



International Journal Of
**Recent Scientific
Research**

ISSN: 0976-3031
Volume: 7(4) April -2016

INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHING COMPETENCY OF
MIDDLE SCHOOL TEACHERS

Gnanasoundari M and Selvaraju R



THE OFFICIAL PUBLICATION OF
INTERNATIONAL JOURNAL OF RECENT SCIENTIFIC RESEARCH (IJRSR)
<http://www.recentscientific.com/> recentscientific@gmail.com



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

International Journal of Recent Scientific Research
Vol. 7, Issue, 4, pp. 10122-10124, April, 2016

**International Journal of
Recent Scientific
Research**

Research Article

INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHING COMPETENCY OF MIDDLE SCHOOL TEACHERS

Gnanasoundari M¹ and Selvaraju R²

¹Department of Education Manonmaniam Sundaranar University Tirunelveli

²Department of Education (DD&CE) Manonmaniam Sundaranar University Tirunelveli

ARTICLE INFO

Article History:

Received 15th January, 2015
Received in revised form 21st
February, 2016
Accepted 06th March, 2016
Published online 28th
April, 2016

Keywords:

School Environment, Teaching
Competency and middle school
teacher.

ABSTRACT

The study was designed to examine the Influence of School Environment on Teaching Competency of Middle School Teachers. Participants were 728 middle school teachers who completed the School Environment on Scale (SES) and Teaching Competency Scale (TC). The findings of the study reveal a significant relationship between teachers' School Environment and their Teaching Competency. The study also indicated that School Environment and Teaching Competency are influenced by gender.

Copyright © Gnanasoundari M and Selvaraju R., 2016, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

One of the major aims of the education is the development of wholesome personality. Family is the socio-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. Next to home, school is the most important experience in the process of development of children. In the present era schools have a greater responsibility than even before to help the students to develop appropriate behaviour patterns. The school is the chief continuing and supplementing institution in which children develop sound mental health. The school is charged with realization, human relationships, economic efficiency and civic responsibility. School experiences are designed to enhance growth and development, stimulate learning and to develop good behavioural patterns. The experience at school and school curriculum contribute to child's feeling of personal worth, social competence, in winning acceptance from associates, satisfaction for the students to play and to accomplish purposeful tasks and develop interests and activities which would promote social values.

Teaching competency has different dimensions such as use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues and catering of

individual difference. Each teacher has different levels of skills, abilities and competencies due to their different levels of teaching experiences and different educational background. Based on these differences, they will display different sets of motivation, commitment and engagement. Burgoyue (1993) employed a functional perspective to define a competency as how the goals of organizations were best achieved by improving members' performance. So, a need was felt to study Influence of School Environment on Teaching Competency of Middle School Teachers.

Objectives of the Study

1. To study the level of School Environment of middle school teachers.
2. To study the level of teaching competency of middle school teachers.
3. To find out the difference between the School Environment of male and female middle school teachers.
4. To study the relationship between School Environment and Teaching Competency of middle school teachers.

*Corresponding author: **Gnanasoundari M**

Department of Education Manonmaniam Sundaranar University Tirunelveli

Hypotheses

1. There is no significant difference between the School Environment of the male and female middle school teachers.
2. There is no significant relationship between School Environment and Teaching Competency of middle school teachers.

Method Used

Descriptive survey method was used in the present study.

Sample

For the present study investigator selected 728 middle school teachers from the different schools of Tirunelveli, Tuticorin and Kanyakumari districts. Out of 728 middle school teachers 301 were male and 427 were females.

- ‘School Environment Scale’ developed by the investigator and the guide (2013).

Procedure

After finalizing the tools and receiving the consent of the head master, the teachers of the government, aided and private middle schools were requested to fill the SE scale and TC scale without omitting any item. All the completed tests were used for data analysis using statistical measures such as mean, standard-deviation, t-test and Pearson's product moment correlation.

Analysis and Interpretation of Data

From the collected data, firstly mean was calculated. After this standard deviation and significant difference of each group was

Table-1 Significant difference between male and female middle school teachers in their School Environment and its dimensions

Dimension	Male N= 301		Female N=427		Calculated value of 't' test	Remarks at 5% Level
	Mean	SD	Mean	SD		
Providing a friendly, rewarding and supportive atmosphere(PFRSA)	53.62	5.313	55.20	5.975	3.669	S
Supporting co-operation and active learning(SCAL)	64.42	6.206	62.40	6.431	0.574	NS
Forbidding physical punishment and violence(FPPV)	37.17	2.921	37.28	2.707	2.021	S
Development of creative activities and innovation(DCAI)	32.34	1.741	32.26	1.835	1.809	NS
Connecting school and home by involving parents in decision making(CHID)	31.20	2.684	31.85	2.385	5.347	S
School Environment	218.04	10.741	221.03	13.00	3.279	S

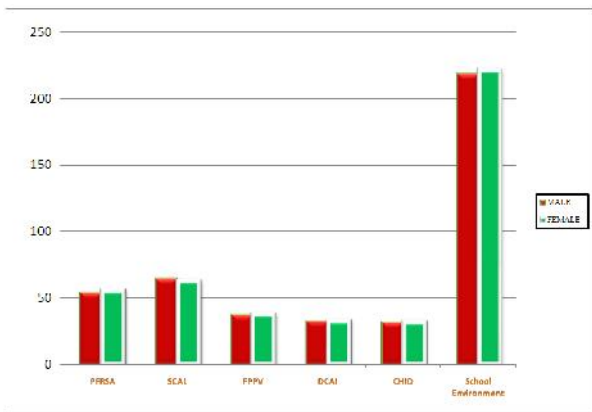


Figure 1 Significant difference between male and female middle school teachers in their School Environment and its dimensions

Table 2 Relationship between School Environment and Teaching Competency of the middle school teachers

Variable	Correlation "r" Value	Remarks at 5% Level
School Environment And Teaching Competency	0.020	S

Tools Used

The following tools have been used in the present study.

- ‘Teacher Competency Scale’ developed by the investigator and the guide (2013).

calculated with the help of t-test to study the difference in School Environment of male and female middle school teachers.

(At 5% level of significance, df 726, the table value is 1.96)

NS- Not significant, S- Significant

It is inferred from the above table that the calculated values of 't' (3.669, 2.021, 5.347 and 3.279) is greater than the table value of 't' (1.96) at 5% level of significance for degrees of freedom 726. Hence, the null hypothesis is rejected. Thus, there is significant difference between male and female middle school teachers in their School Environment and its dimension of PFRSA, FPPV, and CHID.

At 5% level of significance, for df 726, the table value 'r' is (0.087)

It is inferred from the above table that the calculated value of 'r' (0.020) is greater than the table value of 'r' (0.087) for degree of freedom 726 at 5% level significance. Hence null hypothesis is **rejected**. It shows that there is significant relationship between School Environment and Teaching Competency of the middle school teachers

Findings

1. There is significant difference between male and female middle school teachers in their School Environment and its dimension of PFRSA, FPPV, and CHID. While comparing the mean scores of

female middle school teachers (55.20, 37.28, 31.85 and 221.03) have better than the male middle school teachers (53.62, 37.17, 31.20 and 218.04) in their School Environment and its dimension of PFRSA, FPPV, and CHID. But, there is no significant difference between male and female middle school teachers in their dimension of SCAL and DCAI.

2. There is significant relationship between School Environment and Teaching Competency of the middle school teachers

Recommendations

1. School authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards teaching. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession.
2. Focus should be on improving school climate which will help the teachers to perform better in teaching learning process. There should not be much interference in the work of teachers by higher authorities so that they can prove their potentialities and learn to be independent.
3. Tamil Nadu government may realize that even after the compulsory in-service teacher training programmes and cluster meetings organized every year subject wise. An opinion of teachers about new teaching strategies is comparatively low. Therefore necessary changes may be brought about in such training programmes.

4. Teachers may try to take maximum benefits from the in-service courses they attend every year, as the success of all training programmes largely depends on the cooperation of the participants.

Suggestion for Further Research

1. Research should be focused on the nature of the environment, classroom activities undertaken, type of administrative authority and other emotional factors involved.
2. Studies could conduct on teacher competency, job satisfaction, school organizational climate and classroom climate related to the newly introduced Higher Secondary school level.
3. Studies on the effect of in-service training programmes in increasing teaching efficiency may be conducted which may be helpful in the organization of more appropriate teaching programmes.

References

1. Sharma, R.A. (2000). Essentials of Scientific and Behavioural Research. R. Lall book depot, Meerut (U.P). I Ed.
2. Aggarwal, J.C. (1986), National Policy on Education 1986: An appraisal, New Delhi, DOABA.
3. Freiberg, H. J. (Ed) (1999). School Climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.
4. The World Book of Encyclopaedia. (1988). London: World Book, Inc. E 6, 84-85.
5. Webster New Dictionary and Thesaurus (1990). New York: Geddes & Grosset Ltd.

How to cite this article:

Gnanasoundari M and Selvaraju R.2016, Influence of school environment on teaching competency of Middle school teachers. *Int J Recent Sci Res.* 7(4), pp. 10122-10124.

T.SSN 0976-3031



9 770976 303009 >