



ORIGINAL RESEARCH PAPER

Education

TEACHING COMPETENCY AND SOCIAL MATURITY OF PRIMARY SCHOOL TEACHERS

KEY WORDS: Teaching competency, Social Maturity, Primary school teachers.

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ABSTRACT

The major objectives of the study are to find out the significant difference in Teaching competency and Social maturity of primary school teachers with regard to Gender. Sample consists of 148 primary school teachers randomly selected for the study from 11 schools in Tirunelveli District. The researcher employed survey method for data collection. Data is analysed by t-test. The findings of the study revealed that there is no significant difference in Teaching competency and social maturity of primary school teachers with regard to gender.

Introduction

Modern thought and scientific technical advancements have given an orientation to teacher competence. New concepts like performance- based teacher Education, Competence – based Teacher Education and Field-based Teacher education are becoming popular in the field of education literature. The Educational commission 1964-66 observed “of the all different factors which influences its quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant”.

The aim of social status in matured person is able to adopt himself successfully to his fellowmen and to adopt his fellowmen to himself. It includes such behavioural forms such as group compatibility kindness, sympathy, emotional adjustment, courtesy, politeness, dependability, self confidence, co-operation, leadership and cheerfulness.

Significance of the study

Social maturity either plays an important role in maintaining multiple psychological disorders or is in fact what defines those disorders. The primary school teachers are involved frequently in the student group activities. Great teachers possess a combination of teaching competency that is respected by the student, parents, peers and the community. Teaching Competency is usually associated with highly professional performance and there is a direct link in the field of education between a teacher's professional competence and pupil's performance and individuals. Everyone is unique moreover since it seems to be a miniature form of society; we need a competent in the classroom environment. In a single word we can say teachers should need social intelligence. A committed teacher must active and faithful, to be associated himself with an essential and responsible partner in the great task which is facing our nation. Social maturity means degree of growth in social and vocational ability.

Objective of the study

1. To find out the significant difference in teaching competency of primary school teachers with regard to Gender.
2. To find out the significant difference in social maturity of primary school teachers with regard to Gender.

Hypotheses of the study

1. There is no significant difference in teaching competency of primary school teachers with regard to Gender.
2. There is no significant difference in social maturity of primary school teachers with regard to Gender.

Sample

The investigator used simple random sampling technique. The sample consists of 148 primary School Teachers from 11 schools in Tirunelveli District.

Tools

- The Tool Social Maturity was developed by G.Sathiyarayan
- The Tool Teaching Competency was developed by the investigator and the guide.

Analysis of Data

Table 1 Difference between male and female Primary School teachers in their Teaching competency

Gender	N	Mean	SD	t- value	P-value
Male	121	53.36	5.71	0.541	0.309
Female	27	53.99	4.55		

In the above table, since the p-value ($=0.309$) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in Teaching Competency of primary school teachers with regard to gender.

Table 2 Difference between male and female primary school teachers in their Social maturity

Gender	N	Mean	SD	t- value	p-value
Male	121	60.17	6.35	0.877	0.565
Female	27	58.12	6.31		

In the above table, since the p-value ($=0.565$) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in social maturity of primary school teachers with regard to gender.

Findings

- There is no significant difference between male and female primary school teachers in their teaching competency.
- There is no significant difference between male and female primary school teachers in their Social maturity.

Recommendations

1. Awareness programme should be conducted for the rural teachers about social maturity.
2. The administration of the school should have the vision of all round development of the teachers.
3. Social clubs and other awareness programmes should be organized to develop social awareness among the teachers.

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