

## **“Teaching Competency Of Secondary School Teachers In Relation To Their Teaching Aptitude.”**

**Jai Krishan<sup>1\*</sup>, Dr. Rosy S. Fernandes<sup>2</sup>**

<sup>1\*</sup>Research Scholar, Guru Kashi University, Punjab.

<sup>2</sup>Assistant Professor, Guru Kashi University, Punjab

### **Abstract**

Teaching is a noble and challenging profession, and teachers with sound professional teaching attitudes can fulfil the heavy responsibilities of nation-building as they are adequately prepared for their tasks. The teachers who help their students in all possible ways and are fully dedicated to their profession have a good attitude towards teaching. They should have an interest in this noble profession and have a favorable attitude towards teaching. The present study attempts to investigate the teaching competency of secondary school teachers in relation to their teaching aptitude. Utilizing a quantitative, descriptive survey design, 200 secondary school teachers from Yamuna Nagar, Haryana, were randomly selected. Data were gathered using the “Teaching Competency Assessment Battery” by Dr. Jasmine Kamala Sunira J. (2012) and a Teaching Aptitude Scale, with statistical analysis involving mean, standard deviation, t-test, and correlation. The findings reveal urban teachers exhibit higher competency than rural teachers, and government school teachers outperform private school teachers. Additionally, a significant positive correlation ( $r = 0.73$ ) was found between teaching competency and teaching aptitude, indicating that greater teaching aptitude is associated with higher teaching competency. The study highlights the need for targeted interventions to improve rural teachers’ competency by addressing resource and training disparities, emphasizing continuous professional development to enhance teaching effectiveness, and recommending further research and efforts in teacher training to improve teaching aptitude and competency.

**Key Words:** Teaching Competency, Teaching Aptitude, Teaching Profession

### **Introduction**

The quality of education is determined by the quality of the teacher, and the primary function of a teacher is to create a learning environment in which the learners are motivated to learn. Teaching is an art, and the quality of teaching depends on the love, dedication, and devotion of the teacher towards students and their knowledge of the subject. An effective teacher can create an environment that is quite appropriate for teaching and learning. On the contrary, an ineffective teacher just fails to provide the student with a proper joyful learning environment. Thus, the role of the teacher in society is very important for the proper development of the society. Teaching strategies and methods are changing rapidly in present era due to advances in information technology. Thus, teachers’ expectations have risen (Tural and Kabadayi, 2014; Chapman and Mahlck, 1997) and Nye, Konstantopoulos, and Hedges (2004) highlighted a positive relationship between teacher’s quality and student attainment. If teachers acquire professional competencies and teaching aptitude in their work and if they are enabled and empowered to perform multiple tasks, the result would be a high quality of teaching that will eventually lead to nation all-round development because the development of teaching competence is dependent on the teacher’s aptitude.

### **Teaching Competence**

Teaching competence is related to the proficiency of teaching and therefore to the duties of the teacher in the classroom. Teachers’ competences involve the diverse roles of teachers at different levels of personal, school, local community, and professional networks, covering the entire spectrum of their profession (Hagger & McIntyre, 2006). The National Education Policy 1968 stated, “Of all the factors that determine the education quality and its role to the development of the country, the teacher is unquestionably of the highest importance. The success of all educational ventures must eventually depend on his personal characteristics and character, his educational qualifications and professional competence.” Niemi and Sihvonen (2006) argued that “The social and economic well-being of a society is definitely dependent on the qualitative educational outcomes, and this is related to teacher competence”. European Commission (2013) states that teaching competencies are focused roles and tasks a teacher realizes in the classroom where professional knowledge and skills are used and demonstrated. Those competencies that require teachers are closely linked to the goals of education, teaching and learning and helping to effectively achieve the stated goals and desirable outcomes, and effective teaching, teaching and learning resources and efforts.

## Teaching Aptitude

Aptitude is next to intelligence and considered to be another important feature of an individual, which can predict the future success or failure of an individual in an occupation or areas of occupations. Teaching aptitude means the ability to master a given training in teacher education. It refers to the ability to master teaching through formal and informal training. Teaching aptitude is appropriate for the person who is able to teach the sum total of all the skills and capacities needed for effective teaching. Teaching aptitude is an essential part of every profession. Without a large amount of appropriate teaching aptitude, any teacher will not be able to do his or her work properly identifying the appropriate teaching role of the teaching profession. In this context Prof. Lyn Corno of Teachers College, Columbia University says, "Teaching aptitude is a complex capability; it includes such assets as "alertness", "witness", a propensity to check sudden understanding continuously in a variety of ways and hesitant attitude about using any one approach with all students".

## Review of Related Literature

Kaur (2014) described teaching aptitude as a specific ability or special potential that is different from a person's general intellectual ability, which gives him or her potential success in a particular field after receiving appropriate opportunities for learning or training. Dave and Rawal (2015) define teaching aptitude as a set of characteristics or conditions that refer to not only the subject but also the ability to understand the purpose and processes of education. Liakopoulou (2011) found that special skills, pedagogical knowledge, and content knowledge of teachers play a significant role in the enhancement of teaching competence. Mustafa (2013), in his study, found that there are significant differences between more experienced and less experienced teachers regarding the level of professional competence. Rana and Shivani (2019) revealed that art teachers and less experienced teachers were found to have better teaching competence than more experienced teachers. Bhattacharjee and Carri (2020) found that there is no significant difference in teaching competence between rural and urban secondary school teachers in relation to locale. Ravikant (2011) examined the responsibility feeling and teaching aptitude of Secondary School teachers in reference to their gender and Locale and concluded that gender and locale have no significant effect on responsibility feeling and teaching aptitude. Sono and Tyagi (2019) revealed that there is no significant difference in the teaching aptitude of rural and urban teachers. Mohan and Narayanaswamy (2018) conjointly showed that there was no significant distinction in the Teaching competence of secondary school male and female teachers. Rana and Shivani (2019) found no significant differences between the teaching competencies of male and female teachers. However, significant differences exist among secondary school teachers' teaching competence on their school location, school type, subject background, qualifications, and all teaching skills

## Objective of the Study

- To study and compare Teaching competency of rural and urban secondary school teachers.
- To study and compare the Teaching competency of Government and private secondary school teachers.
- To study the relationship between Teaching Competency and Teaching Aptitude of secondary school teachers.

## Hypothesis of the Study

**H0<sub>1</sub>:** There is no significant difference between the teaching competency of rural and urban secondary school teachers.

**H0<sub>2</sub>:** There is no significant difference between the teaching competency of Government and private secondary school teachers.

**H0<sub>3</sub>:** There is no significant relationship between Teaching Competency and Teaching Aptitude of secondary school teachers.

## Methodology of the study

This is a quantitative study that explores the teaching competency of secondary school teachers. After understanding the background of the problem and also what the researcher felt needed to be studied on the problem, the researcher found the descriptive survey form of research beneficial to find out what is being questioned. Hence, the researcher has chosen to adopt the descriptive form of research.

## Sample of the study

Keeping in view the study, all the secondary school teachers of district Yamuna Nagar of Haryana state have been selected as the study population. The present study sample consisted of 200 secondary school teachers. The random sampling technique was applied to choose the sample.

### Tools used for the study

The “Teaching Competency Assessment Battery” by Dr Jasmine Kamala Sunira J. (2012) and the Teaching Aptitude Scale were used for the present study to assess the teaching competency and aptitude of secondary school teachers.

### Statistical Techniques Used

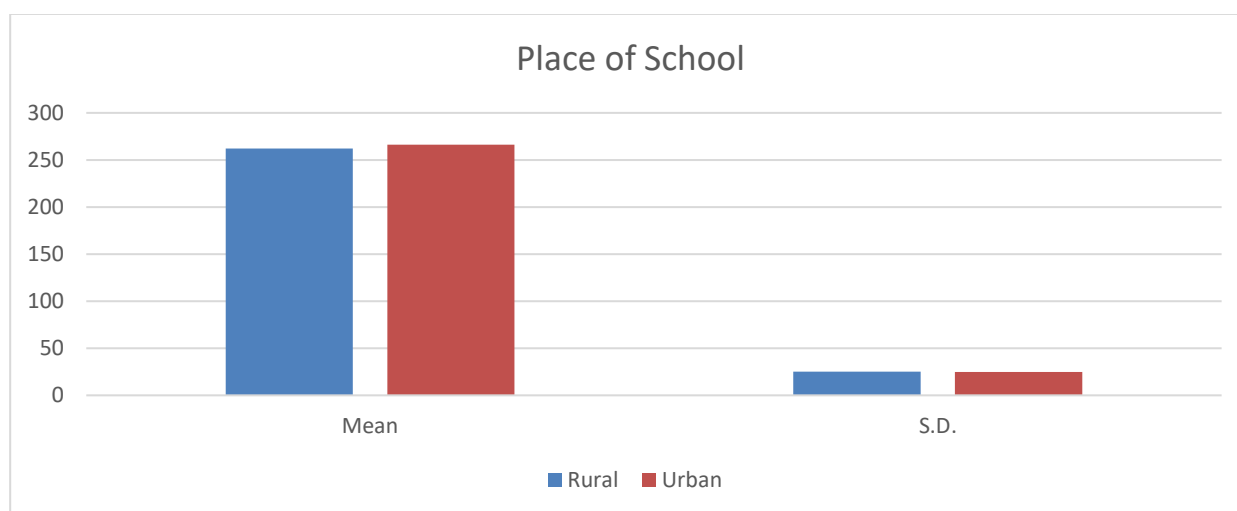
The statistical techniques employed in the present study were mean, Standard Deviation and ‘t’ test to assess the significance of differences between two groups and correlation to assess the relationship between Teaching Competency and Teaching Aptitude of secondary school teachers.

### Analysis and interpretation of data

**H0<sub>1</sub>:** There is no significant difference between the teaching competency of Rural and Urban secondary school teachers

**Table 1.1:** Difference between Teaching Competency of Rural and Urban secondary school Teachers

Place of School	N	Mean	S.D.	t-Value	Result
Rural	100	262.02	25.03	2.72	Significant at 0.05 level
Urban	100	266.25	24.97		



**Figure 1.1:** Mean and S.D. of Rural and Urban Secondary School Teachers regarding Teaching Competency

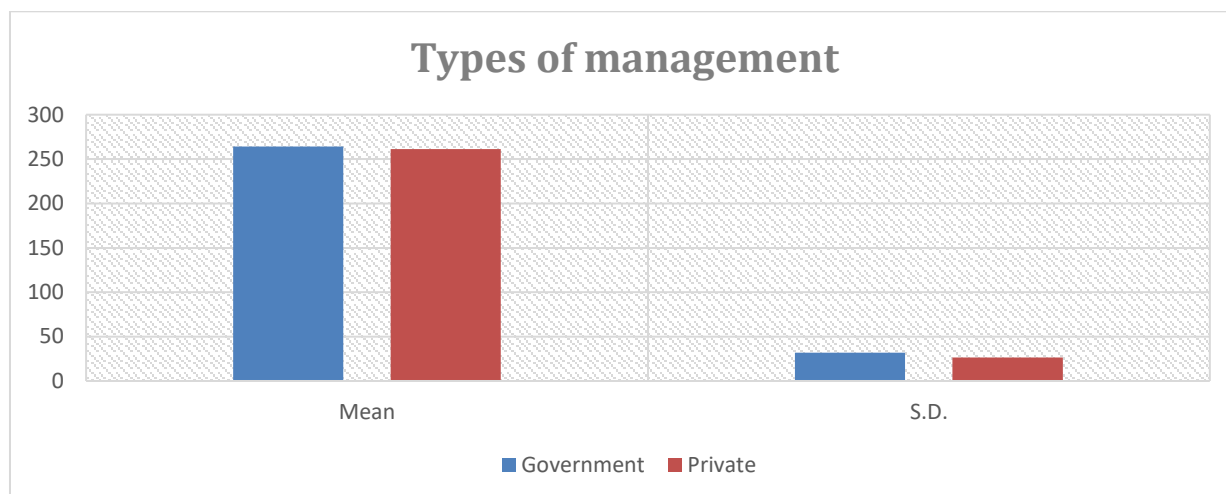
According to table 1.1 and figure 1.1, the mean scores of rural and urban secondary school teachers on the measures of teaching competency are 262.02 and 266.25 respectively and S.D.s are 25.03 and 24.97 respectively. Further, the calculated t-value is 2.72 which is greater than the table value at 0.05 level of significance. Hence, the hypothesis, "There is no significant difference between teaching competence of rural and urban secondary school teachers" is rejected.

It may be concluded that there is a significant difference between the teaching competencies of rural and urban secondary school teachers. It indicates that urban secondary school teachers are more competent than rural secondary school teachers.

**H0<sub>2</sub>:** There is no significant difference between teaching competency of Government and Private secondary school teachers

**Table No. 1.2:** Difference between Teaching Competency of Government and Private Secondary School Teachers

Types of management	N	Mean	S.D.	T Value	Result
Government	100	264.11	31.89	2.21	Significant at 0.05 level
Private	100	261.40	26.32		



**Figure 1.1:** Mean and S.D. of Government and Private Secondary School Teachers regarding Teaching Competency

According to table 1.2 and figure 1.2, the mean scores of governments and private secondary school teachers on the measures of teaching competency are 264.11 and 261.40 respectively and S.D.s are 31.89 and 26.32 respectively. Further, the calculated t-value is 2.21 which is greater than the table value at 0.05 level of significance. Hence, the hypothesis, "There is no significant difference between teaching competence of government and private secondary school teachers" is rejected.

It may be concluded that there is a significant difference between the teaching competencies of government and private secondary school teachers. It indicates that government secondary school teachers are more competent than private secondary school teachers.

**H0<sub>3</sub>:** There is no significant relationship between Teaching Competency and Teaching Aptitude of Secondary School Teachers.

**Table No. 1.3:** Relationship between Teaching Competency and Teaching Aptitude of Secondary School Teachers.

Types of Variables	N	r-value	Result
Teaching Competency	200	0.73	Significant at 0.05 level
Teaching Aptitude	200		

According to Table No. 1.3, the calculated r value is .073, which is greater than the table value at 0.05 level of significance. Hence, the hypothesis, "There is no significant relationship between teaching competency and teaching aptitude of secondary school teachers", is rejected. Further, from the above table, we can see a positive correlation between teaching competency and teaching aptitude of secondary school teachers. It can thus be concluded that there is a significant relationship between teaching aptitude and teaching competency of secondary school teachers.

### Result of the study

- There is a significant difference between rural and urban school teachers in terms of their teaching competency. Moreover, the Urban School teachers (Mean = 266.25) are found to be better than their Rural School teachers' counterparts (262.02) in their Teaching Competency.
- There is a significant difference between the Government and Private School teachers regarding their Teaching competency. Moreover, Government school teachers (Mean = 264.11) are found to be better than Private school teachers respectively (Mean = 261.40) in their Teaching Competency.
- There is a significant relationship between Teaching aptitude and Teaching competency of secondary school teachers.

### Educational implications of the study

Teaching Profession is a noble profession among all professions. Teachers are like guides, philosophers, and sculptors; above all, they are like beacons to show the correct path to the students. So, a teacher should be highly competent in imparting knowledge and values to the students. If the teacher is talented and has good teaching competency in delivering knowledge, skills, and values, then the students will be highly talented and gain knowledge.

- These results indicate that there is a need for special intervention programmes in rural areas in order to bridge the gap between the teaching competencies of rural and urban secondary school teachers so that rural secondary school teachers

can be brought up to the same level of competency as those teaching in urban settings This need is further reinforced by the fact that rural secondary school teachers often lack resources, training and support when compared to their urban counterparts Therefore, investing in programmes that provide training and support for rural secondary school teachers is essential for bridging the gap between rural and urban teaching competencies.

- This study signifies the importance of teachers' competency. Teachers are the main source of joy for the students. This study reveals that the majority of the teachers have a moderate level of teaching competency. The management should provide opportunities to enhance the Teaching competency of the teachers to the maximum level. The knowledge of the essential qualities of a teacher and the practical experience in teaching served a fruitful result. So, the teaching competency of a teacher is of utmost necessity and is practicable in educational institutions. In the teaching profession, collaboration is very important as all subjects are interlinked. Therefore, teachers need to possess interpersonal as well as intrapersonal skills.
- Teaching aptitude is an important component of the teaching profession, and all teachers should possess a positive aptitude for teaching. Only then they will be able to give their best in teaching. Teaching competency is related to teaching aptitude, as the study concluded, so there is a need for further research work in this area. Teachers' teaching aptitude should be observed, and their competency level could be increased by knowing their teaching aptitude.

## Conclusion

Teaching competency and teaching aptitude play an important role in upgrading the level of teaching. It could be concluded from the study that teaching competency and teaching aptitude are interrelated, and teaching competency is influenced by teaching aptitude. The teaching competency of rural teachers is less as compared to urban teachers, although government school teachers are more competent than private school teachers. So, it can be easily concluded that the environment of schools and facilities has an indirect influence on teaching efficiency. Teaching aptitude should be given prime importance when selecting teachers as the competence level of teachers depends upon the aptitude of the teacher for teaching.

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