

“A COMPARATIVE STUDY OF TEACHING COMPETENCY OF RURAL & URBAN SECONDARY SCHOOL TEACHERS OF MEERUT DISTRICT OF UTTAR PRADESH”.

Amit Jain

Assistant Professor,
Education Department
H.No. 62/9, Shastri Nagar,
Meerut (U.P.) INDIA

ABSTRACT

The present study was designed to compare teaching competency of Rural and Urban school teachers of Meerut district. The main objective of study was compare their teaching competency for finding whether their exist any significance difference in the competency of Rural and Urban secondary school teachers.

The sample for the present study consisted of 200 secondary school teachers (100 male and female teachers of Rural secondary school and 100 male and female teachers of Urban secondary schools) selected randomly from the different schools in Meerut district of Uttar Pradesh in the order to compare the teaching competency of Rural and Urban secondary school teachers "Teaching competency tools developed by Dr. B.K. Passi and ms Lalita was used.

The result revealed that there is a significant difference between the teaching competency of different secondary school teachers; it was found that teaching competency of male urban secondary school teachers is higher than rural secondary school teachers. It was found significant difference between female secondary teachers of Rural and urban secondary teachers in teaching competency. Teaching competency of female secondary teachers is higher than male secondary teachers.

Keywords : Teaching Competency, Rural school, Urban school, Secondary teachers.

Introduction

The teacher role always challenging and dynamic in educational process. The work of a teacher is something more than transmission of and wisdom knowledge great task of teacher is motivate and guiding. Education has accorded and honored place in India Society.

Education is existence long process. Lifelong education should be the goal of every teacher. Education is a very wide comprehensive activity connecting from the very moment the child comes to the world and terminating with his death.

Education being the sub social system as well as as social system of society .it plays a key role in moulding shaping reforming and reconstructive the society time to time .to watching its importance we say that education is a powerful weapon by this you can change the world.

The reason the modern contemporary society in the fast changing in nature because of the scientific progress and technological achievements education is the vital instrument .it is therefore clearly visualized that education is most potent or vital instrument will never suffice until and unless we give it a practical shape this can be through teaching as a profession where teacher will handle this teaching task by accepting teaching as their process and get proper identification and placement when teaching is accepted as a profession .

CONCEPT OF TEACHING COMPETENCY

The role of a teacher in educational process is always challenging and dynamic. The work of a teacher not only transmission of knowledge but it is something more. Teacher's great task is inspiring and guiding Natural development takes place.

Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality training and continuous professional development is vital to the improvement of not only our education system but also achieving the goal of education for all. The quality and ability of teacher make of teachers make him professional competence the consideration of effective role of the teachers involves considering what a competence teacher is? An effective teacher no doubt children make greater progress greater progress leads to greater capability in this way effective teaching can the pupil's progress.

Teaching Competence plays a very prominent role in effective communications in the class-room. A teacher with a positive attitude towards teaching is considered better and becomes popular among the students for his/her better teaching.

Teacher is related to satisfaction which relates to the attitudinal change in the students. This is accordingly interwoven with positive or negative attitudes of the teacher towards the pupils, the teaching profession, class-

room activities and administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines belief, concepts, motives, values, opinions, habits and traits. It has tremendous impact on the pupil. Teachers with favourable attitude can successfully develop positive attitude among students, since satisfaction depends upon effective teaching and effectiveness on the parts of the teacher can be accelerated through positive attitude towards the profession. No doubts attitude depends upon various factors, especially among teacher, the factors being the school, the colleges, the students, the value systems and view of life.

Since, education is an abstract area, in the present study for all practical purpose, the term attitude towards teaching has been used as a mental set up towards the teaching profession. The success of education depends on the academic and professional preparedness of the teacher. It is believed that qualitative improvement is not keeping. To improve quality of secondary education the main problem is to select right type of teachers and enrich the programme of teaching-training. It required desirable professional attitude in the teacher the need of which is being realized by the educationists and educational planner in India. Performance of duty by a teacher depends to a great extent on his attitude and values. A positive and favourable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus may have a positive impact on the behaviour and achievement of his pupils. A negative and unfavourable attitude may give rise to poor achievement by his pupils. A teacher satisfied with his job is expected to have a positive attitude towards his profession and will have direct influence on the achievement of pupils. The standard of education in India or in any other country depends, above all other things, upon the interest, attitude and competence of teachers. Whatever means be adopted for improving education, but nothing can be achieved if the attitude of the teacher concerned is not favourable towards it.

OBJECTIVE OF THE STUDY

1. To compare the teaching competency of secondary male teachers of Rural and urban school.
2. To compare the teaching competency of secondary female teachers of Rural and Urban school.
3. To compare the teaching competency of secondary male and female teachers of rural and urban school.

HYPOTHESES OF THE STUDY

1. There is no significant difference between teaching competency of secondary male teacher of Rural and Urban school.
2. There is no significant difference between teaching competency of secondary female teachers of Rural and

Urban school.

3. There is no significant difference between teaching competency of secondary male and female teachers of rural school.

OPERATIONAL DEFINITION OF TERM USED

Teaching competency : Teaching competency is must for every teacher an ability for teaching and context to know understand the expectations challenges and issue of the teaching profession.

Secondary school teachers : A secondary school teachers is also known as an intermediate school teacher. The secondary school teachers teacher the students of std. 9h to 10th.

POPULATION OF THE STUDY

A population is the totality of an object under consideration. The population for the purpose of this study has been defined as the total number of teachers teaching in Rural and Urban secondary school of Meerut district. Thus, the result of the present study will only be applicable to this population of teachers.

SAMPLE

100 Rural secondary school teachers and **100 Urban** secondary school teachers were randomly selected from Meerut district. A total of 200 teachers were selected for research.

TOOL USED

For measuring the teaching competency of Secondary teachers of rural and urban the investigator used 'Teaching competency scale developed by **Dr. B.K. Passi** and **Ms. Lalita**.

INTERPRETATION & ANALYSIS OF THE DATA

Objective 1 - to compare the teaching competency of secondary male teacher of rural and urban schools.

Hypothesis 1 - There is no significant difference between teaching competency of secondary male teacher of rural and urban schools.

Table -1

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Male rural teachers	50	101.18	.92	3.52	1.96	0.05
Male teachers of URBAN	50	97.94			2.58	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 3.52 which are significant at 0.01 levels. It seems to be safe to interpret that there exist significant difference in the teaching competency of secondary male teachers of rural and urban school secondary male teachers the mean value of urban male secondary teachers seems to be higher than rural Male Secondary teacher. This result leads up to inference that the secondary male teachers of secondary schools of urban possess significantly higher teaching competency than secondary male teachers of rural school.

Therefore, The hypothesis that "There is no significant difference between teaching competency of secondary male teachers of rural and urban schools." is **Rejected**.

Objective 2 - To compare the teaching competency of female teachers of rural and urban schools.

Hypothesis 2 - There is no significant difference between teaching competency of secondary female teachers of rural and urban schools.

Table -2

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Female Secondary Teacher of rural school	50	103	1.25	4	1.96	0.05
Female Secondary Teachers of urban school	50	98			2.58	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 4 which is significant at 0.01 level. It seems to be safe to interpret that there exist significant difference in the teaching competency of secondary female teachers of rural and urban secondary female teachers. The mean value of urban female secondary teacher seems to be higher than rural female Secondary teacher. This result leads up to inference that the secondary school female teachers of urban board possess significantly higher teaching competency than secondary Female teachers of rural school . Therefore, The hypothesis that "There is no significant difference between teaching competency of secondary female teachers of rural and urban schools". Is **Rejected**.

Objective 3 - To compare the teaching competency of male and female teachers of rural schools.

Hypothesis 3 - There is no significant difference between teaching competency of secondary male and female teachers of rural schools.

Table -3

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Male Secondary Teacher rural school	50	103.26	1.3	4.13	1.96	0.05
Female Secondary Teachers of rural school	50	97.88			2.58	0.01

Significant at 0.01 levels

The above table the reveals that the obtained critical ratio value is 4.13 which are significant at 0.01 level. It seems to

be safe to interpret that there exist significant difference in the teaching competency of secondary male teachers of rural school. The mean value of rural male secondary teacher seems to be higher than rural female Secondary teacher. This result leads up to inference that the secondary school male teachers of rural possess significantly higher teaching competency than secondary female teachers of rural schools. Therefore, The hypothesis that "There is no significant difference between teaching competency of secondary male and female teachers of rural school. is **Rejected**.

Conclusion

From the analysis of the data it is clear that there exists significant difference with respect to teaching competency among secondary teacher of rural and urban schools. Secondary teachers of urban schools have higher teaching competency than rural schools .

There exists significant difference with respect level of teaching competency among male and female secondary school teachers. The male teachers of secondary schools have higher teaching competency than Female teachers of rural secondary school.

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