A Study of Teaching Competencies of Teachers Teaching in GSEB, CBSE, ISCE and IB Affiliated School of Ahmedabad City

* Dr. Smitaben H. Patel
Assistant Professor
Sardar Patel M.Ed. College, Satellite, Ahmedabad
Email: patelsmita19@gmail.com, M. 7567450450

Key words - Teaching competency, GSEB, CBSE, ICSE, IB etc.

Abstract

The role of qualified teachers for the national development is of immense importance since the quality of the system of education is determined by the professional competency of the teachers. Hence the invention in the field of education will be of little value if the teachers are weak and incompetent. Effective teachers can contribute more in the classroom and in improving the whole system of education.

The present study aims at finding out the study of teaching competencies of teachers teaching in GSEB, CBSE, ISCE and IB affiliated school of Ahmedabad City. Self developed tool was administered on a stratified random sample of 16 GSEB, 3 CBSE, 2 ICSE and 1 IC School teachers. 51.56% of teachers had higher competency level whereas 48.5% had lower level of competency of teaching of GSEB, CBSE and ICSE with IB differed significantly. And there was no significant difference in teaching competency of GSEB, CBSE and ICSE schools when compared with each other.

Introduction:

Education plays an important role in the progress of an individuals mind and country. Ignorance and poverty are major speed-breakers in the swift developing country and can be overcome easily through education. Education makes man a right thinker and a correct decision maker. A person achieves this by bringing him knowledge from the external world, teaching him to reason and acquainting him with past history. So that he may be a better judge of the present with all its windows open to the outside world.
The role of qualified teachers for the national development is of immense importance since the quality of the system of education is determined by the professional competency of the teachers. Hence the invention in the field of education will be of little value if the teachers are weak and incompetent. Effective teachers can contribute more in the classroom and in improving the whole system of education. As education in any country is the process to develop their people and society, the teacher has a pivotal role in the process of socialization which in turn caters to the needs and objectives of a society. This process of socialization is carried out in the educational institutions of the country.

❖ Statement of the Problem

A Study of Teaching Competencies of Teachers Teaching in GSEB, CBSE, ISCE and IB Affiliated School of Ahmedabad City

❖ Objectives of the study

Main objectives of the study are as follows -

1) To study teaching competency of secondary school teachers.
2) To study teaching competency of teachers with reference to different boards.
3) To study teaching competency of teachers with reference to gender.
4) To study teaching competency of teachers with respect to qualifications.
5) To study teaching competency of teachers with reference to experience.
6) To study teaching competency of teachers with reference to arts and science stream.
7) To study teaching competency of teachers with respect to Shikshan Sahayak and permanent posts.

❖ Hypothesis of the Study

Main hypothesis of the study are as follows -

Ho₁ There will be no significant difference in teaching competency of teacher’s teaching with reference to boards.

Ho₂ There will be no significant difference in teaching competency of teacher’s teaching with reference to gender.

Ho₃ There will be no significant difference in teaching competency of teacher’s teaching with reference to qualification.
Ho₄ There will be no significant difference in teaching competency of teacher’s teaching with reference to experience.

Ho₅ There will be no significant difference in teaching competency of teacher’s teaching with reference to arts and science stream.

Ho₆ There will be no significant difference in teaching competency of teacher’s teaching with reference to Shikshan Sahayak and Permanent Posts.

- **Limitation of the study:**
  1) The present course of study will be limited to Ahmedabad City.
  2) This study is delimited to English Medium Schools only.
  3) This study is delimited to Secondary Schools only.

- **Method of Research:**
  In the present study, survey method was used because it is proper and feasible too.

- **Variables of the study:**
  Variables of the study are as follows:

  Independent Variable:
  
  ![Diagram of variables](image)

  - Boards: GSEB, CBSE, ICSE, IB
  - Gender: Male, Female
  - Qualification: Graduate, Post Graduate
  - Stream: Arts, Science
Sample:
In the present study the researcher has selected Secondary School for the stratified random sampling technique. The researcher has selected 16 G.S.E.B., 3 C.B.S.E., 2 I.C.S.E. and 1 I.B school as sample. The researcher has observed 3 to 4 lesson per school irrespective of the subject. In total 66 teachers are observed as the sample.

Data Analysis and Interpretation:

Table No.1
Analysis of GSEB and CBSE Board

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEB</td>
<td>48</td>
<td>51.44</td>
<td>10.14</td>
<td>2.24</td>
<td>3.17</td>
</tr>
<tr>
<td>CBSE</td>
<td>9</td>
<td>58.46</td>
<td>5.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is observed that the t-value 3.17 is more than t= 0.01 - 2.58. That means, there is significance at 0.01 level.

Thus, we can say the level of teaching competency differs significantly with respect to GSEB and CBSE Board.

Table No.2
Analysis of GSEB and ICSE Board

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEB</td>
<td>48</td>
<td>51.44</td>
<td>10.14</td>
<td></td>
<td>3.28</td>
</tr>
<tr>
<td>ICSE</td>
<td>6</td>
<td>56.50</td>
<td>7.18</td>
<td></td>
<td>1.55</td>
</tr>
</tbody>
</table>
From above table, it is observed that the t-value 1.55 is less than t=0.01-2.58. Thus, there is no significant difference with respect to the teaching competency of these two boards. Both are equal.

**Table No.3**

**Analysis of GSEB and IB Board**

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEB</td>
<td>48</td>
<td>51.44</td>
<td>10.14</td>
<td>3.50</td>
<td>5.97</td>
</tr>
<tr>
<td>IB</td>
<td>3</td>
<td>72.33</td>
<td>5.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is observed that the t-value is 5.97 more than t=0.01-2.58, there is significance at 0.01 level. Thus, we can say that the teaching competency is different with respect to GSEB and IB Board.

**Table No.4**

**Analysis of CBSE and ICSE Board**

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>9</td>
<td>58.46</td>
<td>5.10</td>
<td>3.39</td>
<td>0.61</td>
</tr>
<tr>
<td>ICSE</td>
<td>6</td>
<td>56.50</td>
<td>7.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table it is observed that the t-value is 0.61 less than t = 0.01 - 2.58. Thus, there is no significant difference with respect to the teaching competency of these two boards, both are equal.

**Table No.5**

**Analysis of CBSE and IB Board**

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>9</td>
<td>58.46</td>
<td>5.10</td>
<td>3.61</td>
<td>3.82</td>
</tr>
<tr>
<td>IB</td>
<td>3</td>
<td>72.33</td>
<td>5.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 3.82 more than t = 0.01-2.58. Thus, we can say that the teaching competency is different with respect to CBSE and IB boards.
Table No.6
Analysis of ICSE and IB Board

<table>
<thead>
<tr>
<th>Board</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSE</td>
<td>6</td>
<td>56.50</td>
<td>7.18</td>
<td>4.32</td>
<td>3.66</td>
</tr>
<tr>
<td>IB</td>
<td>3</td>
<td>72.33</td>
<td>5.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 3.66 more than 
\( t = 0.01 - 2.58 \). Thus, we can say that the teaching competency is different in ICSE and IB board.

Table No.7
Analysis of Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>53.00</td>
<td>8.70</td>
<td>2.62</td>
<td>0.42</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>54.10</td>
<td>10.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 0.42 less than 
\( t = 0.01 - 2.58 \). Thus, there is no significant effect of gender on competency. The competency is significantly equal to male teacher with female teachers.

Table No.8
Analysis of Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>20</td>
<td>55.60</td>
<td>10.63</td>
<td>2.80</td>
<td>0.91</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>46</td>
<td>53.04</td>
<td>10.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 0.91 less than 
\( t = 0.01 - 2.58 \). Thus, there is not significant effect of qualification on competency. The competency is significantly equal with respect to graduate and post graduate teachers.

Table No.9
Analysis of Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
</table>
From above table, it is observed that t-value is 0.12 less than t= 0.01-2.58. Thus there is no significant equal with respect to teachers having experience of more than and less than 5 years.

**Table No.10**

**Analysis of Arts and Science Stream**

<table>
<thead>
<tr>
<th>Stream</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>29</td>
<td>51.72</td>
<td>10.02</td>
<td>2.52</td>
<td>1.48</td>
</tr>
<tr>
<td>Science</td>
<td>37</td>
<td>55.46</td>
<td>10.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 1.48 less than t= 0.01-2.58. Thus, there is no significant effect of arts and science stream on competency. The competency is significantly equal with respect to teachers teaching in arts and science stream.

**Table No.11**

**Analysis of Permanent and Shikshan Sahayak Teachers**

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Teacher</td>
<td>38</td>
<td>55.03</td>
<td>10.09</td>
<td>2.65</td>
<td>0.46</td>
</tr>
<tr>
<td>Shikshan Sahayak Teacher</td>
<td>28</td>
<td>53.82</td>
<td>11.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From above table, it is observed that the t-value is 0.46 less than t = 0.01-2.58. Thus, there is no significant effect of post on competency. The competency is significantly equal with respect to teachers of both the posts.

**Findings**:

The researcher has presented the above findings after interpreting data, getting through the information according to the collected data which were as under.
1. 51.56% of teachers had higher competency level whereas 48.4% had lower level of competency of teaching.

2. Teaching competency with respect to boards:
   - It was found that teaching competency of GSEB, CBSE and ICSE with IB differed significantly.
   - There was no significant difference in teaching competency of GSEB, CBSE and ICSE schools when compared with each other.

3. Teaching competency remained same with respect to the amount of work experience.

4. Streams specifically arts and science showed no significant difference on teaching competency.

5. There was no significant difference of gender with respect to gender on teaching competency.

6. Teaching competency did not differ with respect to graduate and post graduate teachers.

❖ **Reference**:

*Corresponding Author:*
**Dr. Smitaben H. Patel**, Assistant Professor
*Sardar Patel M.Ed. College, Satellite, Ahmedabad*
*Email: patelsmita19@gmail.com, M. 7567450450*