

A Comparative Study Of Government And Private Secondary School Teachers On Teaching Competency

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Abstract: The present study was designed to compare government and private secondary school teachers on their teaching competency. The sample for the present study consisted of 100 secondary school teachers (50 Govt. Secondary School Teachers and 50 Private Secondary School Teachers) selected randomly from the different schools of district Anantnag. The data for the present study was collected with the help of General Teaching Competency Scale by B.K Passi. The major findings of the study revealed that significant difference were found between the two groups on their teaching competency.

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Introduction

Teacher competency on the other hand is conceived of a matter of degree, some teachers are more competent than others. Teachers grow in competence with training and experience. Teacher's competency is defined in terms of repertoire, how competent a teacher is depends upon the repertoire of competencies he or she possesses: because of the arbitrariness of the level of which individual competencies may be defined there is some flexibility in the way that a particular level of competencies may be specified.

To a layman, the obvious way to evaluate a teacher is that teacher competency should be assessed on the basis of pupils learning, which makes sense only when we regard the work of the teacher as sub-professional. Various educationists have given different opinions regarding the teaching effectiveness and teaching efficiency which include the various teaching competencies of the teacher. The broader domains of teaching competency of teachers depends upon. Set induction preparing students for a lesson by clarifying its goals relating to student's prior knowledge and skills through analogies demonstrations and posing stimulating problems. Similarly motivational skills, including reinforcing student's behaviour, varying the stimulus, displaying warmth, enthusiasm and recognizing student's need's. Simultaneously, presentation and communication skills, including explaining, dramatizing, reading, using audio-visual aids closure using silence encouraging student's feedback clarity, expressiveness pacing and planned repetition. More ever questioning, convergent and divergent questions, stimulating student initiative and skills of small group works developing independent learning, counselling encouraging, cooperative activity and mutual

interaction of students. Similarly, to developing students thinking such as fostering, inquiry-learning, guiding-discovery, concept formation, using simulation, role playing and gaming, to stimulate through developing student problem-solving skills encouraging student to evaluate and make judgments and developing critical thinking.

Different teachers possess different personalities. The teacher should possess a balanced personality. Then he/she should integrate the skills of teaching with his/her life style. The teacher is an ideal or role model for the students, particularly at the secondary stage; students make their teacher whom they like, their hero. They begin to worship their ideal man or woman and try to model himself on him or her. Thus it is very much important for the teacher to have a balanced personality, so that integrated and balanced development of students will take place. There is close relationship between adjustment of a teacher and the competency of his teaching.

The secondary education commission (1952-53) has rightly observed that in order to improve the quality and standards of education. It is necessary that there should be a worthy medium of the balanced development of students personality. Further commission stands that we are however convinced that the most important Factors in the contemplated educational reconstruction is the teacher his personal qualities his educational qualification his professional training and the place that he occupied in the school as well as community. The reputation of the school and its influence on the life of the community invariability depend on the kind of teacher working in it. Priority of consideration must therefore be given to the various problems connected with the improvement. A nation's well being depends upon its teachers well being. Our millions of teachers are the custodian of our future. It

is well versed that the future of our nation is being shaped by our teachers in the class room .The success of any educational programme mainly depends upon the quality of teachers.

Objectives

The following objectives have been formulated for the present investigation.

1. To study the teaching competences of Private and Government Secondary School Teachers.
2. To compare Private and Govt. Secondary School Teachers on Teaching Competences.

Hypotheses

1. There is no significant difference between private and government secondary school teachers on their teaching competency.

Sample

The sample for the present study consisted of 100 secondary school teachers (50 Govt. Secondary School Teachers and 50 Private Secondary School Teachers) selected randomly from the different schools of district Anantnag.

Tools Used

The data for the present study was collected with the help of General Teaching Competency Scale by B.K Passi.

Analysis And Interpretation

Table 4.1: Showing mean comparison of Private and Government secondary schools teachers on their teaching competency.

Group	Mean	S.D	N	t-value	Level of significance
Private	79.6	31.4	100	3.75	Significant at 0.01
Govt.	64.5	25.5	100		

The above table 4.0 shows that the two groups Private and Government secondary school teachers differ significantly on teaching competency at 0.01 level of significance. The mean score of two groups differ significantly. Both the groups Private and Govt. secondary school teachers have not similar level of teaching competency. The Private secondary school teachers showed good teaching competency than Govt. secondary school teachers.

Discussion

The Private and Govt. secondary school teachers were compared on their teaching competency. Both the groups viz. Private and Govt. showed significant difference on their teaching competency. It reveals that Govt. secondary school teachers are more competent than Private secondary school teachers. The results are in line with the investigation carried out by Prakasham (1988), Uperti, D. C. (1988) their findings are supported that Govt. teachers are more competent

than Private teachers. In view of the above discussed results the 1st hypotheses which reads, "there is significant difference between Private and Govt. Secondary school teachers on their teaching competency", stands accepted.

Conclusions

On the basis of analysis, interpretation and discussion of the results presented in the forgoing chapter, certain meaningful conclusions have been drawn and these have been reported as under:

There is significant difference between Private and Govt. Secondary school teachers on their teaching competency.

Suggestions

The findings of the present study reveal that there are certain factors which can be improved so as to develop teaching competency and personality adjustment of secondary school teachers.

1. At the time of appointment the teachers who possess good competency and better adjustment towards teaching profession should be appointed. So that students may not suffer in their respective schools.
2. In service teacher training programmes and refresher courses should be arranged to develop good teaching competency.
3. The government should provide more incentives to low competent secondary school teachers so that they could enhance their level of competency up to the desired level.

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