teachers are 300. The mean value of the in-service teachers is 69.75, and the standard deviation of the Male in-service teachers is 9.72, the mean value of the female in-service teachers is 71.12, and the standard deviation is 9.46. The S.E.D value is 0.77, and the "t" value is 6.10, significant at the 0.05 level.

Interpretation

The obtained "t" value 6.10 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected for the variable "Gender". There is significant difference between Male and Female Prospective teachers in their Teaching Competencies. The mean of female Prospective teachers is more. It implies that Female Prospective teachers possess higher Teaching Competencies than male teachers.

Discussion

The statistical analysis reveals that the Female teachers are better in their Teaching Competencies. The above finding agreement with related study by Chahar, S.S. (2005) studied "The teaching competencies of student teachers in relation to certain non cognitive variables". The findings of the study were listed below. The mean General Teaching Competency scores of female student teachers is higher than that of the male student teachers. Augustine, Jose (2010) conducted a study on "teaching aptitude, teaching competence and academic achievement in educational psychology". No significant difference was found between male and female teachers in relation to their achievement in educational psychology. Prasad, K. (2007) studied about "The influence of competence of teachers on their English teaching ability." Significance difference was found between male and female teachers in respect to their teaching competence.

Hypothesis 2) There would be no significant difference between rural and urban B.Ed Prospective Teachers in their Teaching Competencies.

Table 4.4 Teaching Competencies – Locality wise analysis

Locality	N	Mean	% of mean	SD	S.E.D	't' Value
Rural	300	71.19	67.80	9.36	0.76	1.55 ^{NS}
Urban	300	69.96	66.62	9.47		

Not Significant at both levels

Table value for 1.96 at 0.05 level and 2.58 at 0.01 level.

Observation

From the above table (4.05), the following Findings have been made: The total number of student teachers is 600, the number of urban student teachers is 300, and the number of rural student teachers is 300. The mean of urban student teachers is 69.96, the mean of rural student teachers is 71.19, and standard deviation value in urban student teachers is 9.47, and the standard deviation value in rural students' is 9.36. The S.E.D value is 0.76. The t-value is 1.55, which is not significant in both areas.

Interpretation



The obtained "t" value 1.55 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted for the variable "locality". The result shows that there is no significant difference between rural and urban in-service teachers in their Teaching Competencies. Rural and urban in-service teachers are same in their Teaching Competencies.

Discussion

In this present research, the statistical analysis reveals that the result shows that the locality does not impact in their Teaching Competencies. Rural student teachers and urban student teachers are same in their Teaching Competencies. The above finding disagree with related study by Aggarwal, (2009) made an attempt to study "The successful and unsuccessful teacher trainees in respect of their teaching competency". The finding of the study stated that It is also examined that the rural and urban area teacher trainees also significantly differed in their level of teaching competency. Himabindu, Goteti. (2012) a study conducted on "Teacher efficacy in relation to teaching competency." Explored that the teaching competency aspect does not influenced in respect of variables, sex and age but influenced in respect of variables locality, experience, marital status and type of institution.

Hypothesis 7) There would be no significant difference between Mathematics Science and Arts groups of in-service teachers in their Teaching Competencies.

Table: 4.5 Teaching Competencies – Stream of Subject wise analysis

Stream of Subject	N	Mean	Df	SSM	SSW	'F' value
Mathematics	200	71.18	597	38457.79	9514.12	4.04*
Science	175	70.72				
Arts	225	70.76				

** Significant at 0.05 levels

Table value for 3.04 at 0.05 level and 6.69 0.01 level.

Observation

From the above table (4.10) the following Findings have been made. The total in service teachers is 600; the Mathematics in-service teachers are 200, and the Science in-service teachers are 175. And the Arts in-service teachers are 225. The Mathematics in-service teachers mean is 71.18, The Science in-service teachers mean is 70.72, The Arts in-service teachers mean is 70.76, the df value is 597, the SSM value is 38457.79, the SSW value is 9514.12, the 'F' value is 4.04 which is significant at 0.05 level.

Interpretation

The obtained "F" value 4.04 is greater than the table value of 3.06 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected for the variable "Stream of Subject". There is significant difference between Mathematics Science and Arts groups of in-service teachers in their Teaching Competencies. The result shows that Mathematics groups in-service teachers are better in their Teaching Competencies.

Discussion

The result shows that Mathematics groups in-service teachers are better in their Teaching Competencies. The above finding agreed with related study by Jarrar Ahmad and Mohd Ahmad Khan (2016) conducted a study on "A study of teaching competence of secondary school teachers in relation to their educational qualification, stream and type of school." It is also found that the science stream teachers are competent than art stream teachers. Sharma (2003) examined on "teaching aptitude of prospective teachers in relation to their general teaching competence and academic achievements". It was found that found that: it was observed that "female prospective belonged to



arts stream have significantly higher mean score than their counterpart male prospective of arts stream.

FINDINGS

1. The results indicate that the sample in-service teachers have above-average level in their Teaching Competencies.
2. The result indicates that the sample in-service teachers are classified as having a moderate level in their Teaching Competencies.
3. There is significant difference between Male and Female of the in-service teachers in their Teaching Competencies. Female teachers are better in their Teaching Competencies when compare with male teachers.
4. The result shows that there is no significant difference between rural and urban in-service teachers in their Teaching Competencies. Rural and urban student teachers are same in their Teaching Competencies.
5. The result shows that Mathematics groups teachers are better in their Teaching Competencies.
- 6.

CONCLUSION

According to the results, in-service teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Ideally, then, in-service teachers should demonstrate the following competencies Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to encourage positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure students' active and equitable engagement in productive tasks.

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