

## Teacher Effectiveness and Teaching Competency among High School Teachers of Medak District in Telangana State, India

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### 1. Introduction

**E**ducation is concerned with all round development of child's physical, social, emotional, intellectual and spiritual aspects etc. So, teachers have a major role in the educational development of children in present day society. An effective teacher may be understood as one who helps in a development of basic skills, understanding proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead should best academic performance and optional all-round development of the students.

The term 'Teacher Effectiveness' is used broadly to mean the collection of characteristics, competencies, and behaviours of teacher at all educational levels that enable students to reach designed outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaborate and become effective citizens. .

Teacher education is intended to prepare effective teachers, it is during this period, the transformation of the undivided to a committed and competent teaching professional equipped with all necessary skills and professional readiness to carry out their duties effectively and successfully take place. Should be competent is not the awareness, the attainment, or even the knowledge of the various attributes with the document, although all of these play a part.

There were no studies on these aspects at Secondary school in Medak District. It is also found that no study is conducted on: 1) Teacher's competence, 2) Teacher Effectiveness and influence

of some variables on them.

At this juncture the researcher asks the following questions:

1. What would be the teacher effectiveness of high school teacher?
2. What would be the teaching competency of high school teachers?
3. What would be the influence of variables on the teacher effectiveness of high school teacher?
4. What would be the influence of teaching competency of high school teachers?

In order to answer the above question, the researcher has titled her study as

### 2. Title of the Study

*"Teacher Effectiveness and Teaching Competency among High School Teachers"*

### 3. Objectives of the Study

The following objectives are delineated on the basis of the statement of problem of the study:

1. To find out the teacher effectiveness of High school teachers.
2. To find out the teacher effectiveness of High school teachers with respect to the following areas: 1) Personal Aspects, 2) Professional Aspects, 3) Strategies of Teaching Aspects, 4) Intellectual Aspects, 5) Social Aspects.
3. To find out the significant differences in the teacher effectiveness of High school teachers with respect to the variables viz.,
  - a) Gender,
  - b) Locality,
  - c) Type of Institution,
  - d) Medium of Instruction,
  - e) Educational Qualifications,
  - f) Teaching Experience.

#### 4. Operational Definitions of the Key Terms

**Teacher Effectiveness:** Teacher effectiveness is a broad concept and it covers and scholars have given various opinions. Hence it is difficult to accept one acceptable definition of “effective teacher”.

**Teaching Competency:** Teaching competency is “the potential to make educative process effective with expertise and thoroughness of content, which was fabricated nicely with pedagogy of teaching with clear exposition, precise skill, abundant knowledge and creative mind to make the work style outstanding.

**Secondary Schools:** It refers Secondary schools only.

#### 5. Limitations of the Study

1. The study is limited to teacher effectiveness and teaching competency of high school teachers only.
2. The study is limited to teachers in Medak district only.
3. The study is limited to 1200 teachers only.

**6. Hypotheses of the Study:** The null-hypotheses were formulated by the researcher.

**7. Review of Related Studies:** Related studies have been taken from the year 1971 to 2015.

**8.0 Methodology:** The study followed the design of the *Descriptive Survey Method* in order to find out the teacher effectiveness and teaching competency of high school teachers.

#### 8.1 Sample and Sampling

A sample is a small representation proportion of a population selected for observation and analysis. For the present study, *simple random sampling technique* was adopted. In the present study, the sample was selected in the three phases.

1. Selection of the district
2. Selection of schools (Government & Private)

**Table 1**

| District | Secondary Schools |
|----------|-------------------|
| Medak    | 200               |
| Total    | 200               |

**Selection of Schools:** Random Sampling Technique was used to select schools for the study, the

geographical jurisdiction of Medak District has 46 Mandals, of which 23 Mandals are taken. Of these 23 Mandals 3 are urban and 20 are rural. There are 148 schools in these urban mandals, of these 74 schools are taken of these schools selected in urban mandals 55 government schools and 19 private schools were selected at random.

The secondary schools were selected from two types of management i.e., Government, and Private Schools, as shown below:

**Table 2: Distribution of Schools Locality wise**

| Management Area | Government | Private | Total |
|-----------------|------------|---------|-------|
| Urban           | 55         | 19      | 74    |
| Rural           | 249        | 45      | 294   |
| Total           | 304        | 64      | 368   |

**Selection of Teachers:** After selection of the schools, teachers were selected. From each school 10 teachers like mathematics, physical science, biological science, social studies and language formed the sample. From 200 secondary schools, 1200 teachers constituted the sample of teachers and also taken urban Mandals namely Medak, Ramachandrapuram and Patancheru. The variable wise strata are presented in the following table 3.

| S. No. | Variable                  | Classification | Sample | Total |
|--------|---------------------------|----------------|--------|-------|
| 1.     | Age                       | Below 35 years | 600    | 1200  |
|        |                           | Above 35 years | 600    |       |
| 2      | Gender                    | Male           | 616    | 1200  |
|        |                           | Female         | 584    |       |
| 3      | Medium                    | Telugu         | 600    | 1200  |
|        |                           | English        | 600    |       |
| 4      | Locality                  | Rural          | 576    | 1200  |
|        |                           | Urban          | 624    |       |
| 5      | Type-of Management        | Government     | 560    | 1200  |
|        |                           | Private        | 640    |       |
| 6      | Educational Qualification | Graduate       | 600    | 1200  |
|        |                           | Post-graduate  | 600    |       |
| 7      | Teaching Experience       | No             | 592    | 1200  |
|        |                           | Yes            | 608    |       |

## 8.2 Study Tool:

Standardised scales have been taken for the present research study namely one is *Savan's professional competency scale* and another *Jayaraman's teacher effectiveness scale* in order to measure and assess competency and teacher effectiveness respectively.

**Jayaram's Teacher Effectiveness Scale** consists of 60 items and **Savan's Professional Competency Scale** consists of 35 items against each item in the two scales there are five alternatives namely: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The weightages to the alternatives are 2, 1, 0, -1, -2. The appropriate statistical techniques were employed.

## 9.0 Findings of the Study:

After the objective wise analysis, the following findings are drawn:

1. The mean level of teacher effectiveness is average. The SD value is greater than 1/5th of the mean, hence the distribution is heterogeneous.
2. The mean level of teacher effectiveness with respect to social aspect is highest and that with respect to professional aspect is lowest and that of strategies of teaching aspect, intellectual aspects and personal aspect are next in order.
3. There is no significant difference in the teacher effectiveness of high school teachers with respect to gender. As per mean values the mean level of the teacher effectiveness of male teachers is less than their counter parts.
4. There is significant difference in the teacher effectiveness of high school teachers with respect to place of residence. As per mean values the mean level of teacher effectiveness of urban teachers is less than their counterparts.
5. There is no significant difference in the teacher effectiveness of high school teachers with respect to the type of a management. As per mean values the mean level of teacher effectiveness of private school teachers is less than their counterparts.
6. There is no significant difference in the teacher effectiveness of high school teachers with

respect to medium of instruction. As per mean values the mean level of teacher effectiveness of English medium teachers is less than their counterparts.

## 10. Educational Implications:

The main problem in our education system starts with teaching and ends with teaching/learning/evaluating (pedagogy/assessment). Teaching proficiency of any individual is educational success in any field. As teachers play an important role in the implementation of any educational activity, teacher should also be given exposure of such life experiences so that their perception gets improved.

The findings of the study provide information to teachers, administrators and policy makers of educational policies, organizes educationists and finally the government regarding the effectiveness and competency of teachers so as to provide the following educational implications and suggestions that could be given to them.

- ❖ Provision of in-service and pre-service programs to enhance their skills.
- ❖ Improve the quality of teacher's up gradation.
- ❖ Develop quality assurance framework and strategies for teachers.
- ❖ Cordial relationship among teachers should be provided.
- ❖ Maintain good relationships and participation with government, private agencies/organizations involved in teacher's quality.
- ❖ Institutional capacity and human excellence to develop and produce quality in teaching profession.
- ❖ Provision of ICT in enhancing teacher effectiveness and competency.

## 11.0 Suggestions for Administrators and Teachers

As the researcher mentioned that the teachers are the stake holders and pillars of the quality education system. The following suggestions are given.

### 11.1 Suggestions for Administrators

1. Teachers should be made aware of the requirements of the system, its importance and



how to implement in an appropriate way.

2. More workshops, orientation programs at state level..... enhance teacher effectiveness and teaching competency.
3. Continuous reflections should be provided to the teachers.

### 11.2 Suggestions for Teachers

The following suggestions are recommended:

1. Teachers should have to develop their effectiveness and competencies through orientation programs which helps them and stimulates them for action which is essential for successful implementation of teacher effectiveness and teaching competencies.
2. Relevant and suitable methods, techniques and approaches to be implemented for the quality of education.

### 12. Conclusion:

With various issues, there is inequality of the heads to inertia. Until and unless, this inertia is prevented, the system of teacher education cannot be saved from deterioration. Thus, teacher effectiveness and competency require planning, execution and implementation as this system has to be operated in a challenging and difficult environment of openness.

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