ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN

RELATION TO TEACHING COMPETENCY OF TEACHERS

A Dissertation Submitted to

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In Partial Fulfilment of the Requirement for the Award of the Degree of

Master of Education

By

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CHAPTER I

DECLARATION

I do hereby declare that the dissertation entitled "ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO TEACHING COMPETENCY OF TEACHERS" submitted in partial fulfilment of the requirement for the award of the degree of Master of Education is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Date…………….   Gurvir Kaur Dhillon
                                                                         Regd. No. 11500731

CERTIFICATE

This is to certify that Gurvir Kaur Dhillon has completed her dissertation entitled "ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO TEACHING COMPETENCY OF TEACHERS" under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for the partial fulfilment of the requirements for the award of   M. Ed degree.

Date………………   Signature

Dr. Kundan Singh,

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ABSTRACT

The purpose of the present study was to investigate into the academic performance of secondary school students in relation to teaching competency of teachers. Descriptive research method was used to obtain pertinent and precise information. The objectives of the study were: to study the levels of the academic performance among secondary school students; to study the levels of teaching competency among secondary school teachers as perceived by students; to find the difference between secondary school boys and girls in their academic performance; to find the difference between rural and urban secondary school students in their academic performance; to find the difference in teaching competency of teachers as perceived by secondary school boys and girls; to find the difference in teaching competency of teachers as perceived by secondary school rural and urban students; to find the relationship between academic performance of secondary school students and teaching competency of secondary school teachers. The sample of the study was comprised of 350 secondary school students which were selected by using convenient sampling technique. Sample includes 235 rural secondary school students and 115 urban secondary school students. Further, it includes 159 secondary school boys and 191 secondary school girls. For the collection of data Teaching Competency Scale (2014) was used (developed by Moreno-Murcia, Torregrossa and Pedreno). For the purpose of drawing out results, the investigator used statistical techniques like percentage, mean, SD, t-test and coefficient of correlation. The findings of the study revealed that 1.43% secondary school students have attained A1 grade, 1.14% students got A2 grade, 23.14% students acquired B1 grade, 42.17% have got B2, 29.43% students attained C1 and 2.29% secondary school students acquired C2 grade whereas, none of the students have got D, E1 and E2 grades. 28.57% teachers posses excellent teaching competency; 64.86% posses good teaching competency; 6.29% teachers are having average level of teaching competency whereas 0.29% teachers possess poor level of teaching competency as perceived by their students. Secondary school girls are better in academic performance as compared to their counterpart secondary school boys. There exists no significant difference between rural and urban secondary school students in their academic performance. Secondary school teachers posses better teaching competency as per perception of secondary school girls than the perception of their counterpart secondary school boys. Secondary school teachers do not differ in their teaching competency as per perception of rural and urban secondary

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school students**.** There is no relationship between academic performance of secondary school students and teaching competency of secondary school teachers.

Keywords: Academic performance, teaching competency, secondary school students

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Date…………   Investigator

                                                                      Gurvir Kaur Dhillon

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INTRODUCTION

Education is the way of attaining knowledge, skills, values, beliefs, and habits. Education includes methods like storytelling, discussion, teaching and training. Education takes place under the guidance of educators, but students also educate themselves. Education can be taken place in formal or informal ways. Any experience that has an influential effect upon a person who thinks, feels, or acts, is also considered as education. The methodology of teaching is called pedagogy.

Academic performance means how well students do their studies and how they complete different tasks given to them by their teachers. Academic performance can be defined as good performance in curricular as well as extracurricular activities in school. It includes excellence in sports, behavior, communications, punctuality, skills confidence, assertive, arts, culture. Academic performance of a student refers to the knowledge

obtained and skill developed in the academic disciplines. It means success gained by students in particular subjects and areas of courses. An academic performance is how well pupil performs during their academics. This means, how well they did with academic disciplines and all types of activities done in school.

In relation to educational research, academic performance of a student can be considered as the measurable and observable behavior of a student in a particular subject or activity. For example, the academic performance of a student in science can be observed or measured through class test taken by teacher. Test is taken to observe and measure behavior of a student at particular time during a course. Students' academic performance consists of his scores at any particular time obtained from a teacher- made test in science. Therefore, we can find academic performance by observing as well as measuring behavior of a pupil to achieve a specific statement of or statement of educational intention in a research. Academic performance of students can be equated through scores obtained from teacher-made test, formative and summative tests.

Academic performance means what you have shown, you can do in a certain subject. Academic performance generally refers to how well a student is improving his or her tasks and studies, but there are various factors that determine the quality and level of students' academic performance. Academic performance is verified by the final grade obtained in the course.

1.1 ACADEMIC PERFORMANCE

Academic performance means performance of a student in achieving short- or long-term goals in education. Academic performance refers to completing his or her school and earning in the course. In a given semester, high academic achievement means a student is on the honor roll. Academic achievement can be affected by a number of factors, from simple demographic factors, such as gender, age and family socioeconomic status and also variable factors like the quality of the teaching at school and the mode in which students with special needs are grouped together. For example sometimes, students of a particular gender or race may have a statistically better chance of academic progress than their peers of a different gender or race. In addition, home environment including parental financial

status and the amount of support and facilities offered at home, can have a great influence on how students achieve in school.

Holden (2005) conducted a study to survey the independent relation of academic performance with disability and other individual and family characteristics, as well as school programs and experiences, three multi variant models of academic performance were predicted. Reading performance was tested and compared with grade level—positive values indicate higher test scores as compared to actual grade level and negative values indicate lower test scores relative to actual grade level.

Owoeye and Yara (2011) found, in Ekiti state of Nigeria, about the location of schools relating to academic performance of students. The study was conducted by the West African School Certificate Examinations (WASCE) both in rural and urban areas of the state. The study has revealed that students at urban regions had better academic achievement than rural areas. It is recommended to Government should build the gap between the rural and urban areas by assisting the rural people the social facilities so as to promote better academic performance of students in their examinations. The society should help the government by facilitating adequate incentives and bus facilities teachers and students to their school.

Canthra (2013) examined the impact of intelligence and gender upon academic performance of secondary school students at Lucknow. The sample consists of 614 students which were further divided into 358 males and 256 females. It was taken from ninth and tenth class of fourteen schools. Dr. G. C. Ahuja's Group Test of Intelligence was used to measure intelligence. The result of Class X was used to gather data for academic performance. The result shows that there is a significant effect of intelligence on academic achievement but gender has no significant effect on the academic achievement.

David (2014) undertook a study to assess factors that influence the performance of pupils of chosen secondary schools in Sumbawanga District, Tanzania. Purposive sampling was used to select the District, Heads of schools and District Secondary Educational officers. Systematic Random Sampling procedures were used to select students while simple random sampling was employed in selecting teachers as well as

parents. In this study the questionnaire, physical interviews and observation approaches were used in data gathering. The data were analyzed using descriptive analysis and Binary Logistic model used for inferential analysis. Low parents' income, shortage of laboratory and long walking distances to schools were found to have significant influence on the poor academic performances of the students at $p < 0.05$. Other factors that were found to influence poor academic performance included lack of English language competence, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities. The performance of secondary school students were therefore, found to drop every year mainly due to schools and home based factors. It is concluded that, Sumbawanga District Council should construct laboratories and dormitories to create conducive environments for learning.

Mphale and Mhlauli (2014) conducted a study of academic performance in junior secondary school students in Botswana since 2010. Data was collected through Questionnaires with the sample of 200 participants. Some documents were analyzed by the information collected through the questionnaire and by using the computer package which is known as Statistical Package for the Social Sciences (SPSS) version 15. The result showed that there were several factors which effects students' low academic performance ranging from low staff morale to students unpreparedness for the examinations. The study suggests that high teacher's morale, parental involvement and availability of resources are important for the accomplishment of high quality education in secondary schools at Botswana. Moreover, the results of the study have implications for research and practices.

Usaini et al (2015) conducted a study to find the impact of school environment upon academic performance of students. The objective of the study is to find whether school facilities, teachers and environment effects secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design and self-administered questionnaire were used to gather data. Stratified random sampling technique was used. The result explained in three ways; descriptive analysis, demographic information and inferential analysis. The findings indicated that students from a school with good teachers, adequate facilities and favorable environment perform well than the schools with unqualified teachers, fewer facilities and the less congenial environment.

Olivier (2016) found the influence of face-to-face contact and online discussion sessions upon the academic performance of students at an Open Distance Learning (ODL). For independent samples, t-tests shows that students who attended a written assignment preparation contact session performed significantly better in the written assignment than those students who did not attend this contact session [t (813) = 4.64, p = 0.00]; students who attended an examination preparation contact session did not perform significantly better in the examination than those students who did not attend this contact session [t (892) = 1.12, p = 0.26]; while students who used an online discussion forum performed significantly better in the final examination than those students who did not use this forum [t (1,013) = 4.04, p = 0.00]. The study also found that the attendance of contact sessions and the utilization of an online discussion forum by students were extremely low, and possible reasons for this are also given. Implications for the use of contact sessions and online discussion forums to improve the academic performance of ODL students are also discussed.

Carter et al (2017) found that average final exam scores of students who were allowed to computer classrooms had low standard deviation than exam scores of students in classrooms that banned computers. With the use of two separate treatments, negative effect occurs in classrooms where laptops and Tablets are allowed without restriction and classrooms where students are only permitted to use Tablets that remained flat on the desk surface. Those who were permitted computing devices in the classroom reduced final exam scores by 18 percent of a standard deviation. By way of comparison, this effect is as large as the average difference in exam scores for two students whose cumulative GPAs at the start of the semester differ by one-third of a standard deviation. These results are nearly identical for classrooms that permit laptops and Tablets without restriction as they are for classrooms that only permit modified-Tablet usage.

1.2 TEACHING COMPETENCY

Teaching competencies refer to the attainment and manifestation of the combined skills required for student teaching like introducing a lesson, reinforcement, probing questions, ease in questioning, explaining, swiftness of lesson, considerate child psychology, recognizing behavior, classroom management and given assignment.

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Encyclopedia of education explains teaching competency as the condition of having demonstrating skills, abilities or aptitudes in the satisfactory implementation of a learning task. Encyclopedia of teacher training and education describe teaching competency as sufficient and suitable skill, knowledge and experience for teaching purpose.

B. K. Passi and Ms. Lalitha have described teaching competency as an efficient performance of all observable teacher behavior which brings about desired student's outcomes.

S. Venkataiah defined General Teaching Competency as a knowledge, skill or professional expertise which a teacher posses and control brings relevant successful practice of teaching.

Nordenbo (2008) studied about teacher competences and pupil achievement in pre-school and school. There were seventy studies which were conducted to know the influence of teacher competence upon student's achievement. The findings of the study were that teacher had to enter into a social relation with each and every pupil. The teacher had low competency to direct the teaching task of the class. It was recommended that the teacher should act as a visible leader throughout teaching course. It was the teacher who is responsible pupils and the class for the development of rules and encourages the pupils to establish and maintain the rules themselves. Both of these competences are significant for the development of overall aims about the pupils' motivation and autonomy and teacher's role in promoting academic learning. It was suggested that the teacher must possess competence both in the teaching-learning process in a general sense and in the individual subjects taught, in relation with the content of the teaching.

Macrae (2012) conducted a study to find the relationships between student perceptions self-efficacy for reading as well as reading achievement through support of teacher competence, for American, African and European students. Earlier studies upon teacher support have emphasized on emotional support and have positive influence on motivation and achievement. The support for competence has increasingly considered as a distinct dimension of teacher support which requires the extension of this experimental research upon the combination between teacher competence support, achievement and

motivation. Purpose of study is to narrow this focus on student perceptions self-efficacy for reading as well as reading achievement through support of teacher competence in middle school.

Ayeni (2012) found in his study that competent teachers are important in improvising students' achievement and closing the achievement gap. The influence on student learning is the quality of teaching exclusively. This is a problem because teachers may not be provided the opportunities to improve in their classroom practices, which invariably may affect student's achievement negatively. This study assesses teachers' competence in secondary school; examines the factors influencing teachers' competence, investigates the student perceptions of teacher leadership style and how these perceptions affect students' academic performance. Randomly selection technique was used to select one hundred students were from these schools. To test the correlation between teachers' competence and academic performance of students, four hypotheses were developed in secondary school. The research contends that teachers should not be left alone in the education process of secondary school students and should be retrained to meet up with the evolving trends in education.

Kaur and Talwar (2014) conducted a study to find the association between teaching competency and emotional intelligence of secondary school teachers. There were 100 secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The result of the study showed a significant positive relationship between teachers' teaching competency and their emotional intelligence. But insignificant difference is found between teaching competencies as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The findings revealed that teaching competency and emotional intelligence are not affected by gender.

Koca (2016) evaluated teaching competency of pre-service teachers in concerning with learning-teaching process in a music course. Participants were pre-service classroom teachers taking music as teaching course at the primary school. It was conducted in teaching department of the Education Faculty at a university located in Turkey

(Mediterranean region). Criterion sampling method was used for the study. A questionnaire prepared by the researcher "personal information form" and the evaluation form for performance for learning-teaching process were used in the research to collect data. The findings of the study discovered that pre-service teachers generally considered themselves competent in the learning-teaching process of music courses. The evaluation of the observation forms were based on performance indicators prepared by the researcher. It showed that their competencies in preparation of material, lesson planning environmental organization of learning and time management considered were less competent.

Wei and Yasin (2017) found that autism teacher is able to educate autism child that are increasing throughout the year. The aim of this study is to identify the competency of special education teacher in teaching autistic child and curriculum in teacher training. This study used quantitative approaches and questionnaire is built to collect the data. A total of 107 primary teachers in Melaka have been selected by purposive sampling for this survey. The study found that special education teachers are less competent in using evidence based teaching for autism. Data shows that most of the teachers have not received any training in how to teach autistic child during teaching training in university or teacher training center. This study is important to modify the current teacher training course related to autism to increase the quality of teachers.

1.3 SIGNIFICANCE OF THE STUDY

Teachers have a fundamental and dynamic role in the educational system. Good performance of students depends upon efficient teaching of teachers. For the qualitative improvement in education, there is great need of efficient teachers in performance of the students. Teachers accompanied with their competency bring desirable changes in shaping the future of the students. The qualitative expansion and the need for improvement of education has raised problem of right type of teachers. Teaching profession is regarded as the most important and noblest profession. Teaching is a mission, to which they are transparently whole hearted and dedicated. It is therefore, imperative that those individuals who join the teaching line should be dedicated and competent. This study is designed to evaluate secondary school teacher's competency in the academic performance. The

research attempts to identify and evaluate teacher's competencies in two areas that is knowledge competency and skill based competencies. The major idea of this study is to evaluate Academic Performance of Secondary School Students in relation their teacher's competency.

An analysis of the related literature shows that Holden (2005), Owoeye and Yara (2011), Canthra (2013), David (2014), Mphale and Mhlauli (2014), Usaini et al (2015), Olivier (2016) and Carter et al (2017) have conducted studies on academic performance variable. Whereas, Nordenbo (2008), Macrae (2012), Ayeni (2012), Kaur and Talwar (2014), Koca (2016), Wei and Yasin (2017) have conducted studies on teaching competency of teachers. It may also be analyzed that both the variables, academic performance of students and teaching competency of teachers are not studies jointly. Thus, there is a need to fill the research gap.

Findings of the study will be beneficial to the teachers, students, parents, administrators, examiners and curriculum framers to perform their respective duties in a better way. Above all, it will help to raise the quality of education at school level and in turn to achieve the objectives at this stage.

1.4 STATEMENT OF THE PROBLEM

The education system of every nation should be clearly focused on the students learning and to produce skilled manpower who can better serve the nation towards its wholesome development. Every classroom setting thus needs well equipped material or human that leads towards this goal. Most importantly, the knowledge providers need to be vibrant enough for the same. Learner's achievement is typically low in studies, skills and attitudes. Some noticeable causes could be the constraint of large class size, uneducated parents, lack of facilities and many more factors for underperformance of the students. Nevertheless, teachers can act to be the real player for them in spite of the many factors affecting them. This study is based on this very fact and aims to investigate whether the

competence of teachers are actually related to the student's learning outcome or not. Hence, the problem of the study is stated as:

"ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO TEACHING COMPETENCY OF TEACHERS"

1.5 OPERATIONAL DEFINITION OF TERMS

The key areas of the study are Academic Performance, Teaching Competency and Secondary School Students. Operational definition of terms is as follows:

Academic Performance

Academic Performance is the accomplishment or achievement of the students in their academics that can be commonly measured by assessment and evaluation. It depends on individuals and their teacher's competence. In its operational terms it refers to high or low scores of secondary school students in their immediate previous class.

Teaching Competency

Teacher's competence is the set of knowledge, skills and attitude possessed by the teachers to carry out professional and personal task successfully and ultimately to bring the change in the academic performance. In its operational terns, it refers to scores obtained by secondary school teachers in Teaching Competence Scale (2014) by Moreno-Murcia, Torregrossa and Pedreno.

Secondary School Students

Secondary school students refers to the 9th grade students studying in various secondary schools of Punjab state.

1.6 OBJECTIVES

Following objectives were realized in the present study:

1. To study the levels of academic performance among secondary school students.

2. To study the levels of teaching competency among secondary school teachers as perceived by students

3. To find the difference between secondary school boys and girls in their academic performance.

4. To find the difference between rural and urban secondary school students in their academic performance.

5. To find the difference in teaching competency of teachers as perceived by secondary school boys and girls.

6. To find the difference in teaching competency of teachers as perceived by secondary school rural and urban students.

7. To find the relationship between academic performance of secondary school students and teaching competency of secondary school teachers.

1.7 HYPOTHESES

Following hypotheses were tested in the present study:

1. There exists significant difference between secondary school boys and girls in their academic performance.

2. There exists significant difference between rural and urban secondary school students in their academic performance.

3. There exists significant difference in teaching competency of teachers as perceived by secondary school boys and girls.

4. There exists significant difference in teaching competency of teachers as perceived by secondary school rural and urban students.

5. There exists significant correlation between academic performance of secondary school students and teaching competency of secondary school teachers.

1.8 DELIMITATIONS OF THE STUDY:

1. Present study was delimited to Jalandhar and Hoshiarpur districts of Punjab.

2. Study was delimited to secondary school students of Punjab state.

CHAPTER II

RESEARCH METHODOLOGY

Research Methodology is a set of methods and principles which are used to perform a particular study. In Methodology, the researcher explains the procedure which he is going to adopt for investigation of the problem. Method means a regular and organized way to reach at some extend. It is way of performing something frequently the Method and procedure are used interchangeably in Research Literature. In order to reach approximate extend the selection of suiTable method is very important. Methodology makes the most important contribution towards the development of any study. In Research there are so many methods and procedures to be applied because method is a technique to accomplish properly bigger sets of problem and also describes various steps to be adopted and solving a research problem. It is very importantly marked under the design and plan it gives a brief description of a sample as well as tools and techniques applied for the interpretation of data.

2.1 RESEARCH METHOD

Education Research involves several research methods such as philosophical, historical, experimental and descriptive. In the present study the descriptive survey is employed to meet the purpose of research. Descriptive research is also known as statistical research. It describes characteristics as well as data about the population or phenomenon being studied. Descriptive research answers the question such what, who, when, where and how. Even though the data description is factual, accurate and systematic, still the research cannot describe what caused a situation. Therefore, Descriptive research cannot be used to form a causal relationship, where one variable influences another. Qualitative research frequently has the aim of description and research.

Descriptive survey method is basically to find out the solution of current problem. Descriptive research describes and interpret because it is concerned with conditions or relationships that exists; practices that prevails; beliefs, point of view or attitudes that are held; processes that are going on; effects that are being felt; trends that are developing. Descriptive research study is designed to obtain pertinent and precious information of current status of the phenomenon of immediate past and whenever possible to draw general valid conclusions for the facts discovered. The present study is primarily descriptive in nature as it is concerned with relationships between academic performance of the secondary school students and teaching competency of teachers. The present study is conducted to explore the teaching competency of teachers in Jalandhar and Hoshiarpur.

2.2 PROCEDURE OF DATA COLLECTION:

The investigator collected the data from the secondary school students using the descriptive survey method. The procedure for data collection was included by permission from the concern competent authorities and then collected the data. At the outset the researcher was visited the respective secondary school and state the title and purpose of the study to the concern authority. After scoring and tabulating the collected data, appropriate statistical techniques were used in order to analyses data. Following were the schools which were visited to collect data:

Table 2.1: List of Schools

S. No.	List of Schools
1	B.V.N Model High School, Adampur, Jalandhar
2	DIPS, Binpalka, Jalandhar
3	Government High School, Khajurla, Jalandhar
4	Guru Harkrishan Public Sen. Sec. School, Bhogpur, Jalandhar
5	Sir Marshal Convent School, Nainowal Vaid, Hoshiarpur
6	Government High School, Nangal Isher, Hoshiarpur
7	Lyallpur Khalsa Collegiate Sen. Sec. School, Sham Churasi, Hoshiarpur
8	Government Sen. Sec. School, Gajipur, Jalandhar

2.3 METHOD

Descriptive survey method was used in the present study.

2.4 SAMPLE:

A sample of the study was comprised of 350 secondary school students which were selected by using convenient sampling technique. Sample was selected on the basis of 2 strata, namely gender and locality.

2.5 SAMPLING DESIGN

The sample of the study comprised of 350 secondary school students. Sample included 235 rural secondary school students and 115 urban secondary school students. Further, it included 159 secondary school boys and 191 secondary school girls. Distribution of the sample is presented in Figure 2.1.
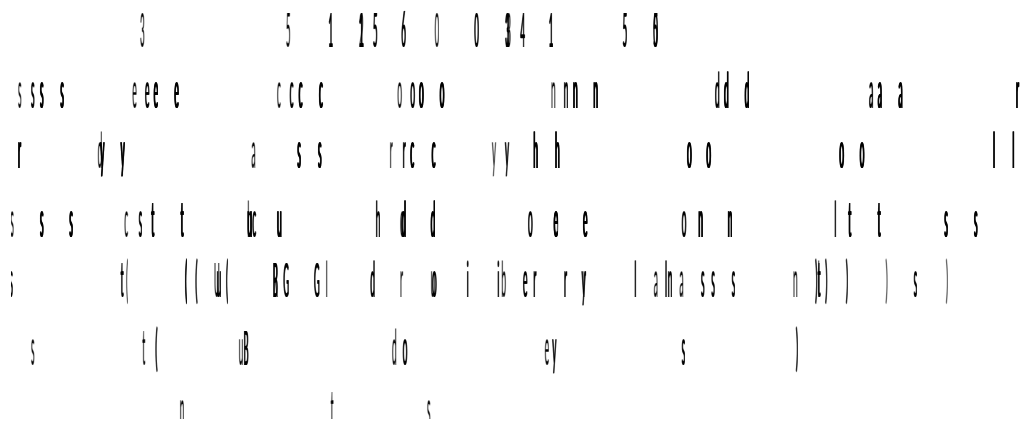
Figure 2.1: Distribution of Sample

2.6 TOOLS FOR DATA COLLECTION

Following tool was used for data collection:

Teaching Competence Scale (2014) developed by Moreno-Murcia, Torregrossa and Pedreno.

2.7 DESCRIPTION OF TOOL

Teaching Competence Scale

This scale consists of 28 items. Items are about teaching competency of teachers. Each item is given with options i.e. Completely Disagree, Disagree, Neither Agree Nor Disagree, Agree, and Completely Agree. These 28 items are grouped into three factors: planning, with four items (e.g. "He/she provides clear information about objectives, bibliography, tutorials, contents and assessment methods in the subject's curriculum"), development, with 17 items (e.g. "He/she promotes teamwork") and result, with seven items (e.g. "He/she applies the assessment criteria of the activities as established in the subject's curriculum"). The items were assessed by using a Likert scale with a scoring range between 1 (*Completely disagree*) and 5 (*Completely agree*).

RELIABILITY OF TOOL

Reliability of tool refers to the degree of consistency and accuracy with which an instrument measures the attributes for which it is designed to measure. Reliability of tool was calculated by using Cronbach's alpha co-efficient of internal consistency. The reliability of the tool was $\alpha = 1$, hence the tool was highly reliable.

VALIDITY

The scale has content validity since at every stage of its development, discussions. In order to find and evaluate the instrument's factor structure, an exploratory factor analysis and a confirmatory factor analysis were carried out, respectively. The instrument's internal consistency was analyzed by using Cronbach's alpha coefficient, and the descriptive statistics (averages and standard deviations) and bi-variant correlations of all items were obtained.

2.8 STATISTICAL TECHNIQUES

Following statically techniques were used to analyze data in the present study:

➢ Mean Score

➢ Standard Deviation

➢ Percentage

- ➢ 't' test

- ➢ Coefficient of correlation

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. A good research is characterized by the care taken in analysis and interpretation of data. Analysis of the data means studying the organized material in order to discover inherence facts. The data was studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open mind. It is worthwhile to prepare a plan of analysis before the actual collection of data.

Once the data have been analyzed, the researcher can proceed to the stage of interpreting the results, and then formulating conclusions and generalizations on the basis of these results. The nature of study, its objectives and hypothesis, data gathering tools and techniques and the type of the sample must be kept in mind by the researcher while drawing conclusions and formulating generalizations. The present research was focused on "ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO TEACHING COMPETENCY OF TEACHERS".

Present chapter presents the analysis and interpretation of data under the following heads:-

1. Results Pertaining to Grade Wise Academic Performance of Secondary School Students
2. Results Pertaining to Levels of Teaching Competency of Secondary School Teachers (As Perceived by Secondary School Students)

3. Results Pertaining to Difference Between Secondary School Boys and Girls in Their Academic Performance

4. Results Pertaining to Difference Between Rural and Urban Secondary School Students in Their Academic Performance

5. Results Pertaining to Difference in Teaching Competency of Secondary School Teachers as Perceived by Secondary School Boys and Girls

6. Results Pertaining to Difference in Teaching Competency of Secondary School Teachers as Perceived By Rural and Urban Secondary School Students

7. Results Pertaining to Relationship between Academic Performance of Secondary School Students and Teaching Competency of Secondary School Teachers.

3.1 Results Pertaining to Grade Wise Academic Performance of Secondary School Students
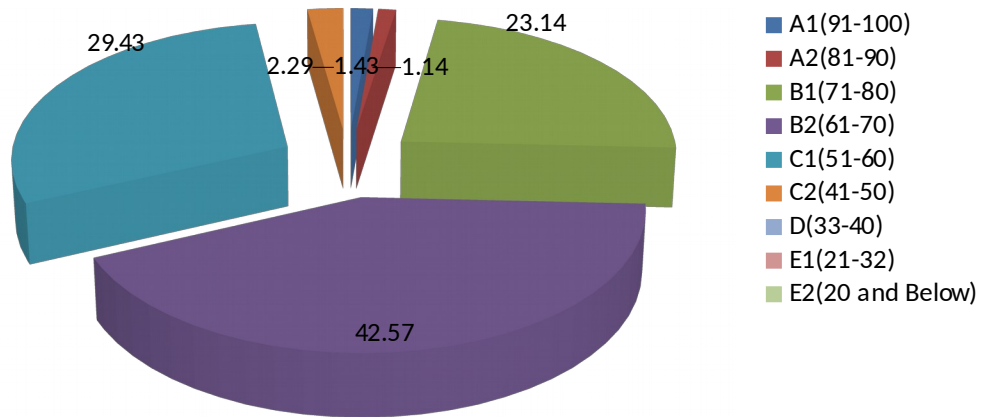
First objective of the present study was to analyze levels of academic performance of secondary school students. To fulfill the objective, grade wise percentage of students was calculated Results so obtained were organized in Table 3.1

Table 3.1 Results Pertaining to Grade Wise Academic Performance

of Secondary School Students

Academic Performance		
Grades	N	%age
A1(91-100)	5	1.43
A2(81-90)	4	1.14
B1(71-80)	81	23.14
B2(61-70)	149	42.57
C1(51-60)	103	29.43
C2(41-50)	8	2.29
D(33-40)	0	0
E1(21-32)	0	0
E2(20 and Below)	0	0

It is clear from Table 3.1 that only 1.43% secondary school students have attained A1 grade, 1.14%students got A2 grade, 23.14% students acquired B1 grade, 42.17% have got B2, 29.43% students attained C1 and 2.29% secondary school students acquired C2 grade. Whereas, none of the students have got D, E1 and E2 grades. Graph 3.1 presents pictorial representation of the same.

29.43 2.29—1.43—1.14 23.14

42.57

- A1(91-100)
- A2(81-90)
- B1(71-80)
- B2(61-70)
- C1(51-60)
- C2(41-50)
- D(33-40)
- E1(21-32)
- E2(20 and Below)

3.2 Results Pertaining to Levels of Teaching Competency of Secondary School Teachers (as perceived by Secondary School Students)

Percentage of secondary school teachers belonging to different levels of teaching competency was calculated. Results so obtained are organized in Table 3.2.

Table 3.2 Percentage Wise Levels of Teaching Competency

of Secondary School Teachers (as Perceived by Secondary School Students)

Teaching Competency		
Levels	**N**	**%age**
Poor	1	0.29
Average	22	6.29
Good	227	64.86
Excellent	100	28.57

It is clear from Table 3.2 that 28.57% teachers posses excellent teaching competency; 64.86% posses good teaching competency; 6.29% teachers are having average level of teaching competency whereas 0.29% teachers possess poor level of

teaching competency as perceived by their students. Graph 3.2 presents pictorial representation of the same.

Graph 3.2: Levels of Teaching Competency of Secondary School Teachers (as Perceived by Students)
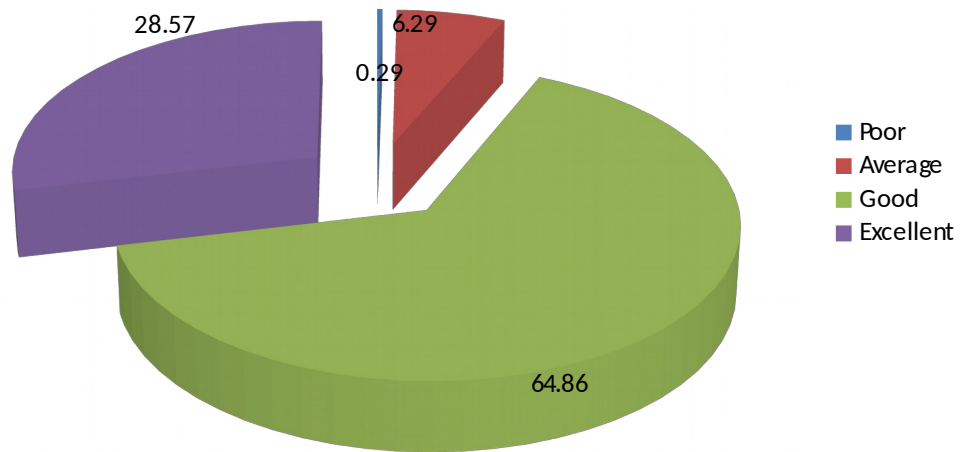
3.3 Results Pertaining to Difference between Secondary School Boys and Girls in Their Academic Performance

Table 3.3 presents the summary of statistics for finding out the significant difference between secondary school boys and girls in their academic performance.

Table 3.3: Mean Scores, N, SDs, df and t-value for Difference between Secondary School Boys and Girls in Their Academic Performance

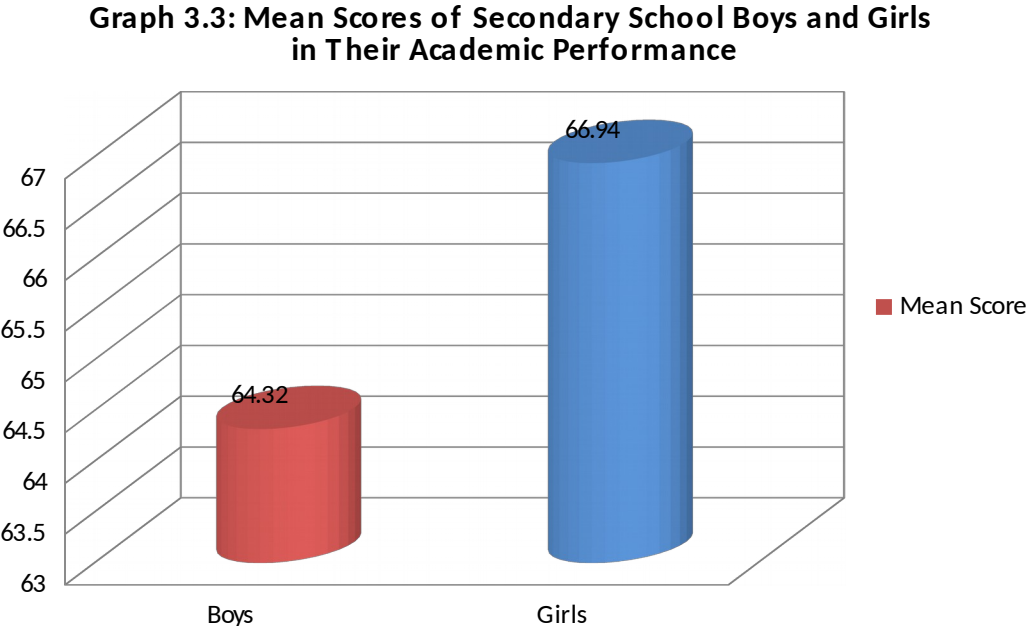| Academic Performance					
Gender	N	M	SD	df	t-value
Boys	159	64.32	8.93	348	2.87**
Girls	191	66.94	7.98		

NS Not Significant

*Significant at .05 Level

**Significant at .01 Level

It is clear from Table that t-value (2.87) for the difference between secondary school boys and girls in their academic performance is significant at 0.01 level of significance It may be interpreted that there exists significant difference between secondary school boys and girls. Further, mean score (66.94) of secondary school girls is greater than mean score of secondary school boys. It may be interpreted that secondary school girls are better in academic performance as compared to their counterpart secondary school boys. Hence, the hypothesis that there exists significant difference between secondary school boys and girls in their academic performance was accepted. Graph 3.3 presents mean scores of secondary school boys and girls in their academic performance.

Graph 3.3: Mean Scores of Secondary School Boys and Girls in Their Academic Performance

3.4 Results Pertaining to Difference between Rural and Urban Secondary School Students in Their Academic Performance

Table 3.4 presents the summary of statistics for finding out the significant difference between rural and urban secondary school students in their academic performance.

Table 3.4 Mean Scores, N, SDs, df and t-value for Difference between Rural and Urban Secondary School Students in Their Academic Performance

Academic Performance					
Locality	**N**	**M**	**SD**	**df**	**t-value**
Rural	235	66.03	8.79	348	0.92 NS
Urban	115	65.17	7.93		

NS Not Significant

*Significant at .05 Level

**Significant at .01 Level

It is clear from Table 3.4 that t-value (0.92) for the difference in mean scores between rural and urban secondary school students in their academic performance is not significant at 0.05 level of significance. Thus, it may be interpreted that there exists no significant difference between rural and urban secondary school students in their academic performance. Hence, the hypothesis that there exists significant difference between rural and urban secondary school students in their academic performance was rejected.

3.5 Results Pertaining to Difference in Teaching Competency of Secondary School Teachers (as Perceived by Secondary School Boys and Girls)

Table 3.5 presents the summary of statistics computed for finding out the significant difference in teaching competency of secondary school teachers as perceived by secondary school boys and girls.

Table 3.5 Mean Score, N, SDs, df and t-Value for Difference in Teaching Competency of Secondary School Teachers (as Perceived by Secondary School Boys and Girls)

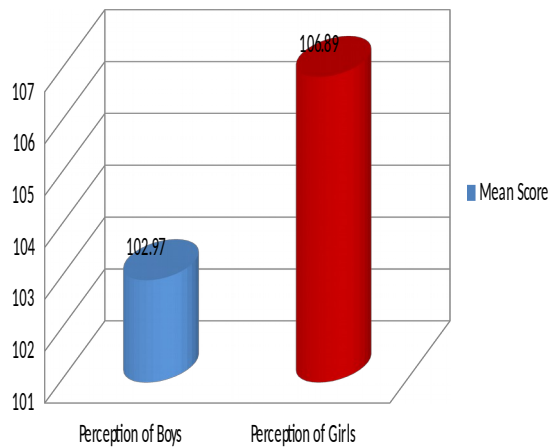| Perceived Teaching Competency					
Gender	N	M	SD	df	t-value
Boys	159	102.97	13.05	348	2.81**
Girls	191	106.89	12.94		

NS Not Significant

*Significant at .05 Level

**Significant at .01 Level

It is clear from Table 3.5 that t-value for difference in teaching competency of secondary school teachers (as perceived by secondary school boys and girls) is (2.81). This t-value is significant at.01 level of significance. Since, mean score (106.89) of the teaching competency of teachers (as perceived by secondary school girls) is greater than the mean score (102.97) of the teaching competency of teachers (as perceived by secondary school boys). Hence, it may be analyzed that secondary school teachers posses better teaching competency as per perception of secondary school girls than the perception of their counterpart secondary school boys. Graph 3.4 shows mean scores of teaching competency of secondary school teachers (as per perception of secondary school boys and girls).

Graph 3.4: Mean Scores of Teaching Competency of Secondary School Teachers (as per Perception of Secondary School Boys and Girls)

3.6 Results Pertaining to Difference in Teaching Competency of Secondary School Teachers (as Perceived by Rural and Urban Secondary School Students)

Table 3.6 presents the summary of statistics computed for finding out the significant difference in teaching competency of secondary school teachers (as perceived by rural and urban secondary school students)

Table 3.6 Mean Score (M), N, SDs, df and t-Value for Difference in Teaching Competency of Secondary School Teachers (as Perceived by Rural and Urban Secondary School Students)

Perceived Teaching Competency					
Locality	**N**	**M**	**SD**	**df**	**t-value**
Rural	235	105.12	13.04	348	0.02 NS
Urban	115	105.10	13.33		

NS Not Significant

*Significant at .05 Level

**Significant at .01 Level

It is clear from Table 3.6 that t-value for difference in teaching competency of secondary school teachers (as perceived by rural and urban secondary school students) is 0.02. This t-value is not significant at .05 levels. Hence, it may be analyzed that rural and urban secondary school students do not perceive any significant difference in teaching competency of secondary school teachers. Thus, the hypothesis that there exists significant difference in teaching competency of secondary school teachers (as perceived by rural and urban secondary school students), was not retained.

3.7 Results Pertaining to Relationship between Academic Performance of Secondary School Students and Teaching Competency of Secondary School Teachers

Table 3.7 presents the summary of statistics computed for finding out the relationship between academic performance of secondary school students and teaching competency of secondary school teachers.

Table 3.7 Co-efficient of Co-relation between Academic Performance of Secondary School Students and Teaching Competency of Teachers

Variable	N	df	Co–efficient of Correlation
Academic performance	350	348	0.131 NS
Teaching Competency			

NS Not Significant

*Significant at .05 Level

**Significant at .01 Level

It is clear from Table 3.7 that the value co-efficient of correlation between academic performance of secondary school students and teaching competency of secondary school teachers is 0.131. The co-efficient of correlation was not found to be significant at .05 levels of significance. Thus, it may be interpreted that there exists no significant relationship between academic performance of secondary school students and teaching competency of secondary school teachers. Therefore, the hypothesis that there exists a significant relationship between academic performance of secondary school students and teaching competency of secondary school teachers, was rejected.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Following conclusions were drawn:

1. 1.43% secondary school students have attained A1 grade, 1.14%students got A2 grade, 23.14% students acquired B1 grade, 42.17% have got B2, 29.43% students attained C1 and 2.29% secondary school students acquired C2 grade. Whereas, none of the students have got D, E1 and E2 grades.
2. 28.57% teachers posses excellent teaching competency; 64.86% posses good teaching competency; 6.29% teachers are having average level of teaching competency whereas 0.29% teachers possess poor level of teaching competency as perceived by their students.
3. Secondary school girls are better in academic performance as compared to their counterpart secondary school boys.
4. There exists no significant difference between rural and urban secondary school students in their academic performance.
5. Secondary school teachers posses better teaching competency as per perception of secondary school girls than the perception of their counterpart secondary school boys.
6. Secondary school teachers do not differ in their teaching competency as per perception of rural and urban secondary school students**.**
7. There is no relationship between academic performance of secondary school students and teaching competency of secondary school teachers.

4.2 RECOMMENDATIONS

Following are the recommendations of the study:

1. Since secondary school girls are better in academic performance as compared to their counterpart secondary school boys. Hence, it is sole responsibility of the parents, teachers, examiners, administrators, policy makers and curriculum framers

that they should make provisions of student centered activities and tasks for secondary school boys so that their academic performance can be improved.

2. As there exists no significant difference between rural and urban secondary school students in their academic performance. Thus, both rural and urban secondary school students should be treated equally i.e. irrespective of any locality background.

3. Since secondary school teachers posses better teaching competency as per perception of secondary school girls than the perception of their counterpart secondary school boys. Hence, provisions should be made in the schools, colleges and other training institutions so that teaching competency of secondary school teachers can be enhanced.

4. Because secondary school teachers do not differ in their teaching competency as per perception of rural and urban secondary school students. So, both should be treated equally i.e. there should be no discrimination between rural and urban secondary school teachers for training and work related facilities

5. Since there is no relationship between academic performance of secondary school students and teaching competency of secondary school teachers. It implies that teachers are not showing proper involvement in making students learn. Teachers should understand their sole duty to make students learn and facilitate, guide and monitor them.

4.3 SUGGESTIONS:

Following are the suggestions for further research:

1. A study on the title 'Academic performance of secondary school students in relation to emotional intelligence of teachers' may be conducted.

2. A study on the title 'Academic performance of secondary school students in relation to adversity quotient of teachers' may be conducted.

3. A study on the title 'Academic performance of secondary school students in relation to social intelligence of teachers' may be conducted.

4. A study on the title 'Academic performance of secondary school students in relation to spiritual intelligence of teachers' may be conducted.

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