

## To Study the Relationship between Teaching Competency, Extroversion and Introversion of Secondary School Teachers

<sup>a</sup>Suresh Kaushal, <sup>b</sup>Usha Devi

<sup>a</sup>Associate Professor, MLRS College of Education Charki Dadri, Haryana, India

<sup>b</sup>Research Scholar, Department of Education, M.D.U., Rohtak, India

### Abstract

Teaching Profession is a challenging profession and only those teachers who are competent can be an asset to a country. In this study 300 Secondary School Teachers were taken from five districts of Haryana. The study reveals that there is no significant relationship between teaching competency and introversion of secondary school teachers, but there is significant relationship between teaching competency and extroversion of secondary school teachers.

It further shows that extrovert characteristics of Secondary School Teachers enhance teaching competency of Secondary School Teachers.

**KEYWORDS:** Teaching Competency, Extroversion, Introversion, Secondary School Teachers.

### INTRODUCTION

Teaching profession is a challenging profession and only those teachers, who are adequately prepared and have sound professional attitude, can shoulder the heavy responsibilities of nation building. Teachers are expected to use the best practices and strategies to meet the challenging demands of their profession. If the teachers are well trained and highly motivated, learning will be enhanced. The competent, professionally trained and enthusiastic teachers are required to teach at this level. In fact, the teaching profession demands clear set goals, love for profession and obviously the more favorable attitude towards the profession to make the teachers more competent.

Teaching is a complex set of attitudes, knowledge, skills, motivation and values. It requires the thorough knowledge of subject matter, familiarity with methods of teaching, teaching aptitude, favorable attitude towards teaching, interest in teaching, etc. it is a deliberate and persistent activity which is calculated to vitalize the mind of the young with mental pabulum that has to be not only palatable but also rich in the constructive element of culture. It is a living process that is coloured by the past experience as well as by the present mood and purpose of the learner. It requires blood, sweat, and tears. It involves daily work based on social interaction where the teacher must have to make efforts for establishing adjustment and also regulate not only his/her on emotions but also those of students. Due to this teaching is considered to be one of the stressful professions. Teaching at present has made the work of teacher more challenging and difficult. Teaching calls upon a teacher to undertake simple research in her day-to-day work. Instead of having concern for himself only with a few patterns of effective presentations of subject matter, the modern teacher's responsibility is to see the everything that goes on in the class room for all round development of child. He or she must believe in experiments in the classroom situations. Therefore people with high intellectual caliber, quick with imagination and resourcefulness, should take to the teaching profession so as

to sustain the interest of the young and ignite them into constructive activity along the lines of their natural aptitudes and in accordance with the urgent needs of gainful occupation.

Competency is usually understood as quality performance. It is not constituted by discrete act such as particular activities. Habits or some specific knowledge, but it is the summation of specific behavior and clustered activities. It is a concrete organization of a person's characteristics and behaviors. Competency is a proven ability to produce results. It is the result of intelligent effort. Those knowledge, skills and behaviors required of a teacher to bring about desirable behaviors and changing among learners. Passi, 1976 mentioned that competency is personal characteristics that contribute to effective managerial performance. It is a set of skills, related knowledge and attribute that allow and individual to perform a task or an activity within a specific function or job.

### **OBJECTIVE OF THE STUDY**

To study the relationship between teaching competency and introversion and extroversion of secondary school teachers.

### **SAMPLE**

The stratified random sampling technique was used in the present study. Three hundred male and female, urban and rural, government secondary school teachers as subjects were included in the present study. Forty Secondary and Senior Secondary Schools affiliated to the Board of School Education, Haryana Bhiwani were taken in the study. The study included five districts of Haryana i.e. Rewari, Gurgaon, Jhajjar, Rohtak & Mewat.

### **Teaching Competency**

Teaching competency is defined as the effective use of various teaching skills intending facilitate learning in classroom teaching during practice teaching of secondary and sr. secondary schools.

### **Extroversion**

The broad dimension of Extraversion encompasses specific traits as talkative, energetic, assertive etc. An extrovert is sociable, likes parties, has many friends, talkative and does not like studying or reading by himself. He takes chances, craves excitement, and acts on the spur of the moment. He always has a ready answer, is fond of practical jokes, likes change, he is easygoing, optimistic, and carefree and likes to laugh and be merry.

### **Introversion**

Introversion is a typical introspective, quite, likes books and reserved, he looks before he leaps and tends to plan ahead. He takes matters of daily life with seriousness, does not like excitement and likes a well-orders mode of life. He seldom behaves in an aggressive manner and keeps his feelings under control. He is usually pessimistic, but places value on ethical standards is reliable.

### **Secondary School Teacher**

Secondary school teachers one or more subjects within the school curriculum to secondary students. Subject areas includes English, mathematics, science, history geography, drama, dance, art, music, health and physical etc.

### **Dimension**

Common feature of this dimension include high levels of thoughtfulness with good impulse control and goal- directed behaviors. Those high in this disposition are

Careful, organized, determined, dependable, and conventional, through, efficient, responsible, orderly and reliable. Those on the low end of this dimension are careless, lazy, weak, willed, undependable, disorganized, and not self-disciplined.

These dimension represent extroversion and introversion of Secondary school teachers of Haryana. Research has demonstrated that these grouping of characteristics tend to occur together in many people e.g. individuals who are sociable tend to be talkative.

**ANALYSIS AND INTERPRETATION OF DATA**

**To study the relationship between teaching competency and introversion of secondary school Teachers**

**TABLE- 1**  
**Coefficients of Correlation between Teaching Competency and Introversion of Secondary School Teacher**

Variables	N	'r' value
Teaching Competency	117	-0.0351(NS)
Introversion	117	
Df=115 * Value of significance at 0.05 level=0.174 ** Value of Significance at 0.01 level=0.228 NS= Not Significant		

A perusal of Table 1 indicates that the coefficient of correlation between teaching competency and introversion is -0.0351 which is negative and not significant at both 0.05 and .01 level of significance. Thus, the null hypothesis stating that “There is no significant relationship between teaching competency and introversion of secondary school teachers”, is accepted. In other words, teaching competency of secondary school teachers is not associated with increase or decrease in introversion and vice-versa.

**Table -2**

**To study the Relationship Between Teaching competency and extroversion of Secondary school Teacher's**  
**Coefficients of Correlation between Teaching Competency and Extroversion of Secondary School Teacher**

Variables	N	'r' value
Teaching Competency	72	0.267*
Extroversion	72	
Df=70 * Value of Significance at 0.05 level=0.232 ** Value of Significance at 0.01 level= NS=Not Significant		

A perusal of Table 2 indicates that the coefficient of correlation between teaching competency and extroversion is 0.267 which is positive and significant at 0.05 level of significance. Thus, the null hypotheses stating that “There is no significant relationship between teaching competency and extroversion of secondary school teachers”, is rejected. This shows results in enhancing their teaching competency.

### **Finding**

No significant relationship was found between teaching competency and introversion of secondary school teachers in overall and in case of male, female and rural, urban teachers. It can be due to the reason that may be some other factors like content knowledge, teaching attitude etc. play important role in developing or enhancing teaching competency.

Significant relationship was found between teaching competency and extroversion of secondary school teachers, which shows that extrovert behavior enhances teaching competency of secondary school teachers.

### **BIBLIOGRAPHY**

- Ambassana, A. (2011). University teachers’ attitude towards professionalism, *Edutracks*, 10(9), 35-38.
- Anbuthasan, A. And Balakrishnan, V. (2013). Teaching competency of teachers in relation to gender, age and locality. *International journal of teacher educational research (ijter)*,2(1).
- Demir, E. (2015). Students’ evaluation of professional personality competencies of physical education teachers working in high schools. *US-China Education Review*, 5(2), 149-157.
- Ghosh, S. & Bairagya, S. (2010) Attitude of secondary school teachers towards teaching profession in relation to some demographic variables, *Journal of educational research (EDUSEARCH)*, Vol. 1 No. 1, April
- Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal of Engineering and Science (IJES)*, 4(2), 1-12.
- Remo and Rinoi (2003) The investigated the relationship between teacher’s personality profile and their attitude towards their profession and their training. Ph.D. In M. B. Buch, *Research in education, survey of educational research*.
- Lakshmi & Shanmugaganesan (2008). “Personality and Teaching competency of teacher trainees”. *Journal of Educational Research & Extention*, 45(4), 21-37.
- Shukla, S. (2014). Teaching competency, professional commitment and job satisfaction-a study of primary school teachers. *Journal of Research & Method in Education (IOSR-JRME)*, 4(3), 44-64.