

PROFESSIONAL COMPETENCY OF SENIOR SECONDARY SCHOOL MALE AND FEMALE TEACHERS IN MADURAI DISTRICT

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Abstract

This study investigates teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of their professional competence. Specifically, it examines how these aspects impact instruction and, in turn, student outcomes. In contrast, teachers' general academic ability did not affect their instruction. The multidimensional model of teachers' professional competence introduced in this article seems suited to stimulate further research on the personal indicators of teacher quality.

Introduction

Teaching profession requires specific knowledge and skills (Abdul Razaq et al., 2013). Therefore, teacher education curriculum is designed to ensure that teachers should be competent in content knowledge and pedagogical skills. Teaching profession is a professional designation which requires resilience, competitiveness and good leadership skills. These come from individual talent and abilities. Good teachers are those who are expert in teaching subject content and able to manage personnel, teaching aids and classroom effectively. Teachers who have undergone training should possess the competencies based on the theoretical knowledge, practical training and soft skills. The teaching implementation depends on the involvement and versatility of teachers in establishing an interesting and effective learning environment.

Need and Significance of the Study

Education is the key which helps to eradicate all kinds of social evils. Secondary education is the gate way of higher secondary education. In this stage the students take decision for their further studies. The teachers handling these adolescent students were facing various problems. To make secondary education more perfect there is requirement for professional competency among the teachers. This is possible if the teachers were in stress free environment. Professionally competent teacher is an asset of an educational institution because they are in charge of the future of the nation. Provision of facilitating working conditions for teachers will help in the enhancement of their professional competency.

Objectives of the Study

The objectives of the study are:

- The level of professional competency among secondary level teachers

- To find out significant difference of Professional Competency of senior secondary school teachers in terms of gender,
- To find out significant difference of Professional Competency of senior secondary school teachers in terms of locality.
- To find out significant difference of Professional Competency of senior secondary school teachers in terms of location of school.

Hypothesis Formulated of the Study

- The level of professional competency among secondary level teachers
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender,
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality.
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of location of school.

Method Adopted for the Study

The researcher has adopted *Survey Method* of research to find out.

“Professional Competency Of Senior Secondary School Male And Female Teachers In Madurai District”

Survey Method

The Survey method is the technique of gathering data by asking questions to people who are thought to have desired information. A formal list of questionnaire is questions on their demographic interest opinion. Survey research methods can be derived based on two critical factors: Survey research tool and time involved to conduct research. There are three main survey research methods, divided based on the medium of conducting survey research:

Samples for the Study

The investigator has selected from Madurai District by random sampling method is adopted. Among the 10 school teachers in Madurai district.

Tools Used for the Present Study

By keeping various objectives and purpose of the study in mind, Standardized tools by Dr Udayagiri Nageshwara Rao, (2015)

Hypothesis No: 1

The level of professional competency among secondary level teachers

Level of Professional Competency

S. No	Level of professional competency	No of Teachers
1	High	40
2	Low	50
3	Moderate	10
		100

It is evident from Table 4.1 that level of professional competency is 40 of teachers in high. The level of professional competency is 50 of teachers in low. The level of professional competency is 10 of teachers in moderate.

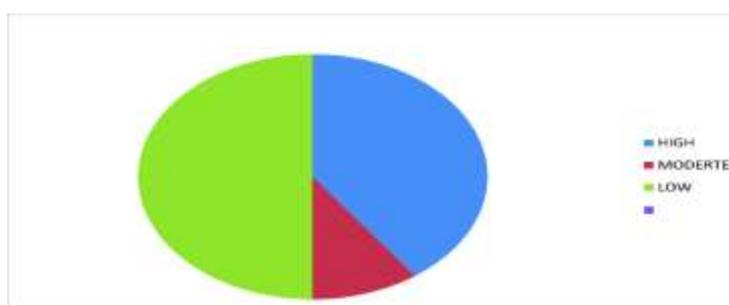


Figure Hows the Level of Professional Competence

Hypothesis No: 2

There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender,

Table Mean, S.D and 'T' Value for the Significant Difference

Professional	Competence Senior Secondary School in Gender					
	N	Mean	Standard Deviation	Calculated 't' value	Table value at 5% level	Remarks
Gender	125	75.31	11.325	0.55	1.96	Not significant
Male	75	76.11	6.532			
Female						

It is evident from table no 4.2 that the obtained 't' value is 0.55 which is less than the table value 1.96 at the 0.05 levels of significance. This shows that there is a not significant difference Professional Competency of senior secondary school teachers terms of gender.

Hence null hypothesis is accepted.

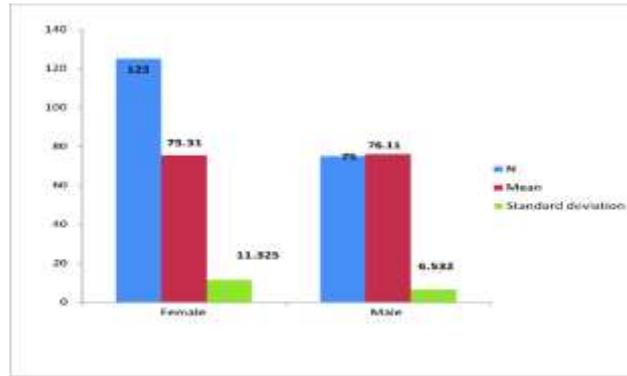


Figure Shows the Significant Difference Professional Competence Senior Secondary School Based on Gender

Hypothesis No: 3

- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality

Table Mean, S.D and 'T' Value for the Significant Difference Professional Competence Senior Secondary School in Locality

Locality	N	Mean	Standard deviation	Calculated 't' value	Table value at 5% level	Remarks
Rural	169	75.91	10.325	0.966	1.96	Not significant
Urban	31	74.00	6.011			

It is evident from table no 4.3 that the obtained 't' value is 0.966 which is less than the table value 1.96 at the 0.05 levels of significance. This shows that there is a not significant difference in Professional Competency of senior secondary school teachers terms of locality .

Hence null hypothesis is accepted.

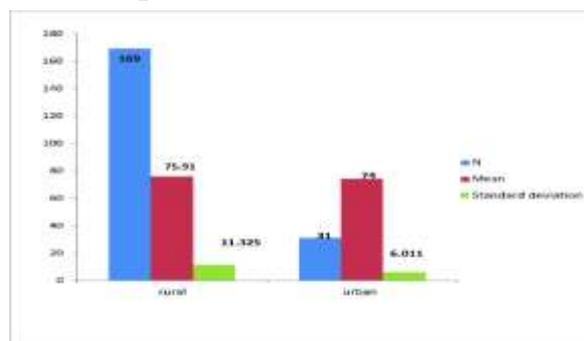


Figure Shows the Significant Difference Professional Competence Senior Secondary School in Based on Locality

Conclusions

This chapter enumerated the details about the analysis of the data in Madurai. The next chapter will describe the findings and conclusion of the study

Finding of the Study

The following hypotheses are proposed for testing in this study.

- The level of professional competency among secondary level teachers. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of gender. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of locality. **Hence hypothesis is accepted.**
- There is no significant difference of Professional Competency of senior secondary school teachers in terms of location of school. **Hence hypothesis is accepted.**

Educational Implications of the Study

- Findings of the study will be useful to the teachers for understanding their level of teaching competency and stress.
- Findings of the study will be useful for school management and government officials and to make their school environment good.
- This study may be helpful for academic agencies like NCERT, SCERT, DIET, RMSA and curriculum makers.

References

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