A SEARCH FOR MANAGEMENT COMPETENCIES IN SCHOOL TEACHERS

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ABSTRACT

The main focus of this study is to identify crucial management competencies required by School teachers and to test if the school teachers of the study area ie,. School teachers of st. Thomas Mount Block of kanchipuram district, Chennai, TamilNadu possess those Management competencies. In this research the teachers Management competency scale has been developed with 10 variables such as Managerial skills, Time management skills, Communication skills, Motivational skills, Interpersonal skills, leadership skills, Decision making skills, Problem Solving, Negotiation skills and Personal Values. The reliability of the measurement scale was tested using Cronbach's alpha reliability test. The Cronbach's alpha for the entire instrument is 0.958 which is higher than the desirable statistic 0.7.

A total of 800 questionnaires were distributed to various school teachers in the study area. 760 questionnaires were collected back out of which only 722 questionnaire were taken for the study. Due to incomplete responses and incorrect responses 38 questionnaires were eliminated. Descriptive analysis were performed on all 10 Management competencies. From the research made it is evident that both male and female School teachers in the study area need to develop Managerial skills and Leadership skills in order to perform well. They already posess good Time Management skills, Communication skills, Motivational skills, Interpersonal skills, Decision making skills, Problem solving skills, Negotiation skills and personal values. Managerial Skills, Time Management Skills, Communication Skills, Leadership Skills, Decision Making Skills, Negotiation Skills and Personal Values vary

according to age whereas Motivational Skills, Interpersonal Skills and Problem Solving Skills does not significantly differ according to age.

INTRODUCTION

Competency refers to the knowledge, skills and attitude possessed by the teacher in order to perform well in his/her job. Children should be moulded and guided for proper development of their innate talents and for that purpose, the teacher must possess the required competencies, skills and the bent of mind.

Competencies are defined as the set of knowledge, skills and experience necessary for future, which manifests in activities (Katane et. al 44). Gupta(4) defines competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need inorder to be successful in a job.

The right way of doing things is the competent way, the right way to perform a job, right way to live and work in association and co-operation with others. It means the desired quality of job performance.

Applied to teachers, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as processes, methods and means of conveying them in an interesting way, involving the activities of students.(Teaching Competency of primary School teachers by Vinoth Kumar Singh, New Delhi, 2010)

To perform various challenging activities and to be an efficient leader(leading the students) it is not enough if the teacher's possess pedagogical competencies only but there is also a need for the management competencies. The Modern day teachers need Management competencies inorder to efficiently perform all of their tasks. Unlike olden day teachers, now the schools are conducting various intra competitions, training students for competitive exams, inter school competitions and Cultural programmes very frequently. Along with academics school teachers have to focus on various other events and activities and mould the challenging kids of today. Students find it difficult to mingle with other children since majority of them are single child and hence teachers have to spend time for counselling students. By using Management strategies teachers can domultiple activities simultaneously without stress. The utilisation of management techniques for performing efficienctly by school teachers can also be termed as posessing good management competencies. Identification of important management competencies required by school teachers and testing if they possess are crucial components of this study.

REVIEW OF THE RELATED LITERATURE

Reviewing the past studies and researches made in the competencies of school teacher improves the knowledge on the topic and also enables focussing on essential areas or areas with least research. A careful review of the research journals, books, dissertation, thesis and other sources of information on the problem to be investigated is one of the most important and first step of research.

STUDIES DONE ABROAD:

Maria Liakopoulou, Greece (2011), published a paper in "The Professional Competence of teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness. In this paper the qualifications considered essential by teaching professionals to be effective in pedagogical and didactic work are put together based on the results of a national survey carried out in Greece. As per the findings of this research "teachers seem to associate their effectiveness at work with Personal traits such as flexibility in terms of appearance of students, sense of humour, sense of fairness, patience, enthusiasm, creativity, care and interest in the students and Pedagogical skills such as subject knowledge, lesson planning, knowledge of learners, Teaching methodology, Curriculum knowledge, Knowledge of contexts, general pedagogical knowledge and knowledge of "self" .

Servet Celik, Turkey(2011) published a paper in " Characteristics and Competencies for Teacher Educators". In this paper the standards for teacher educators are Efficient organization of courses, successful teaching of courses, Engaging in creating practical knowledge, serving entire education community by7 providing counselling, introducing teaching methods, and programs and by participating in policy making committee, taking part in an ongoing personal professional development. The findings show that setting explicit standards for teacher improves quality of teaching.

Snezana Marinkoic et al.,Serbia (2011) published a paper in "Teacher's competence as the Indicator of the Quality and Condition of education". In this paper competence of teachers is measured using two variables 1. Self evaluation and expert evaluation of teachers, and 2. Student's achievement as indirect indicator. The communication competencies investigated are Interaction involvement, Conflict resolution style and strategies, Team working and team orientation and communication behaviour.

STUDIES DONE IN INDIA:

Shashi Shukla, Delhi, India (2014) published a paper in"Teaching Competency, Professional Commitment and Job Satisfaction – a study of primary school teachers" . In this paper teaching competency, professional commitment and Job satisfaction in private and government schools is studied. The findings show that teachers who have high commitment have increased job satisfaction. There is no impact of job satisfaction on teaching competency. There is very less impact of professional commitment on teaching competence.

Doli Dey et al., West Bengal, India (2015) published a paper in "Applicability of Teacher's Competency at Elementary Level". The findings shows that among teachers of Jalpaiguri district of West Bengal, 80% of teachers are having lack of knowledge on socioeconomic and cultural condition of the students, Only 60 % of teachers have deep understanding of pedagogical methods, 75% teachers possess full mastery over the content of the subject taught, Only 36% teachers use various methods in classroom teaching, only 23% teachers use electronic aids in classroom teaching, 69% of teachers do not participate in school management, only 31% teachers meet parents of their learners and 61% are less interested in participating in school surroundings community programme.

Rashida Kapadia et al., Mumbai (2012) published a paper titled "Relating Meta-cognition of Secondary School Students with their perceived Teacher competencies". The findings suggest that the meta-cognition of students is related to teachers' technical competencies such as communication skill, evaluation ability, classroom management, mastery over content and ability to organise information.

STATEMENT OF PROBLEM

As per the research made by ASER, the quality of education rendered by schools in Tamilnadu needs serious attention. The important factor that can bring change in the student learning process is his teacher. The teacher interaction has an overall influence on the student. Hence a need for competent teacher is thus necessitated. The knowledge, ability and skills required by a teacher are otherwise termed as competencies of a teacher. The standards to measure the contemporary competencies for teaching the latest generation students can bring awareness to the teachers and throw a light on the deficiencies if any.

School teachers are expected to have profound subject knowledge, ability to deliver the subject to students, Management skills, potential to cope up with modern technologies, Organising skills and physical ability to work continuously towards accomplishment of tasks. In Indian system of recruitment of teachers in many schools, the Academic Qualification and general abilities of the teachers alone is considered. Very little emphasis is there on testing the teachers for competence during interviews for selection.

As the teachers are regarded as the foundation on which stability of education system as well as the nation rests, the commitment and competency of the teacher is important for upgradation in the quality of education of the Nation.

Today's Teachers have to perform multiple activities and hence they need management competencies but there is very little emphasis or development of Management competencies in teachers. A study of Management competencies in relation to to gender, and age is included.

OBJECTIVE

1. To identify the Management competencies required by School teachers for better performance.
2. To find if School teachers working in St. Thomas Mount block of Kanchipuram district, Chennai posess Management competencies.
3. To compare the Management competencies of school teachers with respect to their Gender.
4. To compare the Management competencies of school teachers with respect to their Age.

PROFILE OF THE STUDY UNIT

Kanchipuram district of Tamilnadu has 13 Revenue blocks. The St. Thomas Mount block is one of the revenue blocks in the Kanchipuram district of Tamil Nadu, India. It has a total of 25 panchayat villages. There are nearly 260 Schools under the control of State Government in St. Thomas Mount Block, Kanchipuram district. Out of 260, there are 81 government schools, 9 government aided schools and 170 self-financing schools. The number of teachers working in schools of St. Thomas Mount block is 5933(approximately 6000 teachers). Out of 5933 teachers, 1530 are government school teachers, 282 are government aided school teachers and 4121 are self-financing school teachers. i.e In St. Thomas Mount Block, 25.85% of teachers are govt. school teachers, 4.75% are govt-aided teachers and 69.4% are self-financing school teachers.

SCOPE OF STUDY

A general study will be made on the management competencies of a School teacher and a detailed study will be made on the competency level of current School teachers in St. Thomas Mount Block of kanchipuram district, Chennai.

In Indian school education system Students get formal education from class I to class XII. Students of classes I –V belong to primary school category, classes VI to VIII belong to upper primary category, classes IX and X belong to high school category and classes XI and XII belong to higher secondary school category. The teachers who teach for students of classes I to XII are considered in our study.

This study would help to find out the current problems in competencies and areas where more training is required to improve skills of teachers.

RESEARCH METHODOLOGY

RESEARCH DESIGN:

The present study is an example of Descriptive Research and can be classified under survey method. In our research we use multiple choice questions and since there are predefined categories a respondent must choose from, it is considered descriptive research.

DATA COLLECTION:

Data required for our research will be collected using questionnaires from teachers of schools in St. Thomas Mount Block of Kanchipuram district. The questionnaire used in this study consists of closed- ended questions followed by response options. Five point Likert rating scale is used to measure contemporary teacher competencies. A self prepared 5-point teacher competency tool is used. When responding to the Likert questionnaire item,

respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captures the intensity of their feelings for a given item. The format of the typical five-level Likert item, used in the present study is:

1. To a very greater extent
2. To a greater extent
3. To a moderate extent
4. To a smaller extent
5. To no extent

Designing a scale with balanced keying (an equal number of positive and negative statements regarding each position or issue in question) can prevent the problem of acceptance bias, since acceptance on positively keyed items will balance acceptance on negatively keyed items. In the even-point scale used in our study, the middle option of "To a moderate extent" can be seen as an easy option to take when a respondent is unsure or when it is a true neutral opinion.

VARIABLES:

Variables are measurable characteristics that are controlled, manipulated or observed by the researcher. Best and Kahn defines independent variable as "The conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables". The variables in the study are:

1. **Managerial ability -** Managerial ability referes to ability of a teacher to do general management tasks such as planning, organizing, co-ordinating and controlling in order to perform efficiently and achieve their objectives.

2. **Time Management skills -** The competencies of a teacher to plan and exercise control over the amount of time spent in order to increase effectiveness, efficiency and accomplish their tasks successfully. It also refers to the process of dividing the total available time between specific activities. Good Time management enables a teacher to work smarter, so that they get more done in less time.

3. **Communication skills -**The most crucial skill required by a teacher is communication skill. Teachers transmit knowledge, skills and values while

communicating. It involves speaking as well as listening. Teachers should communicate with students, parents, colleagues and administrators proficiently.

4. **Motivational skills -** Motivation refers to creating interest in the young minds to focus and concentrate during teaching session, to show appropriate classroom behaviour or to learn their lessons. It also refers to encouraging students to acheive their goals. Being self motivated and motivating others are essential for a teacher

5. **Interpersonal skills -** The competency of a teacher to interact well, maintain good relationship, to understand others views, being open-minded and possessing required abilities to work amicably with others and acheive their targets. In other words the ability of a teacher to get along with others while getting the job done.

6. **Leadership skills -** A teacher should also be a leader to the students and lead them towards their goal. Being a role model, inspiring, creating enthusiasm, building respect, being trust worthy, monitoring students performance and activities and taking responsibility are all leadership skills essential for a good teacher.

7. **Decision making skills -** Decision making is a key skill in a workplace. For a teacher, whether deciding which strategy to use while teaching or which task can be given to a particular student or while performing general tasks the ability to make a good decision with available information is vital.

8. **Problem Solving skills -** Problem solving skills include analytical and critical thinking skills required to evaluate a problem and find a solution. Whether the teacher is solving his/her own problem or the problems faced by the students or institution it is crucial to find ways to solve them.

9. **Negotiation skills –** ability to bring settlement or agreement without disputes or conflicts while interacting with parents, colleagues, superiors, community people and students.

10. **Personal Values -** Personal values refers to principles, standards or qualities that an individual or group of people hold in high regard. Personal values of a teacher refers to attitude towards work, students, colleagues and institution. It also refers to their qualities such as performance, determination, being flexible, tolerant, being enthusiastic, dedicated, being compassionate and loyal.

POPULATION:

All teachers both male and female of all government schools, government aided and self-financing schools under the control of State government in St. Thomas Mount block, Kanchipuram, Chennai, since the teachers of these schools follow common syllabus (Common Equitable syllabus - the syllabus recommended by Tamilnadu state Government). All teachers handling primary, upper primary, high school and higher secondary (classes I to XII) are taken into consideration. The total population is 5933 which is approximately equal to 6000 teachers.

SAMPLE AND SAMPLING METHOD:

Approximately 10% of the total population, i.e. Out of 5933 total teachers of St. Thomas Mount Block, 600 teachers are selected for study.Out of 5933 teachers, 1530 are government school teachers, 282 are government aided school teachers and 4121 are self-financing school teachers. i.e In St. Thomas Mount Block, 25.85% of teachers are govt. school teachers, 4.75% are govt-aided teachers and 69.4% are self-financing school teachers.

 Hence the sample selected for study consists of 600 school teachers, 155 teachers from government schools, 29 from government aided and 416 from self-financing schools.In this study Proportionate random sampling method is used.

TOOLS FOR ANALYSIS:

Teacher's contemporary competency scale:

This measurement tool is self developed for the purpose of present study. There was a need to develop this tool as the tools developed by earlier researchers were based on pedagogical competencies only.

Statistical Tools:

Testing the assumptions of parametric data such as Normality, Homogeneity of Variance, Interval data and Independence of data are done .Since the data meets the assumptions of parametric tests we can use parametric tests for analysis. In this study statistical test such as Independent sample t test, One Way ANOVA are used to draw inferences about the sample under study. Descriptive Analysis is done to check the availability of Management competencies in School teachers.

STATISTICAL ANALYSIS

1.Testing the Assumptions of Parametric Data

1.1Normality

Data normality was checked by determining the skewness and kurtosis statistics, which are shown in table1.1. The skewness and kurtosis statistics were found less than ±1, which indicated data normality.

Table 1.1 - Normality Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
ManagerialSkills	722	-.646	.091	.792	.182
TimeMgtSkills	722	-.786	.091	.910	.182
CommunicationSkills	722	-.751	.091	.589	.182
MotivationalSkills	722	-.738	.091	.521	.182
InterpersonalSkills	722	-.800	.091	.966	.182
LeadershipSkills	722	-.631	.091	.401	.182
DecisionMakingSkills	722	-.616	.091	.419	.182
ProblemSolvingSkills	722	-.703	.091	.691	.182
NegotiationSkills	722	-.894	.091	.881	.182
PersonalValues	722	-.859	.091	.818	.182
Valid N (listwise)	722				

Source: Primary Data

1.2Homogeneity of Variance

The result of Levene Test is presented in the following table to determine Homogeneity of Variance.

Table1.2 - Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
ManagerialSkills	.223	3	718	.880
TimeManagementSkills	1.396	3	718	.243
CommunicationSkills	1.047	3	718	.371
MotivationalSkills	3.306	3	718	.020
InterpersonalSkills	.800	3	718	.494
LeadershipSkills	.290	3	718	.832
DecisionMakingSkills	1.666	3	718	.173
ProblemSolvingSkills	1.511	3	718	.210
NegotiationSkills	1.101	3	718	.348
PersonalValues	3.350	3	718	.019

Source: Primary Data

The above table indicates that Homogeneity of Variance assumption is not violated for the constructs managerial skills, time management skills, communication skills, interpersonal skills, leadership skills, decision making skills, problem solving skills and negotiation skills as 'p' value is greater than 0.05 . The assumption is violated with respect to motivational skills and personal values as the 'p' value is less than 0.05, however it is tenable.

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1.3 Interval Data

This study used Likert Scale which ranged from 1 to 5. Some notable scholars argued that Likert Scale is ordinal, interval based statistical scale. Hence in consistent with the scholars, the scale is assumed as interval.

1.4 Independence of data

The Durbin-Watson test is normally conducted to determine the independence of data. The results of the test are presented in the following table.

Table 1.3 -Durbin-Watson Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.826[a]	.682	.681	.33903	1.722
a. Predictors: (Constant), StudentManagementSkill, AcademicSkills					
b. Dependent Variable: PersonalValues					

Source: Primary data

Table 1.3 shows the Durbin-Watson statistic, which is used to prove the independence of data. The Durbin-Watson statistic should be between 1.5 and 2.5 for independent observation. From the result, the Durbin-Watson statistic is 1.722, which is in between 1.5 and 2.5. Hence, it can be concluded that independence assumption has been met.

2. Descriptive Analysis of Construct Items

Descriptive analysis were performed on all indicators of Managerial skills, Time management skills, Communication skills, Motivational skills, Interpersonal skills, leadership skills, Decision making skills, Problem Solving, Negotiation skills and Personal Values. The descriptive analysis comprises the mean and standard deviation of these

constructs. The descriptive statistics of survey items were presented in the following sub-sections:

2.1 Managerial Skills

The following table presents the summary of mean and standard deviation scores of the twelveitems of the construct Managerial Skills.

Table 2.1 - Descriptive Statistics of the Construct Managerial Skills

Item Code	Item	Mean	Standard Deviation
M1	I set clearly defined goals for improvement of myself and my students	2.40	.830
M2	I plan and organize my work systematically.	2.85	.822
M3	I help students to make study plans.	3.15	.829
M4	I set expectations for my students based on their potential.	2.05	.811
M5	I emphasise excellence and commitment to my students	3.17	.859
M6	I concentrate on putting files and registers in order	4.18	.850
M7	I ensure that my classrooms and my work area are kept clean	4.23	.840
M8	I break bigger tasks into smaller ones.	2.12	.824
M9	I allot tasks for students in a distributed way.	2.60	.889
M10	I can communicate well and make people accept the work delegated to them.	3.15	.883
M11	I listen to others difficulties and replan the work schedule gaining mutual benefit for me and them.	3.70	.878
M12	When there is a deviation in planned activity, I am capable of taking corrective measures.	2.07	.836

Source: Primary data

Most of the mean value of this construct items were below the midpoint of the scale (mean = 2.9, standard deviation = .8459). This reveals that most of the respondents feel that they do not possess Managerial Skills.

2.2 Time Management Skills

The following table presents the summary of mean and standard deviation scores of the nine items of the construct Time Management Skills.

Table 2.2 - Descriptive Statistics of the Construct Time Management Skills

Item Code	Item	Mean	Standard Deviation
TIME1	I always arrive in time to school.	4.15	.872
TIME2	I complete teaching and other academic works ahead of time and give sufficient revision.	4.17	.838
TIME3	I never indulge in time wasting activities, doing nothing or of no value.	4.09	.900
TIME4	I prioritize my work in the order of importance	4.39	.773
TIME5	I give first priority to task which require immediate attention and do things in order of priority.	4.21	.783
TIME6	I schedule my activities(i.e fix time for each ctivity).	4.15	.844
TIME7	I eliminate activities that take longer time and contribute less added value.	4.02	.862
TIME8	I set deadline for every work and hence never spend too much time on a single task.	4.14	.872
TIME9	I never delay what can be done right now.	4.12	.881

Source: Primary data

The above table clearly shows that all the mean scores are quite high. The overall mean value is 4.16 with an acceptable standard deviation of 0.8472. This indicates that most of the respondents feel that they are good in time management skills.

2.3 Communication Skills

The following table presents the summary of mean and standard deviation scores of the seven items of the construct Communication Skills.

Table 2.3 - Descriptive Statistics of the Communication Skills

Item Code	Item	Mean	Standard Deviation
COMM1	I can speak fluently in the language used as medium of study. (English/Tamil)	4.13	.850
COMM2	I am very confident while delivering the subject matter	4.13	.841
COMM3	When I speak, I am very audible	4.21	.828
COMM4	My pronunciation is correct and there is clarity in my speech.	4.16	.856
COMM5	I give proper pacing while speaking.	4.20	.853
COMM6	I answer questions consistently and timely	4.09	.854
COMM7	I use visual aids such as charts, models, pictures etc, to deliver contents	4.08	.929

Source: Primary data

The above table clearly shows that all the mean scores are quite high. The overall mean value is 4.14 with the standard deviation of 0.8587. This reveals that most of the respondents feel that they are above average in respect of Working with Community and Other External Agencies.

2.4 Motivational Skills

The following table presents the summary of mean and standard deviation scores of the seven items of the construct Motivational Skills.

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Table 2.4 - Descriptive Statistics of the Construct Motivational Skills

Item Code	Item	Mean	Standard Deviation
MO1	I give rewards for good performance of my students.	4.09	.881
MO2	I foster a friendly spirit of competition in my class.	4.14	.855
MO3	I provide students with accountability to improve their performance.	4.21	.794
MO4	I decorate the classroom with teaching materials and create a stimulating environment	4.14	.879
MO5	I also teach through games and discussions	3.98	.873
MO6	I teach for all learning styles (use words, audio, video, social(learn in groups), solitary(learn alone), touch or observe and learn)	4.12	.825
MO7	I am highly motivated and motivate students too.	4.39	.767

Source: Primary data

The above table clearly shows that all the mean scores are over four. The overall mean value is 4.15 with standard deviation 0.8391. Since the mean scores are over four it can be interpreted that most of the respondents feel that they are good in motivational skills.

2.5 Interpersonal Skills

The following table presents the summary of mean and standard deviation scores of the nine items of the construct Interpersonal Skills.

Table 2.5 - Descriptive Statistics of the Construct Interpersonal Skills

Item Code	Item	Mean	Standard Deviation
IP1	I speak politely to others.	4.21	.793
IP2	I greet people cheerfully	4.23	.861
IP3	I express appreciation for others efforts.	4.23	.851
IP4	I am open minded and ask for opinions and inputs from others	4.21	.851
IP5	I have the ability to handle conflicts.	3.94	.934
IP6	I stand up for my rights or others rights in a calm and positive way.	4.15	.847
IP7	I understand the culture, beliefs, views and emotions of others.	4.15	.796
IP8	I have good control over my emotions.	4.20	.839
IP9	I admit my mistakes & apologize if required.	4.20	.873

Source: Primary data

The above table clearly shows that all the mean scores are over four except one. The overall mean value is 4.17 with standard deviation 0.8494. Hence it can be concluded that most of the respondents feel that they are good in inter-personal skills.

2.6 Leadership Skills

The following table presents the summary of mean and standard deviation scores of the five items of the construct Leadership Skills.

Table 2.6 - Descriptive Statistics of the Construct Leadership Skills

Item Code	Item	Mean	Standard Deviation
LEA1	My students trust me to the fullest	4.12	.886
LEA2	I take challenging tasks and complete them	2.22	.832
LEA3	I like performing in new roles.	2.13	.899
LEA4	I monitor students performance and activities.	3.17	.799
LEA5	I take responsibility for studentsbehaviour and performance and do not blame students or parents.	2.40	.879

Source: Primary data

Most of the mean value of this construct items were below the midpoint of the scale (mean = 2.80, standard deviation = .859). This reveals that most of the respondents feel that they do not possess leadership skills.

2.7 Decision Making Skills

The following table presents the summary of mean and standard deviation scores of the five items of the construct Decision Making Skills.

Table 2.7 - Descriptive Statistics of the Construct Decision Making Skills

Item Code	Item	Mean	Standard Deviation
DDM1	I always make ethical decisions.	4.09	.856
DDM2	I ensure that the decision made benefits all and does not harm anybody.	4.21	.809
DDM3	I evaluate the risk associated with each alternative before making a decision.	4.08	.794
DDM4	I analyse the consequences before making a decision.	4.12	.840
DDM5	I determine the possibilities of successfully implementing the solution.	4.08	.854

Source: Primary data

The above table indicates that all the mean values are above four. The overall mean value is 4.12 and the standard deviation is 0.8306. This is a clear indication that most of the respondents feel that they are good in decision making skills.

2.8 Problem Solving Skills

The following table presents the summary of mean and standard deviation scores of the five items of the construct Problem Solving Skills.

Table 2.8 - Descriptive Statistics of the Construct Problem Solving Skills

Item Code	Item	Mean	Standard Deviation
PS1	To what extent do you identify an existing problem before it causes a difficult situation.	4.00	.872
PS2	To what extent do u understand the nature and causes of the problem.	4.14	.884
PS3	Do you think of all possible solution when a problem occurs?	4.11	.846
PS4	If you have more than one solution, to what extent are you able to identify and select the best solution.	4.03	.809
PS5	To what extent do you efficiently implement the selected solution.	4.03	.830

Source: Primary data

The above table indicates that all the mean values are above four. The overall mean value is 4.06 and the standard deviation is 0.8482. This indicates that most of the respondents feel that they are good in problem solving skills.

2.9 Negotiation Skills

The following table presents the summary of mean and standard deviation scores of the six items of the construct Negotiation Skills.

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Table 2.9 - Descriptive Statistics of the Construct Negotiation Skills

Item Code	Item	Mean	Standard Deviation
NEGO1	I understand the objective and requirement before initiating a negotiation	4.15	.840
NEGO2	I am patient and do not lose my temper in a negotiation.	4.08	.807
NEGO3	In a negotiation, if the other person does not cooperate I ask questions and explore possibilities.	4.01	.883
NEGO4	While negotiating, I keep cool, calm and unperturbed.	4.07	.842
NEGO5	While negotiating, I reach an agreement or compromise and avoid argument and dispute.	4.07	.836
NEGO6	While negotiating, I aim to achieve the best possible outcome for both parties.	4.12	.864

Source: Primary data

The above table indicates that all the mean values are above four. The overall mean value is 4.12 and the standard deviation is 0.864. Hence it can be concluded that most of the respondentsfeel that they possess good negotiation skills.

2.10 Personal values

The following table presents the summary of mean and standard deviation scores of the nineitems of the construct Personal Values.

Table 2.10 - Descriptive Statistics of the Construct Personal Values

Item Code	Item	Mean	Standard Deviation
PV1	I am Extremely dedicated in work	4.21	.831
PV2	I am Highly enthusiastic	4.21	.857
PV3	I Perform Excellently	4.22	.867
PV4	I am honest and trust worthy	4.24	.829
PV5	I am Tolerant and patient	4.17	.878
PV6	I am Compassionate towards others (Kind and Caring)	4.21	.849
PV7	I have High Determination(never give up while moulding tough students or till goals are acheived)	4.16	.832
PV8	I Never discriminate against students (all are treated fairly and equally)	4.19	.846
PV9	I am flexible when required.	4.11	.890

Source: Primary data

The above table indicates that all the mean values are above four. The overall mean value is 4.19 and the standard deviation is 0.8532. It indicates that most of the respondents have high regards for their personal value.

3. Inferential Statistics

Inferential statistics are used to make generalisations from a sample to population. There are two main methods used in inferential statistics: estimation and hypothesis testing. This study uses hypothesis testing to draw conclusions about population. The hypothesis testing is all about accepting or rejecting null hypothesis on the basis of 'p' value. If the p value is small, the null hypothesis is rejected. If the p value if large, then the null hypothesis is accepted.

The purpose of this segment is to investigate the extent to which individuals would differ on the basis of demographic characteristics: gender, and age in connection withvarious teaching

competencies. In this study statistical test such as Independent sample t test, One Way ANOVA, are used to draw inferences about the sample under study.

3.1 Teaching Competencies and Gender

Male and female think and act in a different manner. It is evident from many studies and reports. This variation may also be seen in acquiring and exhibiting various skills. Management competencies are not an exception in any means to this rule. It is observed that academic performance and teachers' competences vary with gender. Females are the dominant force in the teaching profession, very particularly in the primary level of education. In this context, it is necessary to understand whether teaching competencies vary with gender. Therefore, in this subsection, the following research question is framed to seek the answer for this issue:

Do the teaching competencies vary with gender?

The following hypothesis was framed to answer the above mentioned research question.

H1o: There is no significant difference in Management competencies between male and female

H1a: There is significant difference in Management competencies between male and female

This hypothesis has one categorical variable with two groups and one continuous dependent variable. This forced to conduct an independent-samples t-test to test the above mentioned hypothesis. The results of the descriptive statistics of all constructs are summarised in theTable 3.1.1 The results of the independent sample t-test are presented in the Table 3.1.2.

Table 3.1.1 - Descriptive Statistics of all the Constructs

Constructs	Gender	N	Mean	Std. Deviation	Std. Error Mean
ManagerialSkills	Male	135	2.9203	.43172	.03716
	Female	587	2.8805	.56591	.02336
TimeManagementSkills	Male	135	4.1712	.49630	.04271
	Female	587	4.1573	.58602	.02419
CommunicationSkills	Male	135	4.1407	.49763	.04283
	Female	587	4.1433	.60546	.02499
MotivationalSkills	Male	135	4.2624	.49831	.04289
	Female	587	4.1256	.58778	.02426
InterpersonalSkills	Male	135	4.1693	.47515	.04089
	Female	587	4.1570	.60570	.02500
LeadershipSkills	Male	135	2.8201	.52547	.04523
	Female	587	2.7812	.60018	.02477
DecisionMakingSkills	Male	135	4.1541	.51074	.04396
	Female	587	4.1107	.61888	.02554
ProblemSolvingSkills	Male	135	4.1511	.55042	.04737
	Female	587	4.0436	.59440	.02453
NegotiationSkills	Male	135	4.1235	.50205	.04321
	Female	587	4.0761	.59481	.02455
PersonalValues	Male	135	4.1951	.52406	.04510
	Female	587	4.1910	.61671	.02545

Source: Primary data

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Table 3.1.2 - Independent Sample T-Test

Constructs	T	Df	Sig. (2-tailed)	Mean Difference
ManagerialSkills	.556	720	.578	.02887
TimeManagementSkills	.255	720	.799	.01390
CommunicationSkills	-.046	720	.963	-.00260
MotivationalSkills	2.506	720	.012	.13686
InterpersonalSkills	.222	720	.825	.01234
LeadershipSkills	.352	720	.725	.01974
DecisionMakingSkills	.756	720	.450	.04334
ProblemSolvingSkills	1.920	720	.055	.10750
NegotiationSkills	.857	720	.391	.04736
PersonalValues	.071	720	.943	.00407

Source: Primary data

The results indicate that the Null Hypothesis should be accepted. It implies that thereis no significant difference in Management competencies with respect to female and male .These results suggest that Management competencies between male and female does not significantly differ.

3.2 Teaching Competencies and Age

Quality of education largely depends upon the skills mastered by the teachers. Age is a significant factor which leads to mastery of skills. When a teacher grows older, he may have mastered an additional skill required to provide quality education. Against this backdrop, the following research question is framed to test whether age influences the teaching competencies:

Do the Management competencies vary in accordance with different age groups?

The following hypothesis was framed to answer the above mentioned research question.

H2o: There is no significant difference in Management competencies among different age groups

H2a: There is significant difference in Management competencies among different age groups

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The hypothesis has one categorical variable with four groups and one continuous variable. One-way ANOVA is suitable for this kind of variables. Hence a one-way analysis of variance was conducted to explore the impact of age on teaching competencies. The respondents were divided into four groups according to their age:

Group 1: Less than 30 years of age

Group 2: 31-40 years of age

Group 3: 41-50 years of age

Group 4: Above 50 years of age

ANOVA represent Analysis of variance. The basic idea in ANOVA is to derive two different estimates of population variance from the data, then calculate a statistic from the ratio of these two estimates (between groups and within groups variance). The F ratio is the ratio of 'between-groups' variance to 'within-groups' variance. A significant F value indicates that the population means are probably not equal.

The results of the descriptive statistics of all constructs are summarised in theTables 3.2.1. The results of the ANOVA are presented in the Table 3.2.2.

Table 3.2.1 - Descriptive Statistics of all the Constructs

		N	Mean	Std. Deviation	Std. Error
ManagerialSkills	less than 30 years	229	2.7328	.51528	.03405
	31-40	262	2.8077	.56675	.03501
	41-50	177	2.9831	.53115	.03992
	more than 50 years	54	2.9380	.51584	.07020
	Total	722	2.8096	.54319	.02022
TimeManagementSkills	less than 30 years	229	4.1446	.56895	.03760
	31-40	262	4.1047	.60100	.03713
	41-50	177	4.2046	.53416	.04015
	more than 50 years	54	4.3457	.49345	.06715
	Total	722	4.1599	.57002	.02121
CommunicationSkills	less than 30 years	229	4.1429	.55296	.03654
	31-40	262	4.0632	.62079	.03835

	41-50	177	4.1921	.56715	.04263
	more than 50 years	54	4.3677	.55405	.07540
	Total	722	4.1429	.58649	.02183
MotivationalSkills	less than 30 years	229	4.1697	.55222	.03649
	31-40	262	4.1178	.61974	.03829
	41-50	177	4.1630	.51434	.03866
	more than 50 years	54	4.1958	.62873	.08556
	Total	722	4.1512	.57428	.02137
InterpersonalSkills	less than 30 years	229	4.1472	.55545	.03670
	31-40	262	4.1369	.62116	.03838
	41-50	177	4.1800	.55496	.04171
	more than 50 years	54	4.2513	.60350	.08213
	Total	722	4.1593	.58323	.02171
LeadershipSkills	less than 30 years	229	2.7074	.56521	.03735
	31-40	262	2.8099	.60785	.03755
	41-50	177	2.7808	.56596	.04254
	more than 50 years	54	2.83630	.59946	.08158
	Total	722	2.7454	.58664	.02183
DecisionMakingSkills	less than 30 years	229	4.0987	.54632	.03610
	31-40	262	4.0786	.63614	.03930
	41-50	177	4.1322	.59575	.04478
	more than 50 years	54	4.3556	.61265	.08337
	Total	722	4.1188	.60005	.02233
ProblemSolvingSkills	less than 30 years	229	4.0908	.58681	.03878
	31-40	262	4.0145	.61968	.03828
	41-50	177	4.0712	.55526	.04174
	more than 50 years	54	4.1630	.52424	.07134
	Total	722	4.0637	.58756	.02187

NegotiationSkills	less than 30 years	229	4.1121	.53785	.03554
	31-40	262	4.0006	.62147	.03839
	41-50	177	4.1186	.56328	.04234
	more than 50 years	54	4.2685	.52647	.07164
	Total	722	4.0849	.57856	.02153
PersonalValues	less than 30 years	229	4.1907	.56005	.03701
	31-40	262	4.1327	.67179	.04150
	41-50	177	4.2116	.54184	.04073
	more than 50 years	54	4.4177	.53131	.07230
	Total	722	4.1918	.60013	.02233

Source: Primary data

Table 3.2.2 - ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
ManagerialSkills	Between Groups	4.611	3	1.537	5.303	.001
	Within Groups	208.127	718	.290		
	Total	212.738	721			
TimeMgtSkills	Between Groups	3.069	3	1.023	3.177	.024
	Within Groups	231.201	718	.322		
	Total	234.269	721			
CommunicationSkills	Between Groups	4.820	3	1.607	4.744	.003
	Within Groups	243.180	718	.339		
	Total	248.000	721			
MotivationalSkills	Between Groups	.503	3	.168	.507	.677
	Within Groups	237.284	718	.330		
	Total	237.787	721			
InterpersonalSkills	Between Groups	.698	3	.233	.683	.562

	Within Groups	244.556	718	.341		
	Total	245.254	721			
LeadershipSkills	Between Groups	3.438	3	1.146	3.362	.018
	Within Groups	244.692	718	.341		
	Total	248.130	721			
DecisionMakingSkills	Between Groups	3.574	3	1.191	3.341	.019
	Within Groups	256.030	718	.357		
	Total	259.604	721			
ProblemSolvingSkills	Between Groups	1.345	3	.448	1.300	.273
	Within Groups	247.565	718	.345		
	Total	248.909	721			
NegotiationSkills	Between Groups	4.052	3	1.351	4.087	.007
	Within Groups	237.294	718	.330		
	Total	241.345	721			
PersonalValues	Between Groups	3.739	3	1.246	3.496	.015
	Within Groups	255.937	718	.356		
	Total	259.675	721			

Source: Primary data

The ANOVA results for the constructs 'Managerial Skills', 'Time Management Skills', Communication Skills', 'Leadership Skills', 'Decision Making Skills', 'Negotiation Skills'and 'Personal Values'indicate that the Null Hypothesis should be rejected. The independent variable is of four groups: Less than 30 years, 31-40, 41-50 and above 50 years. The results show that there was statistically significant difference at the $p<0.05$ level in managerial skills scores $F_{(3, 718)} = 5.303$, $p=0.001$, time management skills scores $F_{(3, 718)} = 3.177$, $p=0.024$, communication skills scores $F_{(3, 718)} = 4.744$, $p=0.003$, leadership skills scores $F_{(3, 718)} = 3.362$, $p=0.018$, decision making skills scores $F_{(3, 718)} = 3.341$, $p=0.019$,negotiation skills scores $F_{(3, 718)} = 4.087$, $p=0. 007$, personal values scores $F_{(3, 718)} = 3.496$, $p=0.015$. Hence it can be concluded that teaching competencies in connection with 'Managerial Skills', 'Time Management Skills', Communication Skills', 'Leadership

Skills', 'Decision Making Skills', 'Negotiation Skills'and 'Personal Values'significantly differ according to age.

The ANOVA results for the constructs'Motivational Skills', 'Interpersonal Skills' and 'Problem Solving Skills'indicates that the Null Hypothesis should be accepted. The independent variable is of four groups: Less than 30 years, 31-40, 41-50 and above 50 years .The results show that there was no statistically significant difference at the $p<0.05$ level in motivational skills scores $F(3, 718) = 0.507$, $p=0.677$, interpersonal skills scores $F(3, 718) = 0.683$, $p=0.562$ and problem solving skills scores $F(3, 718) = 1.300$, $p=0.273$. Hence it can be concluded that teaching competencies in connection with 'Motivational Skills', 'Interpersonal Skills' and 'Problem Solving Skills'does not significantly differ according to age.

RESULTS

From the descriptive ststistics of the constructs it is evident that the constructs Mangerial skills and Leadership skills are below the midpoint of the scale, which shows that the teachers in the study area do not possess Manageial skills and Leadership skills, whereas the other constructs Time Management skills, Communication skills, Motivational skills, Interpersonal skills, Decision making skills, Problem solving skills, Negotiation skills and personal values are above the midpoint of the scale with mean value above 4 and hence it is evident that they posess Time Management skills, Communication skills, Motivational skills, Interpersonal skills, Decision making skills, Problem solving skills, Negotiation skills and personal values.

The results of analysing Management competencies in accordance with age shows that some Management competencies vary in accordance with different age groups whereas others do not vary with age.The ANOVA results for the constructs 'Managerial Skills', 'Time Management Skills', Communication Skills', 'Leadership Skills', 'Decision Making Skills', 'Negotiation Skills'and 'Personal Values' indicate that these management competencies of teachers significantly differ according to age. The ANOVA results for the constructs'Motivational Skills', 'Interpersonal Skills' and 'Problem Solving Skills'indicates that Management competencies does not significantly differ according to age.

The results of analysing Management competencies with respect to gender indicate thatthere is no significant difference in teaching competencies with respect to female and male .Hence the Management competencies do not vary with gender.

CONCLUSION

A search for management competencies in school teachers has been done. By developing the management competencies such as Managerial skills and leadership skills the school teachers of the study area can become more competent. Planning the lessons well before teaching as well as other activities can definitely lead to better performance in teachers, Organising helps them to acheive goals, through co-ordinating and controlling teachers can synchronize and integrate their various activities & responsibilities, controlling or evaluation of actual work against planned and taking corrective measures is essential to acheive better performance. From the research made it is evident that both male and female School teachers in the study area need to develop Managerial skills and Leadership skills in order to perform well. They already posess good Time Management skills, Communication skills, Motivational skills, Interpersonal skills, Decision making skills, Problem solving skills, Negotiation skills and personal values. 'Managerial Skills', 'Time Management Skills', Communication Skills', 'Leadership Skills', 'Decision Making Skills', 'Negotiation Skills'and 'Personal Values' vary according to age whereas 'Motivational Skills', 'Interpersonal Skills' and 'Problem Solving Skills'does not significantly differ according to age.

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