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**PROFESSIONAL COMPETENCIES OF HIGH AND LOW GROUPS
IN EFFECTIVE CLASSROOM PRACTICES AMONG SECONDARY
SCHOOL TEACHERS**

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ABSTRACT

The present study focused at the professional competencies of high and low groups in effective class room practices among secondary school teachers in Prakasam District of Andhra Pradesh, India. In the process of teaching and learning both professional competencies and effective classroom practices that are implemented by the secondary school teachers in class room makes an all round development of the student. It's all depends upon the teachers teaching skills and professional advancement to implement in the classroom practice. The data were collected from 250 secondary school teachers by using two standardized questionnaires 1) Professional Competency Scale and 2) Effective Classroom Practices Questionnaire. The total scores of professional Competency scale by using the Q_1 and Q_3 i.e. 1st quartile and 3rd quartile deviation categorized into three groups i.e. high competency, moderate competency and low competency groups. By conducting chi-square tests for low and high competency groups of secondary school teachers the effective classroom practices were shown highly significant. Based on the results certain conclusions were drawn. Over all observation of the study some educational implementations were given.

KEYWORDS: Professional Competency, Effective Class room Practices, Secondary School Teachers

INTRODUCTION:

Professional Competency: Professional competency is the potential which should be an in-built tendency within the teacher to make education process effective with expertise thoroughness of the content which was fabricated nicely with methodology of teaching with clear expedition precise skill, abundant knowledge and

creative mind to improvise low cost, no cost teaching learning material to supplement his teaching which enables him in lessening his burden.

Effective Classroom-Practices: Teachers who can alter the old traditional teaching methods substituting with novel concepts, who can implement innovative strategies parallel to routine practices, who feel their job not as a burden but as a symphony, who are abreast with recent trends, techniques and explosion knowledge, who can give a counseling to students and able them who learn things in their own way with increased pace, who appreciates others for their creative innovative ideas, who readily appreciate and implement others, effective style of teaching and who can innovate new play way techniques to make their job an easy endeavor can successfully and effectively dart into the young minds of all the three categories of pupils i.e. gifted individuals, average students and hard-to-reach minds in the class. In a typical class room complex activities often take place giving risk to situation where managerial skill of the teacher are very much utilized. Yet at times these class-room practices lead to opportunities for teaching and learning as well as threats and dwindling practices to pull down class room ethos.

Sharma et al (1993) found that promoting pupils participation has been viewed as the most important teaching skill at the secondary level, followed by the skill of using teaching aids, questioning, explaining, evaluations, giving assignments, lesson planning, introducing lesson, classroom management, reinforcement, writing instructional objectives, stimulus variation, set induction, pacing the lesson and closure.

Saxena, Jyotsna (1995) in her study identified that both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favorable attitude towards teaching profession. Post-graduate teachers were found well adjusted than graduate teachers. Private female graduates, arts and less experienced teachers had relatively more job satisfaction compared to government, male, post-graduate, science and more experienced teachers respectively. Effective, rural, private, science and more experienced teachers had relatives better teaching attitude compared to urban, government, arts and less experienced teachers respectively while reserve in the case with regard to ineffective teachers.

Uday Koundinya (1998) identified that male teacher educators are slightly more professional competent than female teacher educators. Teacher educators with higher educational qualification are more professionally competent. Teacher

educators with high designation are highly competent. Variables locality, teaching experience and age do not have influence on professional competency.

Rao, U.N. (1998) in his research study about effective classroom practices and their role in enhancing professional competency even in multi-grade teaching, listed out various teaching states, learning strategies and effective classroom practices to strive against multi-grade teaching which is the bane of the day.

Laxmi Narayana (1999) found that there is a significant positive relationship between motivation and class room practices of primary school teachers. Gender is found to have influence on class room practices but not on motivation. The educational qualifications of primary teachers are found to have influence on their motivation and classroom practices. Teaching experience, type and location of school have no influence on both motivation and class-room practices.

Rangarajan (1999) found that there was no significant difference between the primary head masters and primary teachers in their attitude towards competency based lesson plan as both the primary headmasters and primary teachers possessed the same level of positive and favorable attitude towards competency based lesson plan. There was no significant difference in the mean scores of the male teachers and female teachers in their attitude towards competencies based lesson plan as the male and female, teachers possessed the same level positive and favorable attitude towards competency based lesson plan and they were equally willing to adapt to the new method.

Saha, Amal Kumar (1999) found that the majority of the teachers use black board in the primary schools and they adopt question answer method to teacher in the primary classes. Majority of the students understands the lessons they are taught and if any confusion arises in their mind they do not hesitate to ask their teachers. Seventy percent of primary teachers considered teaching as an ideal job and they dived to leave their job even if they get any other job of high salary. Forty percent of teachers opined that they are in teaching profession because teaching is most respected profession in the society.

Problem:

A comparative study of professional competency of high and Low groups in effective class room practices among secondary school teachers of Prakasam District, Andhra Pradesh, India.

Variables of the Study:

The variables like gender (Male and female), locality (Rural and urban), Educational Qualifications (Graduate Teacher and P.G. Teacher), Professional Qualifications (B.Ed. Teacher and M.Ed. Teacher), Teaching experience (Below 15 years and above 15 years) and Age (Below 40 yrs and above 40 yrs) were adopted for this study.

Objectives:

- To study the professional competency in the variables like gender, locality, educational qualifications, professional qualifications, teaching experience and age.
- To classify the teachers into high competent, moderate competent and low competent teachers.
- To establish a relationship between professional competency and effective classroom practices.
- To find out the association between high and Low extreme groups.

Hypotheses:

- There are no significant differences between the categories of variables gender, locality, educational qualifications, professional qualifications, teaching experience and age.
- There are no significant differences between the groups of teachers.
- There is no relationship between professional competency and effective classroom practices.
- There is no association between groups of effective classroom practices.

Tools used:

Two standardized tools were used in the study 1) Professional Competency Scale (PCS) and 2) Effective classroom practices questionnaire (ECPQ).

Professional Competency Scale: It consists of 35 items and each item is having five alternates strongly agree, agree, neutral, disagree and strongly disagree. The scale consists of five dimensions viz. 1) Activity based teaching and hurdles in

teaching 2) Child centered practices 3) Teaching learning materials and display techniques 4) Evaluation strategies and remedial measures and 5) Novel strategies. Among the 35 items, 23 are positive and 12 items are negative the positive items scoring are 5, 4, 3, 2, 1 and the negative items scoring are 1, 2, 3, 4, 5 respectively. The range of the score is in between 35-175. The reliability of the test is 0.81 and the validity in 0.91 and the tool constructed and developed by Uday Koundinya (1998).

Effective Classroom Practices Questionnaire: It was constructed and developed by Rao (1998). It comprises of 35 items with seven dimensions namely 1) Child centered practices 2) Activity based teaching 3) Use of support material 4) Evaluation strategies 5) Remedial instruction and measures 6) proper use local resources and 7) display techniques of teaching aids. Each item in the questionnaire consisting of four options viz. 1) Highly significant, 2) Moderately significant, 3) less significant and 4) Not at all significant. All items are positive and the scores are 4, 3, 2 and 1 respectively. The range of the score is 35-140.

Administration:

The two questionnaires were administered to the teachers personally. The investigator given the instructions for the teachers related to the filling up of the questionnaires. The completely filled questionnaires were collected from the teachers.

Sample:

The total sample selected for the study is 250. The sample consist of 152 male and 98 female, 204 rural and 46 urban, 141 graduate and 109 post-graduate teachers, 197 B.Ed. teachers and 53 M.Ed. Teachers, 171 below 15 yrs and 79 above 15 yrs experience teachers and 168 below 40 yrs and 82 above 40 yrs teachers. The sample is collected by way of random sampling method. The size of the sample is appropriate for the study.

Statistical Procedures:

The statistical procedures like means, standard deviations, critical ratio values, Q1, Q3, correlation and Chi-squares were calculated to test the hypotheses of the study. The statistical procedures were done according to the formulas and table values given in Guilford (1978) and Garret (1988).

Results & Discussion:**Table – 1****Comparison of Professional Competency across different variables**

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	152	116.07	13.86	2.29*
		Female	98	120.45	15.31	
2.	Locality	Rural	204	111.19	12.96	2.61*
		Urban	46	117.15	14.25	
3.	Educational Qualifications	Graduate teacher	141	116.52	13.77	1.26
		P.G. Teacher	109	118.86	15.10	
4.	Professional Qualifications	B.Ed. Teacher	197	116.39	14.34	0.98
		M.Ed.	53	118.44	13.35	
5.	Teaching Experience	Below 15 yrs	171	117.14	14.2	0.37
		Above 15 yrs	79	117.85	13.63	
6.	Age	Below 40 yrs	168	117.83	14.54	0.18
		Above 40 yrs	82	117.48	14.22	

** $P < 0.05$

The mean, standard deviations and critical ratio values of the professional competency in respect to gender, locality, educational qualifications, professional qualifications, teaching experience and age variables were tabulated in table-1. The variables gender and locality were differed significantly. So the null hypotheses framed on these variables were rejected. The remaining variables educational qualifications, professional qualifications, teaching experience and age were not differed significantly. So the null hypotheses framed on these variables were accepted.

Table – 2
Categorization of teachers based on their Professional Competency

S.No.	Teachers	N
1.	Low professional competent teacher > 63 Q1	58
2.	Moderate professional competent teachers between 64-107	134
3.	High Professional competent teachers < 107 Q3	58

The categorizations of teachers based on their professional competencies were tabulated in table-2. The investigator computed 1st quartile and 3rd quartile for the scores of Professional Competency and arrived at the classification of teachers into three categories i.e. low, moderate and high competent teachers. Barring 134 moderate competent teachers aside the investigator concentrated his study on 58 Low professionally competent teachers and 58 high professionally competent teachers to pursue the comparative study regarding classroom practices.

Table – 3
Relationship between Professional Competency and Effective class room practices

S.No	Dependent Variables	N	Correlation
1	Professional Competency	250	0.85**
2	Effective Classroom Practices	250	

****P<0.01**

The correlation value of professional competency and effective class room practices was tabulated in table-3. The correlation which is 0.85 and the value, can be interpreted as very high, significant positive value. This clearly indicates that there

exists very high, remarkably significant, positive correlation between professional competency and effective classroom practices. Thus the null hypothesis is rejected.

Table – 4

The chi-square values of total, low and high professional competent teachers

S.No	Dependent variable	Chi-square value
1	Professional Competency 250 teachers	23**
2	58 Low competent teachers effective classroom practices	8.27**
3	58 High Competent teachers Effective classroom	7.15*

*P<0.05

** P<0.01

The chi-square values of the total sample, high and low professional competent teacher were tabulated in table-4. The professional competency of entire 250 teachers and effective class-room practices scores of 58 high and 58 low competent teachers the values are significant. It shows that the findings deflect much with normal distribution scores.

Table – 5

Comparison of High Competent Teachers and Low Competent Teachers on Effective Class room practices

S.No	Groups	N	Mean	SD	CR
1	High competency teachers	58	119.16	11.17	10.99**
2	Low competency teachers	58	96.74	10.34	

** P< 0.01

The mean, standard deviation and critical ratio values of high and low competent teachers on effective class room practices were tabulated in table-5. It was noticed that there exists a high significant difference between High competent and

Low competent teachers among the sample in effective class-room practices is true and valid.

CONCLUSIONS:

- Significant differences were found between male and female teachers and rural and urban teachers across professional competency.
- The relationship between Professional Competency and effective class room practices was highly significant and positive.
- The Professional competency of entire sample and effective class-room practices of high and low competent teachers got deviated from normal distribution scores.
- The low and high professional competency groups were segregated by way of 1st Quartile and 3rd quartile deviation.
- Significant difference was found between high and low competent teachers on effective class room practices.

Educational Implications:

- The commitment of the teacher should be not only competent but also creative in exhibiting work style and enable the class-room practices in an inspiring and exemplary manner.
- The teachers should perform their duties with much dedication, determination and devotion.
- Teachers should produce innovative methodology techniques and strategy to make the class more effective.

Limitations of the Study:

- The study is limited to Prakasam District secondary schools with limited variables.
- The sample consists of 250 secondary school teachers selected randomly for the study.

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