

STUDY ON TEACHING COMPETENCE AND ORGANISATIONAL CLIMATE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The Present study is an attempt to the role of teaching competence and Organisational climate in determining the secondary school teachers. The sample of the study consisted of 242 secondary school teachers. Two newly constructed tools were administered on the sample for the collection of data. The results of the study indicated significant influence of Organisational Climate on teaching competence of secondary school teachers. Results indicated significant relationship between 'Teaching Competence' and 'Organisational Climate' among secondary school teachers for the total Sample and for relevant sub samples. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study have no influence on the degree of relationship between Organisational Climate and teaching competence.

INTRODUCTION

The academic and social climate in higher education institutions can support or hinder positive academic outcomes of students. In higher education research, the campus climate has been defined as the current perceptions, attitudes, and expectations that define the institution and its members (Peterson and Spencer 1990). Institutions concerned with improving the social climate and making it more congruent with the lives of students have provided special programs, services, and dedicated physical facilities (e.g., multicultural centers, and tutoring and mentoring centers) to help students retain their sense of cultural identity and move past discomfoting experiences of isolation, segregation, and alienation. Once students find a reasonable sense of "belonging," their chances of persisting through college improve.

Owens (2004) related Organizational Climate to such terms as atmosphere, personality, tone, or ethos. The foundational work in school climate is generally recognized as that of Halpin and Croft (1963), who roughly related their definition of climate to morale, but admitted that time constraints restricted their consideration of that construct to the social interaction between the principal and the teachers.

The word "competency" is synonymous with the relative terms of quality, efficiency, suitable or sufficient. Its dictionary meanings are ability, power, skill or talent to do something. Hyland (1995) states "Competence implies to the satisfaction of basic minimum standards". Teaching competency is a set of abilities, knowledge and belief which a teacher possesses and also uses for an effective teaching and learning process. In other words, competency is the possession of sufficient skills and undertaking to do a certain kind of work satisfactorily.

HYPOTHESES OF THE STUDY

The following hypotheses guided the course of the study:

- There will be significant difference in means of Teaching Competence among the different groups of teachers with different levels of Organisational Climate.
- There will be significant relationship between 'Teaching Competence' and 'Organisational Climate' among secondary school teachers for the (a) Total Sample, (b) Relevant subsamples based on gender, locality of the school, type of institution, educational qualification, and teaching experiences.
- The correlations obtained between 'Teaching Competence' and 'Organisational Climate' for the comparable subsamples based on gender locality of the school, type of institution, educational qualification and teaching experience will not differ significantly.

OBJECTIVES OF THE STUDY

The first objective of the study is to test the significance of difference in means of Teaching Competence among the different groups of teachers with different levels (High, average and low) of Organisational Climate. The second objective of the study is to test the influence of the sub samples based on gender, locality of the school, type of institution, educational qualification and teaching experience on the relationship between 'Teaching Competence' and 'Organisational Climate' of secondary school teachers.

PROCEDURE

The independent variable of the present study is 'Organisational Climate' of secondary school teachers. The dependent variable of the present study is 'Teaching Competence' of secondary school teachers. Gender, Locality of the school, Type of institution, Educational qualification, and Teaching experience of secondary school teachers were treated as criterion variables for identifying sub samples.

Sample selected for the study was based on stratified random sample technique. The secondary school teachers of Cuddalore district of Tamilnadu state in India was taken as the sample for the study. The final sample of the study consisted of 242 secondary school teachers. Due representation was given to sex and locale as the strata of population. Two newly constructed tools entitled 'Organisational Climate' Questionnaire and Teaching Competence Rating Scale were administered on the sample for the collection of data. The items in Teaching Competence Rating Scale are indicative of teacher competencies and items in Organisational Climate Questionnaire are indicative of Organisational Climate from their institution. Provision was given within the scale itself for making responses. The validity and reliability of the tools were established by appropriate methods. Statistical Techniques Used for the study include Mean, Median, Mode, Standard deviation, Skewness, Kurtosis, Significance of Difference between two Means and Karl Pearson's Product Moment Co-efficient of Correlation.

STATISTICAL ANALYSIS

Test of Significance of Difference in Means of Teaching Competence among the Three Groups Teachers With Different Levels of Organisational Climate.

In the present study the investigator classified the whole sample on the basis of 'Organisational Climate' into three groups namely High, Average and low. Means of 'Teaching Competence' of these three groups were computed for testing the mean difference between means using the two tailed test of significance. The statistical data used and the results are given in table.

Table 1

Summary of The Test Of Significance Of Difference In Teaching Competence Among The Three Groups of Secondary school teachers With Different Levels of Organisational Climate

Variable	Groups Compared						Critical R
Organisation Climate	HIGH X AVERAGE						3.2562*
	M1	SD	N1	M2	SD	N2	
	142.6312	32.0462	61	136.4232	36.3848	129	
	HIGH X LOW						4.3784*
	M1	SD	N1	M2	SD	N2	
	142.6312	32.0462	61	118.2842	38.4231	53	
	AVERAGE X LOW						5.3261*
	M1	SD	N1	M2	SD	N2	
	136.4232	36.3848	129	118.2842	38.4231	53	

* Indicates significance at 0.01 level.

The critical ratio obtained for the difference in means scores of Teaching Competence for the groups high and average is 3.2562 this value is greater than the value to be significant at 0.01 level i.e., 2.58. This reveals that groups of high and average OrganisationalClimate differ significantly in their teaching competence. The critical ratio obtained for the difference in means scores of Teaching Competence for the groups high and low is 4.3784 this value is greater than the value to be significant at 0.01 level i.e., 2.58. This reveals that groups of high and low OrganisationalClimate differ significantly in their teaching competence. Teaching Competence for the groups average and low is 5.3261 this value is greater than the value to be significant at 0.01 levels i.e., 2.58. This reveals that groups of high and low OrganizationalClimate differ significantly in their teaching competence.

CORRELATIONAL ANALYSIS

The details of correlation for the whole sample and sub samples based on Gender, Locality of the school, Type of Institution, Educational Qualification and Teaching experience were studied with correlational analysis , along with details of test of significance of correlations between Teaching Competence and Organisational Climate and the 0.01 level of confidence interval for the whole sample and relevant sub samples and percentage of overlap for the whole and relevant sub samples are given in Table.2 .

Table No.2

Details of Relationship between Teaching Competence and OrganizationalClimate ofsecondary school teachers.

Sample	N	r
Total	242	0.3312
Male	41	0.1562
Female	201	0.4134
Rural	169	0.2807
Semi Urban	36	0.4148

Urban	37	0.3423
Government managed	49	0.4841
Government Aided private schools	153	0.2826
Self-financing schools	40	0.4596
TTC as educational qualification	105	0.5515
Degree with B.Ed as educational qualification	84	0.2608
PG with B.Ed as educational qualification	53	0.0991
1-5 Years(Experience)	74	0.3781
5-15 Years(Experience)	84	0.2999
15Above Years(Experience)	84	0.3213

The table shows that relationship between 'Organisational Climate' and 'Teaching Competence' is found to be significant at 0.01 probability level for the total sample as well as for the sub samples based on gender, Locality of the school, Type of Institution, Educational qualification and Teaching experience. The correlation obtained for the total sample and all the sub samples are positive. From these it can be concluded that there exist a significant positive relationship between the variables OrganisationalClimate and teaching competence of secondary school teachers though it is substantial.

COMPARISON OF CORRELATIONS OBTAINED FOR COMPARABLESUBSAMPLES

The correlations obtained between OrganisationalClimate and Teaching Competence for sub sample based on gender, type of institution, locality of the school, educational qualification and teaching experience were compared. The result of the comparison is given in table3.

Table No.3

Significance of difference in ' r ' s between Teaching Competence' and 'Organisational Climate' of Comparable sub samples

Sample size		Correlations		Critical Ratio
Males	Females	Males	Females	
41	201	0.1562	0.4134	1.60
Rural	Urban	Rural	Urban	0.795
36	169	0.4148	0.2807	
Govt	Unaided	Govt	Unaided	1.4
49	153	0.4841	0.2826	
Aided	Unaided	Aided	Unaided	1.12

153	49	0.2826	0.4596	
Govt.	Unaided	Govt	Unaided	1.1414
49	40	0.4841	0.4596	
Semi Rural	Rural	Semi Rural	Rural	0.340
36	37	0.4148	0.3423	
Urban	Rural	Urban	Rural	0.3657
37	169	0.3423	0.2807	
1 to 5 years	6 to 15 years	1 to 5 years	6 to 15 years	0.5545
74	84	0.3781	0.2999	
15 – above	6 to 15 years	15 – above	6 to 15 years	0.160
84	84	0.3213	0.2999	
1 to 5 years	15 – above	1 to 5 years	15 – above	0.4007
74	84	0.3781	0.3213	
Degree with B	T.T.C	Degree with B	T.T.C	2.044
84	105	0.2608	0.5515	
Degree, B.Ed.	P.G., B.Ed.	Degree, B.Ed.	P.G., B.Ed.	1.12
40	153	0.4596	0.2826	
P.G., B.Ed.	T.T.C	P.G., B.Ed.	T.T.C	3.06
53	105	0.0991	0.5515	

CONCLUSIONS

The test of significance in means of Teaching Competence among the different groups of teachers with different levels of Organisational Climate help the investigator to conclude that Organisational Climate has a crucial role in deciding the Teaching Competence of secondary school teachers. The results of the correlational analysis shows that there exist significant relationship between 'Teaching Competence' and 'Organisational Climate Perception' among secondary school teachers for the total Sample and for relevant sub samples based on gender, locality of the school, type of institution, educational qualification, and teaching experiences. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study ie., gender ,type of institution, locality of the school, and teaching experience have no influence on the degree of relationship between Organisational Climate and teaching competence.

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