

# PROFESSIONAL COMPETENCY OF SECONDARY SCHOOL TEACHERS

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## Abstract:

Professional competency implies the use of communication, knowledge, and technical skills judiciously and effectively. This paper aims at Professional Competency of Secondary School Teachers. A simple random sample of 1000 secondary school teachers in Guntur district was selected. The researcher adopted Savan's Professional Competency Scale was constructed and standardized by Dr. Udayagiri Nageswararao (2010). Mean, SD and 't' value were calculated. The study revealed that there is no significant difference in the professional competency of male and female teachers. Also the study found that there is significant difference in the professional competency of rural and urban school teachers.

**Key Words :** Professional competency, secondary schools, Teachers, Technical Skills

## INTRODUCTION:

Professional competency implies the use of communication, knowledge, and technical skills judiciously and effectively. Professional competency is therefore a highly desirable quality of the teachers that is typically associated with high levels of professionalism and efficiency. Professional competence is the potential to enhance the educational process effectively, with expertise and thoroughness of content fabricated nicely with the teaching methodology with clear exposition, précised skill, abundant knowledge, and a creative mind to supplement teaching (Joseph, 2013). A professionally competent teacher might become a successful teacher when he imbibes passion, which is needed for his profession. According to Epstein and Hundert (2012), professional competence is the rational use of communication, knowledge, technical skills, emotions, values, and reflection in habitual practice for the sake of personality and community of people's well-being. In line with several studies (Goodman et al., 2008; Oser et al., 2006; Tannenbaum & Rosenfeld, 1994; Mahanta, 2012), professional competence can be successfully applied to the teaching profession. Further, the concept's multidimensionality allows for the integration of multiple empirical research findings regarding the essential qualities of teachers

## NEED OF THE STUDY:

Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as are adequately prepared and have a sound professional attitude and the teachers are expected to use the best practices and strategies to meet the challenging demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set of goals, love for the profession and obviously a favorable attitude towards the profession. In this context, attitude towards teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. A teacher is a well-informed person, because he is curious about many things and derives pleasure from his intellectual pursuits. The person who makes every effort to assist the student in learning, has the ability to build good human relationship, understanding and skill related to the process of interaction, those who help the student most, is said to have 'attitude towards teaching'. A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a 'favourable attitude towards teaching'. This attitude automatically enhance their competency. 'Competencies' this word is increasingly being used in education.

Professional competency in teaching profession is more important since the professionals involved in this are engaged in preparing future generations. A teacher should visualize the possible changes that may take place after twenty years or more, they should be in a position to fill the gap of at least one generation. This shows the imperativeness of the professional development of the personnel involved in teaching profession.

## REVIEW OF RELATED STUDIES:

**Bikram Tikader (2025)** overall professional competence scores showed no significant gender disparity, suggesting that training and experience play a more crucial role than gender. **Naguru Srinivas (2024)** found that there is no significant difference male and female teachers. **Dr. Malathesha P.V. , Bijayalaxmi. Jena (2024)** found that the mean and mean percentages are found to be 165.78 and 80.40% respectively on their total score **Rovinson D. Gaganao, Ma. Gracelda B. Odo(2024)** a significant relationship was found between academic performance and teaching proficiency.. **Jajal Ila Natavarlal (2023)** reveal a significant correlation ( $r = 0.48$ ,  $p < .01$ ) between teaching proficiency and ethical accountability. **Pachaiyappan (2022)** showed that male and female higher secondary teachers differed significantly in professional competency. **Lydia I. Eleje (2022)** found that the female secondary school teachers had more positive attitude towards the profession than the male secondary school teachers.

## Statement of the problem:

Professional competency in teaching profession is more important since the professionals involved in this are engaged in preparing future generations. A teacher should visualize the possible changes that may take place after 20 years or more, they should be in a position to fill the gap of at least one generation. This shows the imperativeness of the professional development of the personnel involved in teaching profession.

## Title of the Study:

Professional Competency of Secondary School Teachers

## Operational Definitions of Key terms:

**Professional Competencies:** This refers to the curriculum, communication, pedagogy, use of ICT, socio-cultural professional competencies of secondary school teachers.

**Secondary School Teachers:** A secondary teacher is a qualified education professional who works with middle school or high school students.

## Objectives of the Study:

1. To find out the Professional Competency of Secondary School Teachers and to classify them.
2. To find out the Professional Competency of Secondary School Teachers with respect to the following areas
  - a. Activity based teaching & hurdles
  - b. Child centred approach
  - c. Teaching learning material and their display
  - d. Evaluation techniques
  - e. Novel Strategies
3. To find out the influence of the following variables on Professional Competency of Secondary School Teachers
  - a. Gender : Male/ Female
  - b. Locality of School : Rural / Urban

## Hypotheses of the Study:

1. There would be no significant difference between male and female teachers in their Professional Competency .
2. There would be no significant difference between rural and urban school teachers in their Professional Competency

## Method of the Study:

The Normative Survey method was used for the present study.

## Variables:

Independent variables: Gender and Locality

Dependent variable : Professional Competency

### Population:

Research population refers to any collection of well specified group of human or nonhuman entities having similar traits. According to Cox and West (1986), Population refers to the total of items about which information is desired. All units in any field of inquiry constitute universe and all elementary units constitute population.

In Guntur District the strength of secondary school teachers is approximately 14,150 respectively in the academic year 2023-24. Out of these total teachers, the researcher selected only 1000.

### Sample and sampling Techniques:

For the present study the investigator selected a random sample 1000 secondary school teachers selected from the population of rural area of Guntur district.

### Scope and delimitations of the Study:

The study is confined to Secondary School Teachers related to Guntur district. And also the scope of the study is the variables Gender and Locality. .

The study is limited to

- a. 1000 Secondary school teachers only.
- b. The Study is limited to Guntur district only.

### Tools of the Research:

The researcher adopted Savan's Professional Competency Scale was constructed and standardized by Dr. Udayagiri Nageswararao (2010).

### Statistical techniques to be used:

Mean; SD; % of mean and 't' values were calculated

### ANALYSIS AND INTERPRETATION OF DATA:

Objective – 1: To find out the Professional Competency of Secondary School

**Table-1**

showing mean, % of mean, S.D of the Professional Competency of Secondary School Teachers

N	Mean	% of mean	S.D
1000	133.28	74.04	11.18

From the above table it is interpreted that the percentage of mean value of Professional Competency of Secondary School Teachers is 74.04 The researcher found above average Professional Competency among of Secondary School Teachers.

### Classification:

**Table 2.**

Classification of Secondary School Teachers on the basis of their Professional Competency

S.no	Level of Professional Competency	No of Teachers	Percentage
1.	Low ( $\leq M - \sigma$ )	174	17.40%
2.	Average (between $M - \sigma$ and $M + \sigma$ )	548	54.80%
3.	High ( $\geq M + \sigma$ )	278	27.80%

27.80% of secondary school teachers are having high level of Professional Competency. 54.80% of secondary school teachers are at an average level of Professional Competency and only 17.40% of secondary school teachers are having low level of Professional Competency

**Objective – 2: To find out the Professional Competency of Secondary School Teachers with respect to the following areas namely – (a) Activity based teaching & hurdles (b) Child centred approach (c) Teaching learning material and their display (d) Evaluation techniques and (e) Novel Strategies**

**Table 3. Areas of Professional Competency**

S.No	Subscale	Mean	S.D.	% of Mean	Order
1.	Activity based teaching & hurdles	26.47	2.17	75.62	II
2.	Child Centred approach:	37.52	2.14	83.38	I
3.	Teaching-learning material and their display	13.29	2.13	66.45	V
4.	Evaluation techniques	24.36	2.28	69.6	IV
5.	Novel strategies	31.64	2.46	70.31	III

The researcher observed that among the 5 areas taken, Child Centred approach occupied the first place and Activity based teaching & hurdles occupied second place and the Novel strategies occupied third place. The area Evaluation techniques occupies fourth place and Teaching-learning material and their display occupies last place.

**Hypothesis – 1: There would be no significant difference between male and female teachers in their Professional Competency**

**Table-4**

showing mean, S.D. and ‘t’ values of male and female teachers.

Gender	N	Mean	SD	SEd	‘t’ value
Male	400	133.12	11.08	0.71	1.29 <sup>NS</sup>
Female	600	132.20	11.13		

NS – Not significant at 0.05 level

- The calculated ‘t’ value 1.29 is less than the table value 1.96 at 0.05 level . There is no significant difference between the male and female teachers in their Professional Competency. Hence the hypothesis – I is accepted.

**Hypothesis – 2: There would be no significant difference between rural and urban school teachers in their Professional Competency**

**Table – 5**

showing mean, S.D. and ‘t’ values of Rural and Urban School teachers.

Locality of School	N	Mean	SD	SEd	‘t’ value
Rural	450	131.37	11.11	0.70	2.60**
Urban	550	133.19	11.12		

\*\* – Significant at 0.01 level

- The calculated ‘t’ value 2.60 is greater than the table value 2.58 at 0.01 level . This shows that there is a significant difference among teachers perceptions based on their locality towards Professional Competency at Secondary Level. Hence the hypothesis – 2 is rejected.

### Major Findings:

- Secondary School Teachers are found to have above average level in their Professional Competency upto 74.04%.
- 27.80% of secondary school teachers are having high level of Professional Competency. 54.80% of secondary school teachers are having average level of Professional Competency and only 17.40% of secondary school teachers are having low level of Professional Competency.
- The researcher observed that among the 5 areas taken, Child Centred approach occupied the first place and Activity based teaching & hurdles occupied second place and follow the Novel strategies occupied third place. The area Evaluation techniques occupies fourth place and Teaching-learning material and their display occupies last place.

- The variable gender did not significantly influence the professional Competency of secondary school teachers.
- Locality of the School has significant influence on the professional Competency of secondary school teachers. Urban teachers proved to have more competency.

#### **EDUCATIONAL IMPLICATIONS:**

1. Based on the findings, it is recommended that remedial classes on contents, pedagogies, and principles be provided especially for those respondents improve their teaching competency.
2. The study recommended developing a code of ethics approved by the Ministry of Education and adopted by teachers, preparing rehabilitation training programs for teachers, designing a website of educational supervision and ethics of teaching, creating an atmosphere of mutual relations among teachers, educational supervisors, and school leaders.

#### **CONCLUSION :**

The study found that majority i.e. 74% of the secondary school teachers are having above average level of Professional Competency. It is concluded that there is no significant difference in the variables Gender

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