



Teaching Competence among Secondary School Teachers in relation to Teaching Aptitude, Locale and Teaching Experience

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Abstract: This study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their teaching aptitude, locale and teaching experience. As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour. The present study was conducted on a sample of 700 regular in-service teachers from Government high schools and government senior secondary schools from seven districts of Punjab. The study used a self -developed standardized Teaching Competence Scale for teachers and teaching aptitude test battery (TATB) by Singh and Sharma (2009). Descriptive and inferential statistics were used to draw inferences on the hypotheses. The findings of the study revealed a significant relationship between teaching competence and teaching aptitude among secondary school teachers and locale has no significant effect on teaching competence but teaching experience has significant effect on teaching competence.

Keywords: Teaching Competence, Teaching Aptitude, Locale and Teaching Experience.

Article History

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Introduction

The quality of education be determined by the quality of the teacher. And the main function of a teacher is to create 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 the knowledge of the subject. An effective teacher can create such an environment. On the contrary, an ineffective teacher just fails to provide the student with a

proper climate of learning. Thus, the role of the teacher in society is vital for its improvement. Teaching strategies and methods are changing rapidly 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 accomplishment. 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 which will eventually lead to nation-building 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) argue 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. The term aptitude came to us from latin via French, and in various early writings from Roman Quintilian to the Frenchman Binet the notion of person- situation reciprocity and

adaption of aptitude for later accomplishment was clear (Snow, 1982). In origin, aptitude means apt, appropriate, suitable, so the definition of some particular aptitude has to be situation dependent. 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", "witnes", a propensity to check sudden understanding continuously in a variety of ways and hesitant attitude about using any one approach with all students".

Kaur (2014) describes 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.

Review of Literature

Liakopoulou (2011) in his study found that special skills, pedagogical and content knowledge of teachers plays a significant role in 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, less experienced teachers were found to have better teaching competence than more experienced teachers. Bhattacharjee and Carri (2020) who found that no significant difference exists in teaching competence between rural and urban secondary school teachers in relation to locale.

Ravikant (2011) who examined responsibility feeling and teaching aptitude of Secondary School teachers in reference to their gender and Locale and unconcealed that gender and locale has no significant effect on responsibility feeling and teaching aptitude. Sono and Tyagi (2019) revealed that there is no significant difference in teaching aptitude of rural and urban teachers.

Research Objectives

1. To find the relationship between teaching competence and teaching aptitude among secondary school teachers.
2. To find the difference between teaching competence of secondary school teachers with respect to their locale.
3. To find the difference between the teaching competence of secondary school teachers with respect to their teaching experience.

Hypotheses of the study

1. There exists no significant relationship between teaching competence and teaching aptitude among secondary school teachers.
2. The teaching competence of secondary school teachers differ significantly with respect to locale.
3. The teaching competence of secondary school teachers differ significantly with respect to teaching experience.

Methodology of the study

The present study is descriptive in nature and was conducted on a sample of 700 regular in-service teachers from Government high schools and government senior secondary schools from four districts (Ludhiana, Jalandhar, Hoshiarpur, Amritsar, Gurdaspur, Sangrur and Patiala) of Punjab. Multistage and proportionate sampling was used for a more comprehensive investigation. In the first stage, the First seven districts were selected on the basis of the highest number of government high and senior secondary schools in each district in ascending order. In the second stage, Blocks were selected randomly by lottery method from each district in a proportionate manner. In the third stage, clusters were selected from each block randomly in a proportionate manner. In the fourth stage, schools were selected from each cluster randomly in a

proportionate manner. In the fifth stage, teachers were selected from each school by consulting the Principal in a proportionate manner. In the sixth stage, scale on general teaching competence and teaching aptitude test battery (TATB) by Singh and Sharma (2009) was given to the teachers for the exploration of the study.

Statistical tools used

In the present study different tools were used to collect data. The researcher has constructed, developed, and standardized General Teaching Competence Scale for teachers and teaching aptitude test battery (TATB) by Singh and Sharma (2009) was used.

Statistical techniques used

- Descriptive statistical techniques were used such as mean, median, standard deviation, and t-test and one-way ANOVA.
- Product moment correlation worked out to study the relationship between teaching competence and teaching aptitude among secondary school teachers.

Results and Discussion

1. The relationship between teaching competence and teaching aptitude among Secondary School Teachers

To respond the first hypothesis posed in the study, product-moment correlation was run to investigate the relationship between teaching competence and teaching aptitude. As it is indicated in Table 1, there is a significant correlation between teaching competence and teaching aptitude ($r=.44$).

Table 1 Showing Coefficient of Correlation between Teaching Competence and Teaching Aptitude of Secondary school teachers (N=700)

Category	Variables	N	r	Sig./Not sig.
Total Sample	Teaching Competence and Teaching Aptitude	700	0.44	Sig. at .01
Rural		522	0.43	Sig. at .01
Urban		178	0.45	Sig. at .01

Experience 1-10 years		207	0.48	Sig. at .01
Experience 11-20 years		361	0.41	Sig. at .01
Experience 21-30 years		132	0.46	Sig. at .01

As a significant relationship was found between teaching competence and teaching aptitude of secondary school teachers irrespective of their locale and length of teaching experience, therefore hypothesis 1 stating, “There exists no significant relationship between teaching competence and teaching aptitude of secondary school teachers” stands rejected. The results are in line with (Augustine, 2010; Chandrajena, 2012 and Lakshmishanmugam, 2016) who revealed that there's significant relationship between teaching competency and teaching aptitude of teachers and teachers having higher level of differential aptitude showed greater teaching competency.

2. The difference between teaching competence of secondary school teachers with respect to locale.

In order to find if there exists any difference in teaching competence of rural and urban secondary school teachers, the test of significant difference between the means of the sample through ‘t’ test was calculated. The detail of the result had been presented in table 2.

Table-2. Significance of Difference between Mean Scores of teaching competence among Rural and Urban Secondary School Teachers (N=700)

Variable	Group	N	M	S.D	SEM	t-ratio	Remarks
Teaching Competence	Rural	522	143.97	15.44	0.68	1.37	Not significant
	Urban	178	145.83	16.01	1.20		

Table 2 reveals that the mean scores of rural and urban secondary school teachers on teaching competence are 143.97 and 145.83 respectively. The t-ratio is calculated as 1.37 with $d_f = 698$

which is not significant at .05 level. This reveals that no significant difference exists between rural and urban secondary school teachers on the variable of teaching competence. Therefore hypothesis 2 stating, ‘There exists significant difference in teaching competence of rural and urban secondary school teachers’ stands rejected. The result is in support with the findings of the studies by (Liakipoulou;2011 and Bhattacharjee and Carri, 2020) who found that no significant difference exists in teaching competence between rural and urban secondary school teachers in relation to locale.

3. The Difference Between Mean Score of teaching competence of secondary school teachers with respect to Teaching Experience

In order to find if there exists any difference in teaching competence of secondary school teachers with respect to their teaching experience, one-way ANOVA was employed on the scores of teaching competence as shown in table 3 and table 4.

Table 3 Showing Analysis of Variance on Scores of Secondary school teachers on the variable of Teaching Competence with respect to teaching experience (N=700)

Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Teaching Competence	Between Groups	4907.96	2	2453.98	10.36	.000**
	Within Groups	165156.76	697	236.95		
	Total	170064.71	699			

****Significant at .01 level**

Table 4 Showing Significance of difference between Mean Scores of Secondary school teachers on the variable of Teaching Competence with respect to teaching experience (N=700)

Variable	Teaching Experience	N	Mean	SD
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Teaching Competence	1-10 years	207	148.42	14.63
	11-20 years	361	142.34	15.70
	21-30 years	132	143.97	15.73

Table 3 & 4 reveals that the F-ratio for the difference in mean scores of teaching competence of secondary school teachers with respect to teaching experience was calculated as 10.36 which is significant at .01 level ($p=.000$). This indicates that a significant difference exists between the mean scores of teaching competence of secondary school teachers with respect to teaching experience. Further the mean score of teaching competence of secondary school teachers with teaching experience of 1-10 years was highest (148.42) and the mean scores of teaching competence of secondary school teachers with teaching experience of 11-20 years was least (142.34). Therefore hypothesis 3 stating, ‘There exists significant difference in teaching competence of secondary school teachers with respect to teaching experience’ stands accepted. The results are in line with Mustafa (2013) who indicate that there are significant differences between more experienced and less experienced teachers regarding the level of professional competence. Pan (2014) found that teachers with more than 5 years of professional experience have better professional competence than teachers with less than 5 years of teaching experience. Rana and Shivani (2019) revealed that art teachers, less experienced teachers were found to have better teaching competence than more experienced teachers.

Conclusion

The above study gives a clear idea that teaching competence is closely related with teaching aptitude. The teaching competence of teachers is vital. This is because teachers with high teaching competence are able to help the students not only to get the excellent result in the academics, but also, they can teach students how to learn in the appropriate way to become the holistic students and teaching aptitude among teachers is essential requirement for positive school climate and student’s outcome. There is no doubt that such findings provide some implications for academic practitioners and teachers. As teaching competence is significantly associated to teaching aptitude so, educational practitioners are posited to study the teaching competence and teaching aptitude of teachers before they enter into academic career and also in

the later stage of their job career. So, to raise educational standards, it is imperative to select the right type of teachers for the teaching profession. If teachers are empowered with the necessary skills and abilities, competence and aptitudes, they can develop skills in other people and primarily in students. For such teachers, their teaching career can achieve a great length of success. In addition, it is recommended that academic practitioners should provide opportunities for teachers to conduct special classes outside the classroom to enhance their skills and to train them through peer discussion. Therefore, the MHRD ministry and schools should have clear policy and long- term program to maintain and upgrade the teaching competence of teachers.

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