

CHAPTER - V

**ANALYSIS,
PRESENTATION
AND
INTERPRETATION
OF DATA**

CHAPTER - V

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

- 5.0 INTRODUCTION**
- 5.1 Distribution of primary school teachers according to the three levels for each of the ten competencies**
- 5.2 Distribution of Secondary school teachers according to the three levels for each of the ten competencies.**
- 5.3 Skillwise distribution of scores of primary school students according to the three levels for each of the five skills**
- 5.4 Skillwise distribution of scores of secondary school students according to the three levels for each of the five skills**
- 5.5 Distribution of Primary school teachers according to the three levels for each of the ten competencies and their students skillwise scores.**
- 5.6 Comparison of primary school teachers according to the three levels for each of the ten competencies with their students skillwise performance**
- 5.7 Distribution of Secondary school teachers according to the three levels for each of the ten competencies and their students skillwise scores.**
- 5.8 Comparison of secondary school teachers according to the three levels for each of the ten competencies with their students skillwise performance.**

5.0 INTRODUCTION

In the previous chapter the research design of the study is thoroughly discussed. The main objective of this chapter is to present the data and its analysis with respect to the result of the study. It also deals with testing of hypothesis. The different types of data obtained as a result of conduct of the survey are as follows:

- 5.1 Distribution of primary school teachers according to the three levels for each of the ten competencies.
- 5.2 Distribution of secondary school teachers according to the three levels for each of the ten competencies.
- 5.3 Skillwise distribution of scores of primary school students according to the three levels for each of the five skills.
- 5.4 Skillwise distribution of scores of secondary school students according to the three levels for each of the five skills.
- 5.5 Distribution of primary school teachers according to the three levels for each of the ten competencies and their students skillwise scores.

- 5.6 Comparison of primary school teachers according to the three levels for each of the ten competencies with their students skillwise performance.
- 5.7 Distribution of secondary school teachers according to the three levels for each of the ten competencies and their students skillwise scores.
- 5.8 Comparison of secondary school teachers according to the three levels for each of the ten competencies with their students skillwise performance.

Having collected the data according to the objectives of the present study, it was classified and tabulated to test the stated hypothesis. In order to make the herculean task of interpretation, within the prescribed scope possible, it was given treatment, with all the niceties of the science.

The extensive field of the present study can be covered fully and perfectly, both theoretically and statistically only when it follows step by step analysis. The data has been analysed keeping the above mentioned eight parts in view.

For the main objective No. 4, 20 minor objectives were stated. All the objectives and their related Hypothesis have been stated separately in the analysis.

The data was collected from randomly selected 15 primary and 15 secondary schools, teachers and students, object-wise and analysed.

The analysis of data objectwise follows:

Objective No. 2: To identify the level of each of the ten competencies in fifth standard teachers

Table No. 1 : Distribution of Primary school teachers according to the three levels for each of the ten competencies

Competency	No. and Percentage (%) of Primary School Teachers						
	Low	%	Medium	%	High	%	Total
Contextual Competency	0	0%	12	79%	3	20%	15
Conceptual Competency	0	0%	10	67%	5	33%	15
Content Competency	1	7%	12	79%	2	14%	15
Educational Transaction Competency	0	0%	6	40%	9	60%	15
Educational Activities Competency	0	0%	7	46%	8	54%	15
Competency in Preparation & Use of Educational Aids	0	0%	6	40%	9	60%	15
Evaluation Competency	0	0%	5	33%	10	67%	15
Management Competency	0	0%	5	33%	10	67%	15
Parent Related Competency	0	0%	14	93%	1	7%	15
Community Rapport Competency	1	7%	8	54%	6	40%	15

GRAPH NO. 1 : Distribution of Primary School Teachers according to the three levels for each of the ten competencies

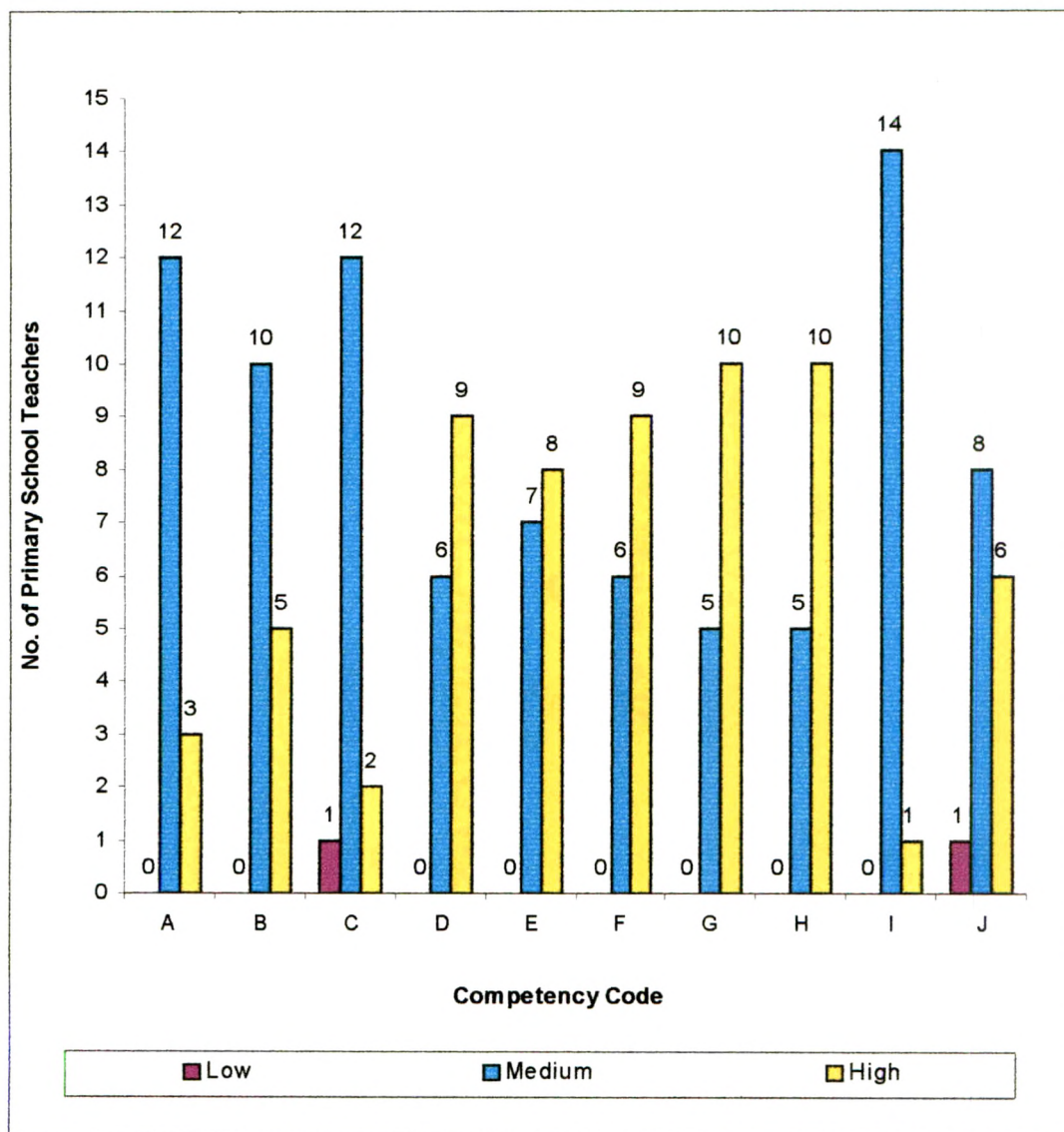


Table No.1 and Graph No. 1 shows the distribution in the low, middle and high levels of primary school teachers ten competencies.

Observations:

1. Table No.1 shows that out of a total of 15 primary school teachers 0% teachers are found to have low level of contextual competency. 12 i.e. 79% teachers are found to have middle level of contextual competency. And 3 i.e. 20% teachers are found to have high level of contextual competency.
2. Out of a total of 15 primary school teachers 0% teachers are found to have low level of conceptual competency. 10 i.e. 67% teachers are found to have middle level of conceptual competency. And 5 i.e. 33% teachers are found to have high level of conceptual competency.
3. Out of a total of 15 primary school teachers 1 i.e. 7% teachers are found to have low level of content competency. 12 i.e. 79% teachers are found to have middle level of content competency. And 2 i.e. 14% teachers are found to have high level of content competency.
4. Out of a total of 15 primary school teachers 0% teachers are found to have low level of educational transaction competency. 6 i.e. 40% teachers are found to have middle level of educational transaction competency. And 9 i.e 60% teachers are found to have high level of educational transaction competency.

5. Out of a total of 15 primary school teachers 0% teachers are found to have low level of educational activities competency. 7 i.e. 46% teachers are found to have middle level of educational activities competency. And 8 i.e. 54% teachers are found to have high level of educational activities competency.

6. Out of a total of 15 primary school teachers 0% teachers are found to have low level of competency in preparation and use educational aids. 6 i.e. 40% teachers are found to have middle level of competency in preparation and use of educational aids. And 9 i.e. 60% teachers are found to have high level of competency in preparation of educational aids.

7. Out of a total of 15 primary school teachers 0% teachers are found to have low level of evaluation competency. 5 i.e. 33% teachers are found to have middle level of evaluation competency. And 10 i.e. 67% teachers are found to have high level of evaluation competency.

8. Out of a total of 15 primary school teachers 0% teachers are found to have low level of management competency. 5 i.e. 33% teachers are found to have middle level of management competency. 10 i.e. 67% teachers are found to have high level of management competency.

9. Out of a total of 15 primary school teachers 0% teachers are found to have low level of parent related competency. 14 i.e. 93% teachers are

found to have middle level of parent related competency. 1 i.e. 7% teachers are found to have high level of parent related competency.

10. Out of a total of 15 primary school teachers 1 i.e. 7% teachers are found to have low level of community rapport competency. 8 i.e. 54% teachers are found to have middle level of community rapport competency. And 6 i.e. 40% teachers are found to have high level of community rapport competency.

Table No. 2 : Distribution of Secondary school teachers according to the three levels for each of the ten competencies

Competency	No. and Percentage (%) of Primary School Teachers						Total
	Low	%	Medium	%	High	%	
Contextual Competency	3	20%	7	47%	5	33%	15
Conceptual Competency	0	0%	10	67%	5	33%	15
Content Competency	1	7%	13	86%	1	7%	15
Educational Transaction Competency	0	0%	10	67%	5	33%	15
Educational Activities Competency	0	0%	11	73%	4	27%	15
Competency in Preparation & Use of Educational Aids	0	0%	5	33%	10	67%	15
Evaluation Competency	0	0%	10	67%	5	33%	15
Management Competency	0	0%	11	72%	4	28%	15
Parent Related Competency	0	0%	13	86%	2	14%	15
Community Rapport Competency	1	7%	11	72%	3	20%	15

GRAPH NO. 2 : Distribution of Secondary School Teachers according to the three levels for each of the ten competencies

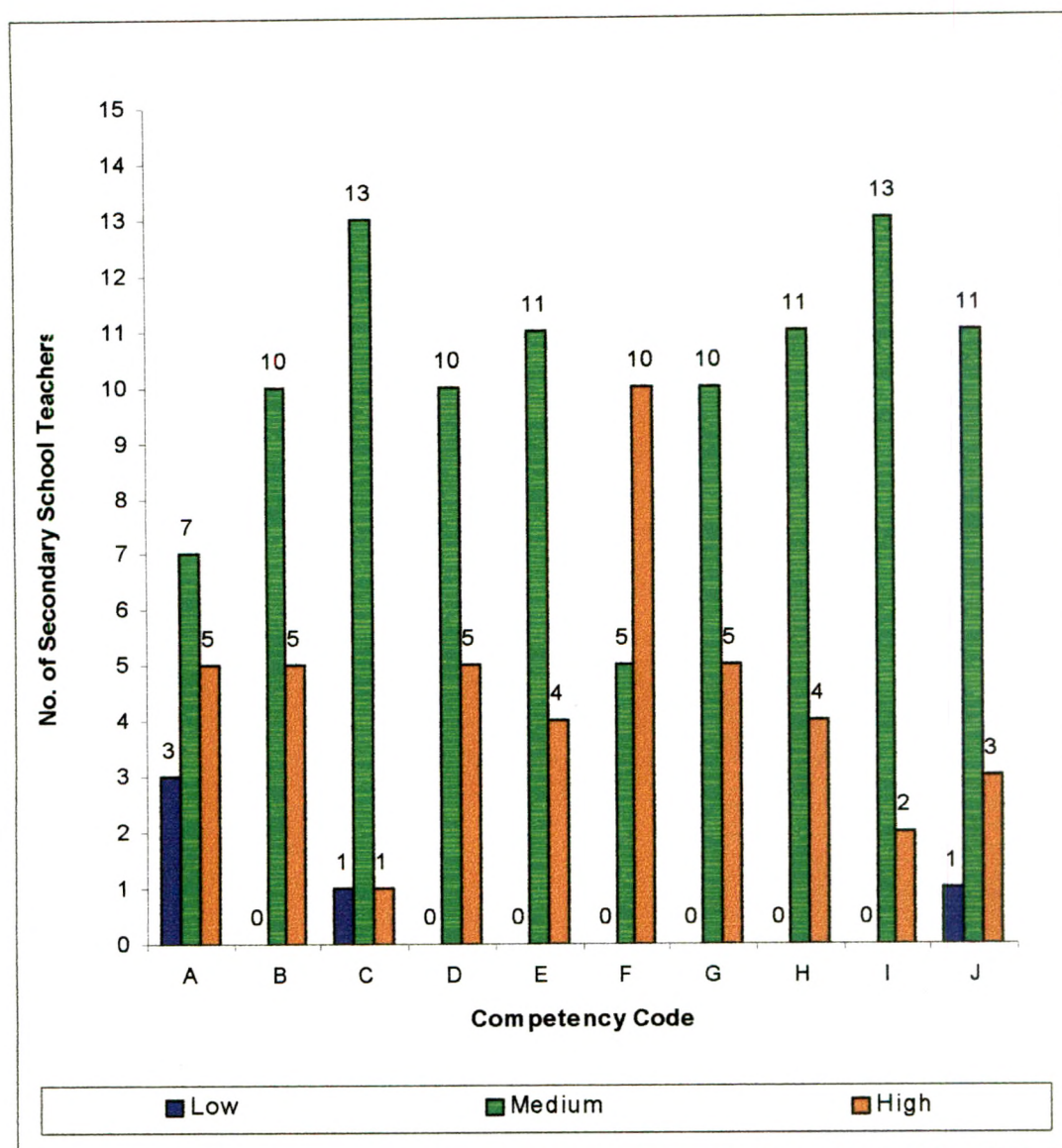


Table No. 2 and Graph No. 2 shows the distribution in the low, middle and high levels of primary school teachers ten competencies.

Observations :

1. Table No. 2 and Graph No. 2 shows that out of a total of 15 secondary school teachers 3 i.e. 20% teachers are found to have low level of contextual competency. 7 i.e. 47% teachers are found to have middle level of contextual competency. And 5 i.e. 33% secondary teachers are found to have high level of contextual competency.
2. Out of a total of 15 primary school teachers 0% teachers are found to have low level of conceptual competency. 10 i.e. 67% teachers are found to have middle level of conceptual competency. And 5 i.e. 33% teachers are found to have high level of conceptual competency.
3. Out of a total of 15 primary school teachers 1 i.e. 7% teachers are found to have low level of content competency. 13 i.e. 86% teachers are found to have middle level of content competency. And 1 i.e. 7% teachers are found to have high level of content competency.
4. Out of a total of 15 primary school teachers 0% teachers are found to have low level of educational transaction competency. 10 i.e. 67% teachers are found to have middle level of educational transaction competency. And 5 i.e. 33% teachers are found to have high level of educational transaction competency.

5. Out of a total of 15 primary school teachers 0% teachers are found to have low level of educational activities competency. 11 i.e. 73% teachers are found to have middle level of educational activities competency. And 4 i.e. 27% teachers are found to have high level of educational activities competency.

6. Out of a total of 15 primary school teachers 0% teachers are found to have low level of competency in preparation and use educational aids. 5 i.e. 33% teachers are found to have middle level of competency in preparation and use of educational aids. And 10 i.e. 67% teachers are found to have high level of competency in preparation and use of educational aids.

7. Out of a total of 15 primary school teachers 0% teachers are found to have low level of evaluation competency. 10 i.e. 67% teachers are found to have middle level of evaluation competency. And 5 i.e. 33% teachers are found to have high level of evaluation competency.

8. Out of a total of 15 primary school teachers 0% teachers are found to have low level of management competency. 11 i.e. 72% teachers are found to have middle level of management competency. 4 i.e. 28% teachers are found to have high level of management competency.

9. Out of a total of 15 primary school teachers 1 i.e. 7% teachers are found to have low level of parent related competency. 13 i.e. 86% teachers are found to have middle level of parent related competency. 2

i.e. 14% teachers are found to have high level of parent related competency.

10. Out of a total of 15 primary school teachers 1 i.e. 7% teachers are found to have low level of community rapport competency. 11 i.e. 72% teachers are found to have middle level of community rapport competency. And 3 i.e. 20% teachers are found to have high level of community rapport competency.

Comparison of Primary and Secondary School Teachers Level of Ten Competencies From Table No. 1 & 2.

Findings :

1. For the contextual competency, out of a total of 15 primary school teachers 0% teachers are found to have low level of contextual competency. Whereas out of 15 secondary school teachers 3 i.e. 20% secondary school teachers are found to have low level of contextual competency. 12 i.e. 79% primary school teachers are found to have middle level of contextual competency. Whereas 7 i.e. 47% secondary school teachers are found to have middle level of contextual competency. 3 i.e. 20% primary teachers are found to have high level of contextual competency, whereas 5 i.e. 33% secondary school teachers are found to have high level of contextual competency.

2. For the conceptual competency, out of a total of 15 primary school teachers 0% teachers are found to have low level of conceptual

competency, whereas out of total 15 secondary school teachers 0% teachers are found to have low level of conceptual competency. 10 i.e. 67% primary school teachers are found to have middle level of conceptual competency, whereas 10 i.e. 67% secondary school teachers are found to have middle level of conceptual competency. 5 i.e. 33% primary school teachers are found to have high level of conceptual competency, whereas 5 i.e. 33% secondary school teachers are found to have high level of conceptual competency.

3. For the content competency 1 i.e. 7% primary school teachers and 1 i.e. 7% secondary school teachers are found to have low level of content competency. 12 i.e. 79% primary school teachers and 13 i.e. 86% secondary school teachers are found to have middle level of content competency. 2 i.e. 14% primary school teachers and 1 i.e. 7% secondary school teachers are found to have high level of content competency.

4. For the educational transaction competency, 0% primary school teachers and 0% secondary school teachers are found to have low level of educational transaction competency. 6 i.e. 40% primary school teachers are found to have middle level of educational transaction competency, whereas 10 i.e. 67% secondary school teachers are found to have middle level of educational transaction competency. 9 i.e. 60% primary school teachers are found to have high level of educational

transaction competency, whereas 5 i.e.33% secondary school teachers are found to have high level of educational transaction competency.

5. For the educational activities competency, 0% primary school teachers and 0% secondary school teachers are found to have low level of educational activities competency. 7 i.e. 46% primary school teachers are found to have middle level of educational activities competency, whereas 11 i.e. 73% secondary school teachers are found to have middle level of educational activities competency. 8 i.e. 54% primary school teachers are found to have high level of educational activities competency, whereas 4 i.e. 27% secondary school teachers are found to have high level of educational activities competency.

6. For the competency in preparation and use of educational aids , 0% primary school teachers and 0% secondary school teachers are found to have low level of competency in preparation and use of educational aids. 6 i.e. 40% primary school teachers and 5 i.e.33% secondary school teachers are found to have middle level of competency in preparation and use of educational aids. 9 i.e.60% primary school teachers and 10 i.e. 67% secondary school teachers are found to have high level of competency in preparation and use of educational aids.

7. For the evaluation competency, 0% primary school teachers and 0% secondary school teachers are found to have low level of evaluation competency. 5 i.e. 33% primary school teachers are found to have

middle level of evaluation competency, whereas 10 i.e. 67% secondary school teachers are found to have middle level of evaluation competency. 10 i.e. 67% primary school teachers are found to have high level of evaluation competency, whereas 5 i.e. 33% secondary school teachers are found to have high level of evaluation competency.

8. For the management competency, 0% primary school teachers and 0% secondary school teachers are found to have low level of management competency. 5 i.e. 33% primary school teachers are found to have middle level of management competency. Whereas 11 i.e. 72% secondary school teachers are found to have middle level of management competency. 10 i.e. 67% primary school teachers are found to have high level of management competency, whereas 4 i.e. 28% secondary school students are found to have high level of management competency.

9. For the parent related competency 0% primary school teachers and 0% secondary school teachers are found to have low level of parent related competency. 14 i.e. 93% primary school teachers and 13 i.e. 86% secondary school teachers are found to have middle level of parent related competency. 1 i.e. 7% primary school teachers and 2 i.e. 14% secondary school teachers are found to have high level of parent related competency.

10. For the community rapport competency 1 i.e. 7% primary school teachers and 1 i.e. 7% secondary school teachers are found to have low level of community rapport competency. 8 i.e. 54% primary school teachers are found to have middle level of competency, Whereas 11 i.e. 72% secondary school teachers are found to have middle level of community rapport competency, whereas 3 i.e. 20% secondary school teachers are found to have high level of community rapport competency.

Objective No. 3 : To find out the skillwise performance in English of Fifth Standard students.

Table No. 3 : Skillwise distribution of scores of Primary school students according to the three levels for each of the five skills

Students skills	No. and percentage (%) of Primary school students					
	Low	0%	Medium	0%	High	0%
Listening	63	10%	281	47%	256	43%
Speaking	114	19%	389	65%	97	16%
Reading	132	22%	357	60%	111	18%
Writing	130	22%	354	59%	116	19%
Talking	173	28%	382	64%	45	8%

Graph No. 3: Skillwise distribution of scores of Primary school students according to the three levels for each of the five skills.

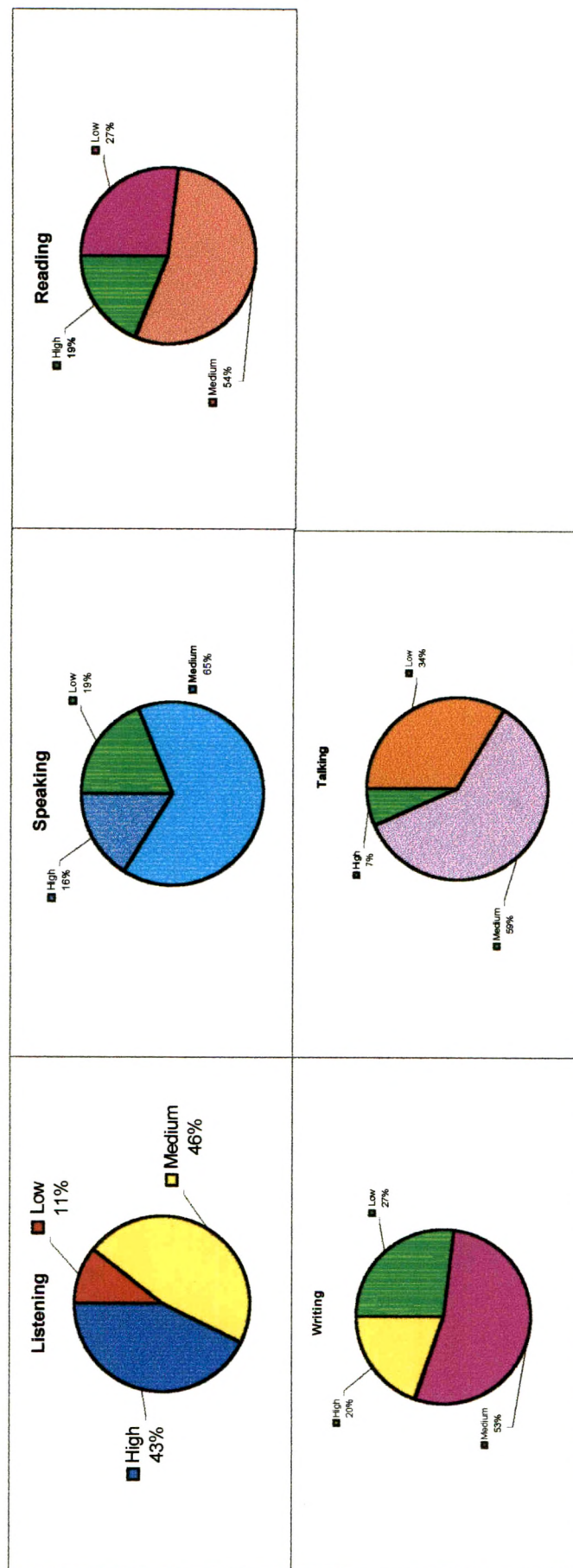


Table No. 3 and Graph No. 3 shows the distribution in low, middle and high levels of primary school students skillwise scores. This table does not deals with the Table No. 5 to 44. It is purely separate from those tables.

Observations:

1. Table No. 3 shows that out of a total of 600 primary school students 63 i.e. 10% students are found to have low level of listening skill. 281 i.e. 47% students are found to have middle level of listening skill. And 256 i.e. 43% students are found to have high level of listening skill.
2. Out of a total of 600 primary school students 114 i.e. 19% students are found to have low level of speaking skill. 389 i.e. 65% students are found to have middle level of speaking skill. And 97 i.e. 16% students are found to have high level of speaking skill.
3. Out of a total of 600 primary school students 132 i.e. 22% students are found to have low level of reading skill. 357 i.e. 60% students are found to have middle level of reading skill. And 111 i.e. 18% students are found to have high level of reading skill.
4. Out of a total of 600 primary school students 130 i.e. 22% students are found to have low level of writing skill. 354 i.e. 59%

students are found to have middle level of writing skill. And 116 i.e. 19% students are found to have high level of writing skill.

5. Out of a total of 600 primary school students 173 i.e. 28% students are found to have low level of talking skill. 382 i.e. 64% students are found to have middle level of talking skill. And 45 i.e. 8% students are found to have high level of talking skill.

Table No.4 : Skillwise distribution of scores of Secondary school students according to the three levels for each of the five skills

Students skills	No. and percentage (%) of Secondary school students					
	Low	0%	Medium	0%	High	0%
Listening	76	13%	296	49%	228	38%
Speaking	140	24%	367	61%	93	15%
Reading	162	27%	324	54%	114	19%
Writing	161	27%	320	53%	119	20%
Talking	201	33%	359	60%	40	7%

Graph No. 4: Skillwise distribution of scores of Secondary school students according to the three levels for each of the five skills.

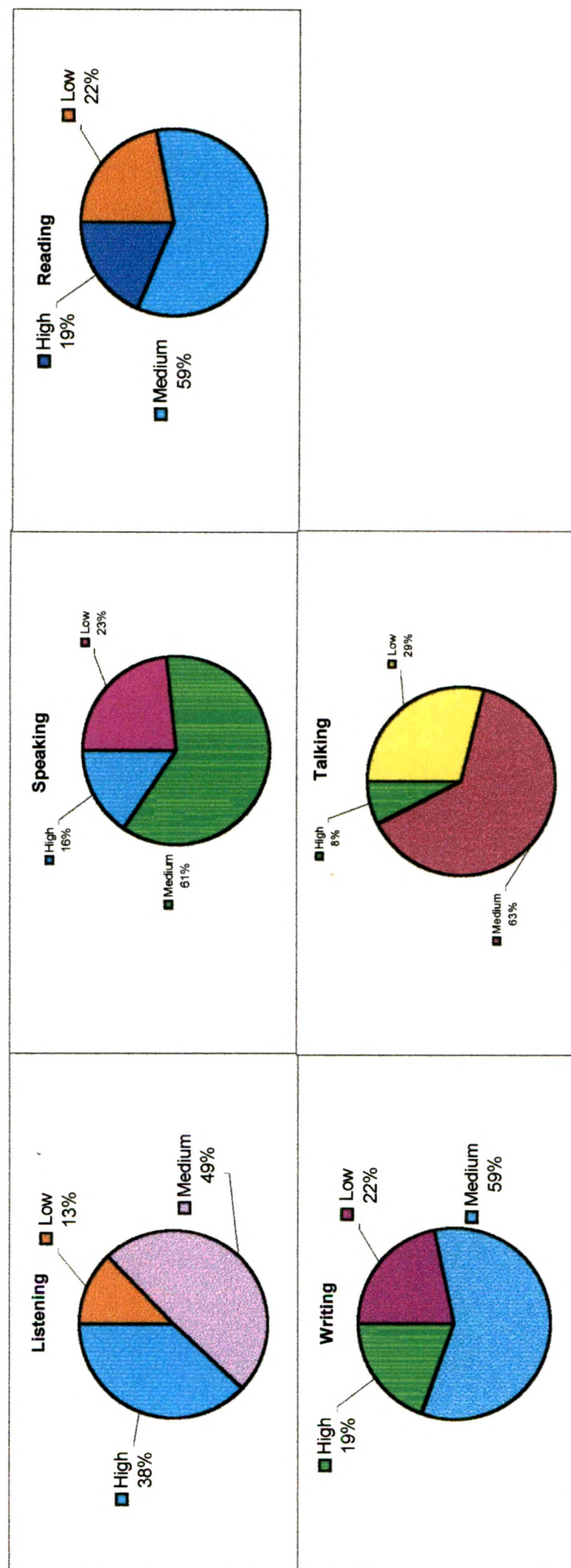


Table No. 4 and Graph No. 4 shows the distribution in low, middle and high levels of secondary school students skillwise scores. This table does not deals with the Table No. 5 to 44. It is purely separate from those tables.

Observations:

1. Table No. 4 shows that out of a total of 600 secondary school students 76 i.e. 13% students are found to have low level of listening skill. 296 i.e. 49% students are found to have middle level of listening skill. And 228 i.e. 38% students are found to have high level of listening skill.
2. Out of a total of 600 secondary school students 140 i.e. 24% students are found to have low level of speaking skill. 367 i.e. 61% students are found to have middle level of speaking skill. And 93 i.e. 15% students are found to have high level of speaking skill.
3. Out of a total of 600 secondary school students 162 i.e. 27% students are found to have low level of reading skill. 324 i.e. 54% students are found to have middle level of reading skill. And 114 i.e. 19% students are found to have high level of reading skill.
4. Out of a total of 600 secondary school students 161 i.e. 27% students are found to have low level of writing skill. 320 i.e. 53% students are found to have middle level of writing skill. And 119 i.e. 20% students are found to have high level of writing skill.

5. Out of a total of 600 secondary school students 201 i.e. 33% students are found to have low level of talking skill. 359 i.e. 60% students are found to have middle level of talking skill. And 40 i.e. 7% students are found to have high level of talking skill.

Comparison of Skillwise distribution of Scores of Primary and Secondary school students.

Findings:

1. There are 63 i.e. 10% primary school students and 75 i.e. 13% secondary school students are found to have low level of listening skill. 281 i.e. 47% primary school students and 296 i.e. 49% secondary school students are found to have middle level of listening skill. And 256 i.e. 43% primary school students and 228 i.e. 38% secondary school students are found to have high level of listening skill.

2. There are 114 i.e. 19% primary school students and 114 i.e. 24% secondary school students are found to have low level of speaking skill. 289 i.e. 65% primary school students and 367 i.e. 61% secondary school students are found to have middle level of speaking skill. And 97 i.e. 16% primary school students and 93 i.e. 15% secondary school students are found to have high level of speaking skill.

3. There are 132 i.e. 22% primary school students and 162 i.e. 27% secondary school students are found to have low level of reading skill. 357 i.e. 60% primary school students and 324 i.e. 54% secondary school

students are found to have middle level of reading skill. And 111 i.e. 18% primary school students and 114 i.e. 19% secondary school students are found to have high level of reading skill.

4. There are 130 i.e. 22% primary school students and 161 i.e. 27% secondary school students are found to have low level of writing skill. 354 i.e. 69% primary school students and 320 i.e. 53% secondary school students are found to have middle level of writing skill. And 116 i.e. 19% primary school students and 119 i.e. 20% secondary school students are found to have high level of writing skill.

5. There are 173 i.e. 28% primary school students and 201 i.e. 33% secondary school students are found to have low level of talking skill. 382 i.e. 64% primary school students and 359 i.e. 60% secondary school students are found to have middle level of talking skill. And 45 i.e. 8% primary school students and 40 i.e. 7% secondary school students are found to have high level of talking skill.

Objective No. 4.1 :

To find out the relationship between primary school teachers three level of contextual competency and their students skillwise performance.

Table No. 5
Primary School teachers level of Contextual competency and their students skillwise scores.

Level of primary school teachers Contextual competency and students skillwise scores.																		
Students skills	Low Competent					Medium Competent					High Competent							
	No. of teach-ers	%	No. of Stud-ents	%	Mean	S.D.	No. of teach-ers	%	No. of Stud-ents	%	Mean	S.D.	No. of teach-ers	%	No. of Stud-ents	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	12	80%	480	80%	12.84	4.19	3	20%	120	20%	13.10	4.58
Speaking					-	-					10.60	4.38					11.11	4.68
Reading					-	-					10.35	4.56					10.92	4.88
Writing					-	-					10.41	4.51					10.86	4.55
Talking					-	-					8.58	4.52					9.25	4.47

Table No. 5 shows the distribution in the low, medium and high level of primary school teachers according to their contextual competency and the number, mean and S.D. of their students skillwise performance in the low, medium and high levels.

Observations:

1. Table No. 5 shows that there are no primary school teachers in the low level of contextual competency and it is also seen that there are no primary school students in the low level of performance in five skills.
2. Out of a total of 600 primary students 480 i.e. 80% students are found to have teachers with medium contextual competency, and 120 i.e. 20% students have teachers with high level of contextual competency.

Findings:

1. The mean scores of primary school students with teachers of medium contextual competency ranges from 8.58 (Talking skill) to 12.84 (Listening skill).
2. The mean scores of primary school students with teachers of high contextual competency ranges from 9.25 (Talking skill) to 13.10 (Listening skill).
3. The spread S.D. of scores of primary school students is found to be more for Reading skill for teachers with both medium and high contextual competency.

Table No.6
Comparison of Primary School teachers level of Contextual competency with their students skillwise performance

Comparison of Primary School Teachers Contextual Competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab (5% L.S.)	Remark	d.f.	t-Cal	t-Tab (5% L.S.)	Remark	d.f.	t-Cal	t-Tab (5% L.S.)	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.5705	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		1.0783	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.1436		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.9709		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.4637		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Speaking												
Reading												
Writing												
Talking												

Table No. 6 shows the comparison of primary school teachers level of contextual competency with their students skill-wise performance.

Findings :

1. As there are no low level of contextual competency teachers of primary school, the comparison (of mean scores of primary school students for various skills) in the two groups of teachers contextual competency – low & medium and low & high is not applicable.
2. Since $t - \text{cal} < t - \text{tab}$ (level of significance is calculated at 0.05 level): No significant difference is found between the scores of primary school students of medium contextual competency teachers and those of high contextual competency teachers for any of the five skills.

Objective No. 4.2 :

To find out the relationship between secondary school teachers three levels of contextual competency and their students skillwise performance.

Table No. 7
Secondary School teachers level of Contextual competency and their students skillwise scores.

Students skills	Level of Secondary school teachers Contextual competency and students skillwise scores.														
	Low Competent					Medium Competent					High Competent				
	No. of teachers	%	No. of Students	Mean	S.D	No. of teachers	%	No. of Students	Mean	S.D.	No. of teachers	%	No. of Students	Mean	S.D.
Listening	3	20%	120	12.83	4.57	7	47%	280	11.86	4.42	5	33%	200	13.00	4.35
Speaking				10.37	4.65				9.80	4.71				10.84	4.49
Reading				10.37	4.68				9.90	4.83				10.52	4.95
Writing				10.23	4.98				9.42	4.52				10.67	4.80
Talking				8.54	4.99				7.85	4.63				8.71	4.72

Table No. 7 shows the distribution in the low, middle and high level of secondary school teachers according to their contextual competency and the number mean and S.D. of students skillwise performance in the low, medium and high levels.

Observations :

1. Table no. 7 shows that out of a total of 600 secondary school students 120 i.e. 20% students are found to have 3 i.e. 20% teachers with low contextual competency, 280 i.e. 47% students have 7 i.e. 47% teachers with medium contextual competency and 200 i.e. 33% students are found to have 5 i.e. 33% teachers with high contextual competency.

Findings :

1. The mean scores of secondary school students with teachers of low level of contextual competency ranges from 8.54 (Talking skill) to 12.83 (Listening skill).
2. The mean scores of secondary school students with teachers of medium level of contextual competency ranges from 7.85 (Talking skill) to 11.86 (Listening skill).
3. The mean scores of secondary school students with teachers of high level of contextual competency ranges from 8.71 (Talking skill) to 13.00 (Listening skill).
4. The spread S.D. of scores of secondary school students is more for Talking skill (4.99) than that of Listening skill (4.57) for the low level of contextual competent teachers.

Table No. 8
Comparison of Secondary School teachers level of Contextual Competency with their students skillwise performance

Comparison of Secondary School teachers Contextual Competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab (5% L.S.)	Remark	d.f.	t-Cal	t-Tab (5% L.S.)	Remark	d.f.	t-Cal	t-Tab (5% L.S.)	Remark
Listening	398	1.97	1.97	Diff. Significant	478	2.7981	1.96	Diff. Significant	318	0.31189	1.97	Diff. Not Significant
Speaking		1.11	1.97	Diff. Not Significant		2.4380	1.96	Diff. Significant		0.8838	1.97	Diff. Not Significant
Reading		0.90	1.97	Diff. Not Significant		1.3590	1.96	Diff. Not Significant		0.27771	1.97	Diff. Not Significant
Writing		1.53	1.97	Diff. Not Significant		2.8792	1.96	Diff. Significant		0.76953	1.97	Diff. Not Significant
Talking		1.29	1.97	Diff. Not Significant		1.9635	1.96	Diff. Significant		0.28918	1.97	Diff. Not Significant

Table No. 8 shows the comparison of secondary school teachers level of contextual competency with their students skill-wise performance

Findings :

since $t - \text{cal} > t - \text{tab}$.

1. Significant difference is found between the scores of secondary school students of low & medium level of contextual competency teachers for the listening skill. Therefore the Hypothesis No. 1 is rejected for the listening skill.

since $t - \text{cal} < t - \text{tab}$.

2. No significant difference is found between the scores of secondary school students of low & medium level of contextual competency teachers for the speaking, reading, writing & talking skills. Therefore the Hypothesis No. 1 is accepted for these skills.

since $t - \text{cal} > t - \text{tab}$

3. Significant difference is found between the scores of secondary school students of medium & high level of contextual competency teachers for the listening, speaking, writing & talking skills. Therefore the Hypothesis No. 1 is rejected for these skills.

since $t - \text{cal} < t - \text{tab}$

4. No significant difference is found between the scores of secondary school students of medium & high level of contextual competency

teachers for the Reading skill. Therefore the Hypothesis No. 1 is accepted for the reading skill.

$$\text{since } t - \text{cal} < t - \text{tab}$$

5. No significant difference is found between the scores of secondary school students of low & high level of contextual competency teachers for any of the five skills. Therefore the Hypothesis No. 1 is accepted.

Comparison of the level of Contextual competency of Primary and Secondary school teachers and their students Skillwise Performance from Table Nos. 5, 6, 7 and 8.

Conclusions :

a. There are 20% secondary school teachers having low level of contextual competency whereas there are 0% primary teachers with low level of contextual competency. 80% primary school teachers and 47% secondary school teachers have medium level of contextual competency. 20% primary school teachers and 33% secondary school teachers have high level of contextual competency.

b. Out of a total of 600 secondary school students 120 i.e. 20% students are found to have teachers with low level of contextual competency, whereas out of 600 primary school students 0% students are found to have teachers with low level of contextual competency. 480 i.e. 80% primary students and 280 i.e. 47% secondary school students are found to have teachers with medium level of contextual competency.

120 i.e. 20% primary school students and 200 i.e. 33% secondary school students are found to have teachers with high level of contextual competency.

c. It is observed that at the medium level of teachers contextual competency primary school students skillwise performance is found to be better than that of secondary school students.

d. At the high level of contextual competency of teachers it is found that for the listening, speaking skills the secondary school students performance is better than that of the primary school students, whereas for the skills reading, writing and talking primary school students performance is better than that of the secondary school students.

2
Table
587

Objective No. 4.3 :

To find out the relationship between primary teachers three levels of Conceptual competency and their students skillwise performance.

Table No. 9
Primary School teachers level of Conceptual competency and their students skillwise scores.

Level of Primary school teachers Conceptual competency and students skillwise scores.																		
Students skills	Low Competent						Medium Competent						High Competent					
	No. of teachers	%	No. of Stud-ents	%	Mean	S.D	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No.of teachers	%	No. of Stud-ents	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	10	67%	400	67%	12.86	4.20	5	33%	200	33%	13.15	5.01
Speaking					-	-					10.54	4.46					11.04	4.62
Reading					-	-					10.53	4.51					10.35	4.87
Writing					-	-					10.59	4.43					10.32	4.69
Talking					-	-					8.74	4.47					8.67	4.60

Table No. 9 shows the distribution in the low, medium and high level of primary school teachers according to their primary school teachers according to their conceptual competency and the number, mean and S.D. of their students skillwise performance in the low, medium and high levels.

Observations :

1. Table No. 9 shows that there are no primary school teachers in the low level of conceptual competency and it is also seen that no primary school students in the low level of performance in the five skills.
2. Out of a total of 600 primary school students 400 i.e.67% students are found to have teachers with medium level of conceptual competency, and 200 i.e. 33% students are found to have teachers with high level of conceptual competency.

Findings :

1. The mean scores of primary school students with teachers of medium level of conceptual competency ranges from 8.75 (Talking skill) to 12.86 (Listening skill).
2. The mean scores of primary school students with teachers of high level of conceptual competency ranges from 8.67 (Talking skill) to 13.15 (Listening skill)
3. The spread (S.D.) of scores of primary school students is found to be more for Reading skill of medium level and more for Listening skill for teachers with high level of conceptual competency.

Table No. 10
Comparison of Primary School Teachers level of Conceptual Competency with their Students Skillwise performance

Comparison of Primary School Teachers Conceptual Competency and Students Skillwise performance												
Students Skills	Low & Medium					Medium & High				Low & High		
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.6858	1.96	Diff. Not Significant	598	N.A.	N.A.	N.A.
Speaking		N.A.	N.A.	N.A.		1.2644	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Reading		N.A.	N.A.	N.A.		0.3570	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Writing		N.A.	N.A.	N.A.		0.6895	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Talking		N.A.	N.A.	N.A.		0.1901	1.96	Diff. Not Significant		N.A.	N.A.	N.A.

Table No. 10 shows the comparison of primary school teachers level of conceptual competency with their students skill wise performance.

Findings :

1. As there are no low level of conceptual competency teachers of primary school, the comparison competency scores of primary school students for various skills in the two groups of teachers conceptual competency and medium and low and high is not applicable.
2. Since $t - \text{cal} < t - \text{tab}$ (level of significance is calculated at 0.05 level): No significant difference is found between the scores of primary school students medium conceptual competency teachers and those of high conceptual competency teacher for any of the five skills. Therefore the Hypothesis no. 2 is accepted.

Objective No. 4.4 :

To find out relationship between secondary school teachers three levels and conceptual competency and their students Skillwise performance.

Table No.11
Secondary School teachers level of Conceptual competency and their students skillwise scores.

Level of Secondary school teachers Conceptual competency and students skillwise scores.																		
Students skills	Low Competent					Medium Competent					High Competent							
	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	10	67%	400	67%	12.18	4.54	5	33%	200	33%	12.95	4.24
Speaking					-	-					10.11	4.83					10.56	4.24
Reading					-	-					10.12	4.96					10.37	4.60
Writing					-	-					9.78	4.83					10.45	4.53
Talking					-	-					8.14	4.87					8.56	4.48

Table No.11 shows that out of a total of 600 secondary school students 0% students are found to have teachers with low conceptual competency, 400 i.e. 67% secondary school students are found to have teachers with medium conceptual competency and 200 i.e. 33% secondary school students are found to have teachers with high conceptual competency.

Findings :

1. The mean scores of secondary school students with teachers of medium conceptual competency ranges from 8.14 (Talking skill) to 12.18 (Listening skill).
2. The mean scores of secondary school students with teachers of high conceptual competency ranges from 8.56 (Talking skill) to 12.95 (Listening skill).
3. The spread (S.D.) of scores of secondary school students more for Reading skill (4.60) than of Listening (4.24) and Speaking skill (4.24) for teacher with high level of conceptual competency.

Table No. 12
Comparison of Secondary School Teachers level of Conceptual competency with their students skillwise performance

Skills	Comparison of Secondary School Teachers Conceptual competency and students skillwise performance											
	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	2.0620	1.96	Diff. Significant	-	N.A.	N.A.	N.A.
Speaking		N.A.	N.A.	N.A.		1.1561	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Reading		N.A.	N.A.	N.A.		0.5990	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Writing		N.A.	N.A.	N.A.		1.6651	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Talking		N.A.	N.A.	N.A.		1.0516	1.96	Diff. Not Significant		N.A.	N.A.	N.A.

Table No.12 shows the comparison of secondary school teachers level of conceptual competency with their students skill wise performance.

Findings :

since $t - \text{cal} > t - \text{tab}$

1. Significant difference is found between the scores of secondary school students of medium and high level of conceptual competency for the Listening skill. Therefore the Hypothesis No.2 is rejected.

since $t - \text{cal} < t - \text{tab}$

2. No significant difference is found between the scores of secondary school students of medium and high level of conceptual competency teachers for the speaking, reading, writing and talking skill. Therefore the Hypothesis No. 2 is accepted for these skills.

Comparison of the Level of Conceptual Competency of Primary and Secondary School Teachers and Their students Skillwise performance form Table Nos. 9, 10, 11 and 12.

Conclusions :

- a. There are 0% primary school teachers having low level of conceptual competency whereas there are 0% secondary school teachers with low level of conceptual competency. 67% primary school teachers and 67% secondary school teachers with medium level of conceptual

competency and 33% primary school teachers and 33% secondary school teachers with high level of conceptual competency.

b. Out of a total of 600 primary school students and out of 600 secondary school students 0% students are found to have teachers with low level of conceptual competency. 400 i.e. 67% primary school students are found to have teachers with medium level of conceptual competency. 200 i.e. 33% primary school students 200 i.e. 33% secondary school students are found to have teachers with high level of conceptual competency. 8

c. It is found that at the medium level of teachers conceptual competency primary school students skillwise performance is better than that of the secondary school students.

Objective No. 4.5 :

To find out the relationship between primary school teachers three level of content competency and their students skillwise performance.

Table No.13 shows the distribution in the low, medium and high level of primary school teachers according to their content competency and the number, mean and S.D. of their students skillwise performance in the low, medium and high levels.

Observations :

1. Table No.13 shows that there are 7% primary school teachers are found to have low level of content competency and it is also seen that 40 i.e. 7% primary school students are found to have teachers with low level of content competency.
2. Out of a total of 600 primary school students 480 i.e. 80% students are found to have teachers (12 i.e. 80%) with medium content competency, and 80 i.e. 13% students are found to have teachers (2 i.e. 13%) with high level of content competency.

Findings :

1. The mean scores of primary school students with teachers of low level of content competency ranges from 7.25 (Talking skill) to 12.55 (Listening skill).
2. The mean scores of primary school students with teachers of medium level of content competency ranges from 8.97 (Talking skill) to 12.98 (Listening skill).

3. The mean scores of primary school students with teachers of high level of content competency ranges from 7.91 (Talking skill) to 13.11 (Listening skill).
4. The spread S.D. of scores of primary school students is found to be more for Writing skill (4.96) of low level, more for Reading skill (4.55) of medium level and more for Listening skill (5.88) for teachers with high level of content competency.

Table No. 14
Comparison of Primary School Teachers level of Content competency with their students skillwise performance

Comparison of Primary School Teachers Content competency and students skillwise performance																
Students Skills	Low & Medium					Medium & High					Low & High					
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
	518	0.597008	1.96	Diff. Not Significant	558	0.2158	1.96	Diff. Not Significant	118	0.600515	1.98	Diff. Not Significant	118	0.600515	1.98	Diff. Not Significant
1.515861		1.96	Diff. Not Significant	0.9191		1.96	Diff. Not Significant	0.660066		1.98	Diff. Not Significant					
2.130579		1.96	Diff. Significant	3.0843		1.96	Diff. Significant	0.267218		1.98	Diff. Not Significant					
1.611103		1.96	Diff. Not Significant	1.7400		1.96	Diff. Not Significant	0.24379		1.98	Diff. Not Significant					
2.291677		1.96	Diff. Significant	1.7566		1.96	Diff. Not Significant	0.719768		1.98	Diff. Not Significant					
Listening																
Speaking																
Reading																
Writing																
Talking																

Table No.14 shows the comparison of primary school teachers level of content competency with their student skill wise performance.

Findings :

1. No significant difference is found between the scores of primary school students of low and high content competency teachers for the skills of listening, speaking and writings. Therefore for Hypothesis No.3 is accepted.
2. Significant difference is found between the scores of primary school students of low and high content competency teachers for the skills of reading and talking skill. Therefore the Hypothesis No. 3 is rejected.
3. No significant difference is found between the scores of primary school students of medium and high content competency teachers for the skills of listening, speaking, writing and talking skills. Therefore the Hypothesis No. 3 is accepted.
4. No significant difference is found between the scores of primary school students for teachers with low and high content competency for any of the five skills. Therefore the Hypothesis No. 3 is accepted.

Objective No. 4.6 :

To find out the relationship between secondary school teachers three levels of content competency and their students skillwise performance.

Table No. 15 shows the distribution in the low, middle and high levels of secondary school teachers according to their content competency and the number, mean and S.D. of students skillwise performance in the low, medium and high levels.

Observations :

1. Table No. 15 shows that out of a total of 600 secondary school students 40 i.e. 7% students are found to have teachers (1 i.e. 7%) with low level of content competency, 520 i.e. 86% secondary school students are found to have teachers (13 i.e. 86%) with medium level of content competency and 40 i.e. 7% secondary school students are found to have teachers (1 i.e. 7%) with high level of content competency.

Findings :

1. The mean scores of secondary school students with teachers of low level of content competency ranges from 7.63 (Talking skill) to 12.88 (Listening skill).
2. The mean scores of secondary school students with teachers of medium level of content competency ranges from 8.25 (Talking skill) to 12.88 (Listening skill)
3. The mean scores of secondary school students with teachers of high level of content competency ranges from 9.25 (Talking skill) to 12.73 (Listening skill).

4. The spread (S.D.) of scores of secondary school students is found to be more for Writing skill (5.35) than that of Listening skill (4.55) for teachers with low level of content competency.
5. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.85) than that of Listening skill (4.49) for teacher with medium level of content competency.
6. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.28) than that of Writing skill (3.65) for teachers with high level of content competency.

Table No. 16
Comparison of Secondary School Teachers level of Content competency with their students skillwise performance

Students Skills	Comparison of Secondary School Teachers Content competency and students skillwise performance											
	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	558	0.668165	1.96	Diff. Not Significant	558	0.5382	1.96	Diff. Not Significant	78	0.15843	1.99	Diff. Not Significant
Speaking		0.611747	1.96	Diff. Not Significant		0.2414	1.96	Diff. Not Significant		0.31599	1.99	Diff. Not Significant
Reading		0.798739	1.96	Diff. Not Significant		0.7586	1.96	Diff. Not Significant		1.14121	1.99	Diff. Not Significant
Writing		0.178919	1.96	Diff. Not Significant		1.3355	1.96	Diff. Not Significant		0.95285	1.99	Diff. Not Significant
Talking		0.747126	1.96	Diff. Not Significant		1.5590	1.96	Diff. Not Significant		1.60613	1.99	Diff. Not Significant

Table No. 16 shows the comparison of secondary school teachers level of content competency with their students skill wise performance.

Findings :

Since $t - \text{cal} > t - \text{tab}$.

(Level of significance is calculated at 0.05 level).

No significant difference is found between the scores of secondary school students of low, medium and high level of content competency teachers for any of the five skills. Therefore the Hypotheses No. 3 is accepted.

Comparison of the Level of Content Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 13, 14,15 and 16.

Conclusions :

- a. There are 7% primary school teachers and 7% secondary school teachers with low level of content competency. 80% primary school teachers with medium level of content competency, whereas 86% secondary school teachers with medium level of content competency. 13% primary school teachers, whereas 7% secondary school teachers with high level of content competency.
- b. Out of a total of 600 primary students 40% i.e. 7% primary school students are found to have teachers with low level of content competency. Out of 600 secondary students 40 i.e. 7% secondary school

students are found to have teachers with low level of content competence. 480 i.e. 80% primary school students and 520 i.e. 86% secondary school students are found to have teachers with medium level of content competency. 80 i.e. 13% primary school students, 40 i.e. 7% secondary school students are found to have teachers with high level of content competency.

c. It is found that at the low and medium level of teachers content competency primary school students skillwise performance is found to be better than that of the secondary school students.

d. At the high level of content competency of teachers it is found that secondary school students skillwise performance is better than that of the primary school students.

Objective No. 4.7 :

To find out the relationship between primary school teachers three levels of Educational Transaction competency and their students skillwise performance.

Table 17 shows the distribution in the low, medium and high level of primary school teachers according to their Educational Transaction competency and the number, mean and S.D. of their students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 17 shows that there are no primary school teachers in the low level of educational transaction competency and it is also seen that no primary school students in the low level of performance in skills.
2. Out of a total of 600 primary school students 240 i.e. 40% students are found to have teachers (6 i.e. 40%) with medium educational transaction competency, and 360 i.e. 60% students are found to have teachers (9 i.e. 60%) with high level of educational transaction competency.

Findings :

1. The mean scores of primary school students with teachers of medium level of educational transaction competency ranges from 9.06 (Talking skill) to 13.05 (Listening skill).
2. The mean scores of primary school students with teachers of high level of educational transaction competency ranges from 8.49 (Talking skill) to 12.89 (Listening skill).
3. The spread (S.D.) of scores of primary school students is found to be more for Talking skill (4.39) of medium level and more for Reading skill (4.79) for teachers with high level of educational transaction competency of teachers.

Table No. 18
Comparison of Primary School Teachers level of Educational Transaction competency with their students skillwise performance

Comparison of Primary School Teachers Educational Transaction competency and students skillwise performance												
Students Skills	Low & Medium					Medium & High				Low & High		
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.4304	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.7806	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.8006		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.7126		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.5367		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No. 18 shows the comparison the primary school teachers level of educational transaction competency with their students skill wise performance.

Findings :

1. As there are no low level of educational transaction competency teachers of primary school, the comparison (of mean scores of primary school students for various skills) in the two groups of teachers educational transaction competency of low and medium and low and high is not applicable.
2. No significant difference is found between the scores of primary school students for teachers with medium and high educational transaction competency for any of the five skills. Therefore the Hypotheses No. 4 is accepted.

Objective No. 4. 8 :

To find out the relationship between secondary school teachers three levels of Educational Transaction competency and their students skillwise performance.

Table No. 19
Secondary School teachers level of Educational Transaction competency and their students skillwise scores.

Level of Secondary school teachers Educational Transaction competency and students skillwise scores																	
Students skills	Low Competent						Medium Competent						High Competent				
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	Mean	S.D.
Listening	0	0%	0	0%	-	-	10	67%	400	67%	12.23	4.56	5	33%	200	12.84	4.20
					-	-					9.92	4.70				10.94	4.45
-					-	10.01					4.84	10.58				4.83	
-					-	9.91					4.79	10.18				4.64	
-					-	8.09					4.82	8.65				4.56	
Speaking																	
Reading																	
Writing																	
Talking																	

Table No. 19 shows the distributions in the low, middle and high levels of secondary school teachers according to their Educational Transaction competency and the number, mean and S.D. of students skillwise performance in the low, medium and high levels.

Observations :

Table No. 19 shows that there are no secondary school teachers in the low level of educational transaction competency and it is also seen that no secondary school student in the low level of performance in skills. Out of a total of 600 secondary students 400 i.e. 67% students are found to have teachers (10 i.e. 67%) with medium level of educational transaction competency, and 200 i.e. 33% students are found to have teachers (5 i.e. 40%) with high level of educational transaction competency.

Findings :

1. The mean scores of secondary school students with teachers of medium level of educational transaction competency ranges from 8.09 (Talking skill) to 12.23 (Listening skill).
2. The mean scores of secondary school students with teachers of high level of educational transaction competency ranges from 8.65 (Talking skill) to 12.84 (Listening skill).

3. The spread (S.D.) of secondary school students is found to be more for Reading skill (4.84) than that of Listening skill (4.56) for teachers with medium level of educational transaction competency.
4. The spread (S.D.) of secondary school students is found to be more for Reading skill (4.83) than that of Listening skill (4.20) for teachers with high level of educational transaction competency.

Table No. 20
Comparison of Secondary School Teachers level of Educational Transaction competency with their students skillwise performance

Comparison of Secondary School Teachers Educational Transaction competency and students skillwise performance												
Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	1.6081	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		2.6016	1.96	Diff. Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.3559		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.6467		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.3778		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No.20 shows the comparison of secondary school teachers level of educational transaction competency with their students skill wise performance.

Findings :

1. No significant difference is found between the scores of secondary school students of medium and high educational transaction competency teachers for the skills of Listening, Reading, Writing and Talking skill. Therefore the Hypothesis No. 4 is accepted.
2. Significant difference is found between the scores of secondary school students of medium and high educational transaction competency teachers for the skill of speaking. Therefore, the Hypothesis No. 4 is rejected.
3. As there are no low level of educational transaction competency teachers of secondary school, the comparison (of mean scores of secondary school students for various skill) in the two groups of teachers educational transaction competency of low & medium and low & high is not applicable.

Comparison of the Level of Educational Transaction Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 17, 18, 19 And 20.

Conclusions :

- a. There are 0% primary school teachers and 0% secondary school teachers with low level of educational transaction competency. 40% primary school teachers with medium level of educational transaction

competency whereas 67% secondary school teachers with medium level of educational transaction competency. 60% primary school teachers with high level of educational transaction competency whereas 33% secondary school teachers with high level of educational transaction competency.

b. Out of a total 600 primary school students and out of a total of 600 secondary school students there are not found to have teachers with low level of educational transaction competency. 240 i.e. 40% primary school students and 400 i.e. 67% secondary school students are found to have teachers with medium level of educational transactional competency, 360 i.e. 60% primary school students and 200 i.e. 33% secondary school students are found to have teachers with high level of educational transaction competency.

c. It is found that at the medium level of teachers educational transaction competency, primary school students skillwise performance is found to be better than that of the secondary school students.

d. At the high level of teachers educational transaction competency, secondary school students skillwise performance (except Talking skill) is found to be better than that of the primary school students.

Objective No. 4. 9 :

To find out the relationship between primary school teachers three levels of Educational Activities competency and their students skillwise performance.

Table No. 21
Primary School teachers level of Educational Activities competency and their students skillwise scores.

Level of Primary school teachers Educational Activities competency and students skillwise scores																		
Low Competent										Medium Competent				High Competent				
Students skills	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.
	0	0%	0	0%	-	-	7	47%	280	47%	12.79	4.22	8	53%	320	53%	13.10	4.70
					-	-					10.61	4.31					10.78	4.55
					-	-					10.67	4.45					10.29	4.78
					-	-					10.78	4.21					10.26	4.76
-	-	-	-	9.04	4.36	8.43	4.62											
Listening																		
Speaking																		
Reading																		
Writing																		
Talking																		

Table No. 21 shows the distribution in the low, middle, and high level of primary school teachers according to their educational activities competency and the number, mean and S.D. of their students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 21 shows that there are no primary school teachers in the low level of educational activities competency and it is also seen that no primary school students in the low level of performance in skills.
2. Out of a total of 600 primary school students 280 i.e. 47% students are found to have teachers (7 i.e. 47%) with medium educational activities competency, and 320 i.e. 53% students are found to have teachers (8 i.e. 53%) with high educational activities competency.

Findings :

1. The mean scores of primary school students with teachers of medium level of educational activities competency ranges from 9.04 (Talking skill) to 12.79 (Listening skill).
2. The mean scores of primary school students with teachers of high level of educational activities competency ranges from 8.43 (Talking skill) to 13.10 (Listening skill).
3. The spread (S.D.) of scores of primary school students is found to be more for Reading skill (4.45, 4.78) for teachers with medium and high level of educational activities competency.

Table No. 22
Comparison of Primary School Teachers level of Educational Activities competency with their students skillwise performance

Comparison of Secondary School Teachers Educational Activities competency and students skillwise performance												
Students Skills	Low & Medium					Medium & High				Low & High		
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.8429	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
Speaking		N.A.	N.A.	N.A.		0.4894	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Reading		N.A.	N.A.	N.A.		1.0003	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Writing		N.A.	N.A.	N.A.		1.4163	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Talking		N.A.	N.A.	N.A.		1.6563	1.96	Diff. Not Significant		N.A.	N.A.	N.A.

Table No. 22 shows the comparison of primary school teachers level of educational activities competency with their students skill wise performance.

Findings :

1. As there are no low level of educational activities competency teachers of primary school, the comparison (of mean scores of primary school students for various skills) of low and medium & low & high was not applicable.

$$t - \text{cal} < t - \text{tab}$$

2. No significant difference s found between the scores of primary school students of medium and high educational activities competency teachers for any of the five skills. Therefore Hypothesis No. 5 is accepted.

Objective No. 4.10 :

To find out the relationship between secondary school teachers three levels of Educational Activities competency and their students skillwise performance.

Table No. 23
Secondary School teachers level of Educational Activities competency and their students skillwise scores.

Level of Secondary school teachers Educational Activities competency and students skillwise scores																	
Low Competent										Medium Competent				High Competent			
Students skills	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	Mean	S.D.
	0	0%	0	0%	-	-	11	73%	440	73%	12.49	4.43	4	27%	160	12.27	4.51
					-	-					10.24	4.58				10.31	4.82
					-	-					10.33	4.74				9.86	5.10
					-	-					10.16	4.65				9.55	4.95
					-	-					8.43	4.69				7.85	4.87
Listening																	
Speaking																	
Reading																	
Writing																	
Talking																	

Table No. 23 shows the distribution in the low, middle and high levels of secondary school teachers according to their educational activities competency the number mean and S.D. of students skillwise performance in the low, medium and high levels.

Observations :

1. Table No.23 shows that there are no secondary school teachers in the low level of educational activities competency, and it is also seen that no secondary school students in the low level of performance in skills. Out of a total of secondary school students 440 i.e. 73% secondary school students are found to have teachers (11 i.e. 73%) with medium level of educational activities competency, and 160 i.e. 27% secondary school students are found to have teachers (4 i.e. 27%) with high level of educational activities competency.

Findings :

1. The mean scores of secondary school students with teachers of medium level of educational activities competency ranges from 8.43 (Talking skill) to 12.49 (Listening skill).
2. The mean scores of secondary school students with teachers of high level of educational activities competency ranges from 7.85 (Talking skill) to 12.27 (Listening skill).
3. The spread (S.D.) of secondary school students is found to be more for Reading skill (4.74, 5.10) than that of Listening skill (4.43, 4.51) for teachers with medium and high level of educational activities competency.

Table No. 24
Comparison of Secondary School Teachers level of Educational Activities competency with their students skillwise performance

Comparison of Secondary School Teachers Educational Activities competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.5412	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.1682	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.0187		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.3652		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.3008		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No. 24 shows the comparison of secondary school teachers level of educational activities competency with their students skill wise performance.

Findings :

1. As there are no low level of educational activities competency teachers of secondary school, the comparison (of mean, scores of secondary school students for various skills) in the two groups of teachers educational activities competency of low & medium and low & high is not applicable.

since $t - \text{cal} < t - \text{tab}$

2. No significant difference is found between the scores of secondary school students for teachers with medium & high educational activities competency for any of the skills. Therefore, the Hypothesis No. 5 is accepted.

Comparison of the Level of Educational Activities Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 21, 23, 23 And 24.

Conclusions :

a. There are 0% primary school teachers and 0% secondary school teachers with low level of educational activities competency. 47% primary school teachers with medium level of educational activities competency whereas 73% secondary school students with medium level

of educational activities competency. 53% primary school teachers with high level of educational activities competency whereas 27% secondary school teachers with high level of educational activities competency.

b. Out of a total of 600 primary school students and out of a total of 600 secondary school students there are not found to have teachers with low level of educational activities competency. 280 i.e. 47% primary school students and 73% secondary school students are found to have teachers with medium level of educational activities competency. 320 i.e. 53% primary school students and 160 i.e. 27% secondary school students are found to have teachers with high level of educational activities competency.

c. It is found that at the medium level of teachers educational activities competency, primary school students skillwise performance is found to be better than that of the secondary school students.

d. At the high level of teachers educational activities competency, primary school students skillwise performance (except Listening skill) is found to be better than that of the secondary school students.

Objective No. 4.11 :

To find out the relationship between primary school teachers three levels of competency in Preparation and Use of Educational Aids and their students skillwise performance.

Table No. 25
Primary School teachers level of Competency in Preparation and Use of Educational Aids and their students skillwise scores.

Level of Primary School teachers competency in preparation and use of Educational Aids and students skillwise scores.																		
Students skills	Low Competent					Medium Competent					High Competent							
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	6	40%	240	40%	12.78	4.20	9	60%	360	60%	13.08	4.66
Speaking					-	-					10.68	4.39					10.72	2.10
Reading					-	-					10.75	4.46					10.28	2.11
Writing					-	-					10.78	4.10					10.31	2.02
Talking					-	-					8.89	4.34					8.60	2.08

Table No. 25 shows the distribution in the low, middle and high level of primary school teachers according to their competency in preparation and use of educational aids and the number mean and S.D. of their students skillwise performance in the low, middle and high levels.

Observation :

1. Table No. 25 shows that there are no primary school teachers in the low level of competency in preparation and use of educational aids and it is also seen that there are no primary school students in the low level of performance in skills.
2. Out of a total of 600 primary school students 240 i.e. 40% students are found to have teachers (6 i.e. 40%) with medium level of competency in preparation and use of educational aids, and 360 i.e. 60% students are found to have teachers (9 i.e. 60%) with high level of competency in preparation and use of educational aids.

Findings :

1. The mean scores of primary school students with teachers of medium level of competency in preparation and use of educational aids ranges from 8.89 (Talking skill) to 12.78 (Listening skill).
2. The mean scores of primary school students with teachers of high level of competency in preparation and use of educational aids ranges from 8.60 (Talking skill) to 13.08 (Listening skill).

3. The spread (S.D.) of scores of primary school students is found to be more for Reading skill (4.46) than that of Listening skill (4.20) for teaching with medium level of competency in preparation and use of educational aids.

4. The spread (S.D.) of scores of primary school students is found to be more for Listening skill (4.66) than that of Writing skill (4.02) for teachers with high level of teachers competency in preparation and use of educational aids.

Table No. 26
Comparison of Primary School Teachers level of competency in Preparation and Use of Educational Aids with their students skillwise performance

Comparison of Primary School Teachers competency in Preparation and use of Educational Aids and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.8272	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.1205	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.2572		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.2632		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.7933		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No. 26 shows the comparison of primary school teachers level of competency in preparation and use of educational aids with their students skill wise performance.

Findings :

1. As there are no low level of competency in preparation and use of educational aids teachers of primary school, the comparison (of mean scores of primary school students for various skills) of low and medium and low and high is not applicable.

since $t - \text{cal} < t - \text{tab}$

2. No significant difference is found between the scores of primary school students of medium and high level teachers competency in preparation and use of educational aids for any of the five skills. Therefore, the Hypothesis No. 6 is accepted.

Objective No. 4.12 :

To find out the relationship between secondary school teachers, three levels of competency in Preparation and Use of Educational Aids and their students skillwise performance.

Table No. 27
Secondary School teachers level of competency in Preparation and Use of Educational Aids and their students skillwise scores.

Level of Secondary School teachers competency in preparation and use of Educational Aids and students skillwise scores.																		
Students skills	Low Competent				Medium Competent				High Competent									
	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	5	33%	200	33%	12.60	4.36	10	67%	400	67%	12.35	4.50
					-	-					10.20	4.44					10.29	4.75
Speaking																		
Reading																		
Writing																		
Talking																		

Table No. 27 shows the distribution in the low, middle and high levels of secondary school teachers according to their competency in preparation and use of educational aids and the number-mean and S.D. of students skillwise performance in the low, medium and high levels.

Observations :

1. Table No. 27 shows that there are no secondary school teachers in the low level of competency in preparation and use of educational aids and it is also seen that no secondary school students in the low level of performance in skills. Out of a total of 600 secondary school students 200 i.e. 33% students are found to have teachers (6 i.e. 33%) with medium level of competency in preparation and use of educational aids. 400 i.e. 67% secondary school students are found to have teachers (10 i.e. 67%) with high level of competency in preparation and use of educational aids.

Findings :

1. The mean scores of secondary school students with teachers of medium level of competency in preparation and use of educational aids ranges from 8.57 (Talking skill) to 12.60 (Listening skill).
2. The mean scores of secondary school students with teachers of high level of competency in preparation and use of educational aids ranges from 8.13 (Talking skill) to 12.35 (Listening skill).

3. The spread (S.D.) of secondary school students is found to be more for writing skill (4.50) than that of Listening skill (4.36) for teachers with medium level of competency in preparation and use of educational aids.

4. The spread (S.D.) of secondary school students is found to be more for Reading skill (5.01) than that of Listening skill (4.50) for teachers with high level of competency in preparation and use of educational aids.

Table No. 28
Comparison of Secondary School Teachers level of competency in Preparation and Use of Educational Aids with their students skillwise performance

Comparison of Secondary School Teachers competency in Preparation and use of Educational Aids and students skillwise Performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.6350	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.2224	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	0.1790		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	2.1285		1.96	Diff. Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.0933		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Speaking												
Reading												
Writing												
Talking												

Table No. 28 shows the comparison of secondary school teachers level of competency in preparation and use of educational aids with their students skill wise performance.

Findings :

1. As there are no low level of secondary school teachers of competency in preparation and use of educational aids the comparison (of mean, scores of secondary school students for various skills) of low & medium and low & high is not applicable.

$$\text{since } t - \text{cal} < t - \text{tab}$$

2. No significant difference is found between the scores of secondary school students of medium and high level of teachers competency in preparation and use educational aids for the skills of listening, speaking, reading and talking skill. Therefore the Hypothesis No. 6 is accepted.

$$\text{since } t - \text{cal} > t - \text{tab}$$

3. Significant difference is found between the scores of secondary school students of medium and high level of teachers competency in preparation and use of educational aids for the writing skill. Therefore the Hypothesis No. 6 is rejected.

Comparison of the Level of Competency in Preparation And Use Educational Aids of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 25, 26, 27 and 28.

Conclusion :

a. There are 0% primary school teachers and 0% secondary school teachers with low level of competency in preparation and use of educational aids.

40% primary school teachers with medium level of competency in preparation and use of educational aids, whereas 33% secondary school teachers with medium level of competency in preparation and use of educational aids. 60% primary school teachers with high level of competency in preparation and use of educational aids, whereas 67% secondary school teachers with high level of competency in preparation and use of educational aids.

b. Out of a total of 600 primary school students, 0% students are found to have teachers with low level of competency in preparation and use of educational aids. Out of a total of 600 secondary students 0% students are found to have teachers with low level of competency in preparation and use of educational aids.

c. It is found that at the medium level of teachers competency in preparation and use of educational aids primary school students skillwise performance is found to be better than that of the secondary school students.

d. At the high level of teachers competency in preparation and use of educational aids primary school students skillwise performance (except Listening skill) is found to be better than that of the secondary school students.

Objective No. 4.13 :

To find out the relationship between primary school teachers, three levels of Evaluation Competency and their students skillwise performance.

Table No. 29
Primary School teachers level of Evaluation competency and their students skillwise scores.

Level of Primary School teachers Evaluation competency and students skillwise scores																		
Students skills	Low Competent						Medium Competent						High Competent					
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	5	33%	200	33%	12.86	4.44	10	67%	400	67%	13.01	4.51
					-	-					11.08	4.56					10.52	4.37
-					-	10.99					4.63	10.21					4.61	
-					-	10.70					4.55	10.40					4.50	
-					-	12.00					5.66	8.61					4.52	
Speaking																		
Reading																		
Writing																		
Talking																		

Table No. 29 shows the distribution in the low, middle and high level of primary school teachers according to their evaluation competency, and the number, mean and S.D. of their students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 29 shows that there are no primary school teachers in the low level of evaluation competency and it is also seen that there are no primary school students in the low level of performance in the five skills.
2. Out of a total of 600 primary school students 200 i.e. 33% students are found to have teachers (5 i.e. 33%) with medium level of evaluation competency, and 400 i.e. 67% students are found to have teachers (10 i.e. 67%) with high level of evaluation competency.

Findings :

1. The mean scores of primary school students with the teachers of medium level of evaluation competency ranges from 10.70 (Writing skill) to 12.86 (Listening skill).
2. The mean scores of primary school students with the teachers of high level of evaluation competency ranges from 8.61 (Talking skill) to 13.01 (Listening skill).

3. The spread (S.D.) of scores of primary school students is found to be more for Talking skill (5.66) for teachers with medium evaluation competency.
4. The spread (S.D.) of scores of primary school students s found to be more for Reading skill (4.61) for teachers with high level of evaluation competency.

Table No. 30
Comparison of Primary school teachers level of Evaluation competency with their students skillwise performance

Skills	Comparison of Primary school teachers Evaluation competency and students skillwise performance									
	Low & Medium			Medium & High			Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.3943	1.96	Diff. Not Significant	-	N.A.
Speaking		N.A.	N.A.	N.A.		1.4382	1.96	Diff. Not Significant		N.A.
Reading		N.A.	N.A.	N.A.		1.9405	1.96	Diff. Not Significant		N.A.
Writing		N.A.	N.A.	N.A.		0.7514	1.96	Diff. Not Significant		N.A.
Talking		N.A.	N.A.	N.A.		7.3775	1.96	Diff. Significant		N.A.

Table No. 30 shows the comparison of primary school teachers level of evaluation competency with their students skillwise performance.

Findings :

1. As there are no low level of evaluation competency, teachers of primary school, the comparison (of mean, scores of primary school students for the various skills) in the two groups of teachers evaluation competency low & medium, low & high is not applicable.

since $t_{\text{cal}} < t_{\text{tab}}$

2. No significant difference is found between the scores of primary school students of medium & high level of teachers evaluation competency.

What about Talking skill?

Objective No. 4.14 :

To find out the relationship between secondary school teachers, three levels of Evaluation competency and their students skillwise performance.

Table No. 31
Secondary School teachers level of Evaluation competency and their students skillwise scores.

Students skills	Level of Secondary School teachers level of Evaluation competency and students skillwise scores													
	Low Competent					Medium Competent					High Competent			
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%
Listening	0	0%	0	0%	-	-	10	67%	400	67%	12.45	4.56	5	33%
Speaking					-	-					10.25	4.81		
Reading					-	-					10.16	4.91		
Writing					-	-					10.10	4.87		
Talking					-	-					8.31	4.77		
											12.41	4.23		
											10.27	4.30		
											10.28	4.70		
											9.80	4.47		
											8.21	4.69		

Table No. 31 shows the distribution in the low, middle and high levels of secondary school teachers according to their evaluation competency, and the number, mean and S.D. of students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 31 shows that there are no secondary school teachers in the low level of evaluation competency and it is also seen that there are no secondary school students in the low level of performance in skills. Out of a total of 600 secondary school students 400 i.e. 67% students are found to have teachers (10 i.e. 67%) with medium level of evaluation competency. 200 i.e. 33% secondary school students are found to have teachers (5 i.e. 33%) with high level of evaluation competency.

Findings :

1. The mean scores of secondary school students with teachers of medium level of evaluation competency ranges from 8.31 (Talking skill) to 12.45 (Listening skill).
2. The mean scores of secondary school students with teachers of high level of evaluation competency ranges from 8.21 (Talking skill) to 12.41 (Listening skill).
3. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.91, 4.70) than of Listening skill (4.56, 4.23) for the medium & high level of teachers evaluation competency.

Table No.32
Comparison of Secondary school teachers level of Evaluation Competency with their students skillwise performance

Students Skills	Comparison of Secondary school teachers Evaluation Competency and students skillwise performance											
	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	0.0930	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
Speaking		N.A.	N.A.	N.A.		0.0451	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Reading		N.A.	N.A.	N.A.		0.2842	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Writing		N.A.	N.A.	N.A.		0.7526	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Talking		N.A.	N.A.	N.A.		0.2386	1.96	Diff. Not Significant		N.A.	N.A.	N.A.

Table No. 32 shows the comparison of secondary school teachers level of evaluation competency with their students skillwise performance.

Findings :

1. As there are no low level of secondary school teachers of evaluation competency, the comparison (of mean, scores of secondary school students for various skills) in the two groups of teachers low & medium, low & high is not applicable.

$$\text{since } t - \text{cal} < t - \text{tab}$$

2. No significant difference is found between the scores of secondary school students of medium & high level of teachers evaluation competency for any of the five skills. Therefore the Hypothesis No. 7 is accepted.

Comparison of the Level of Evaluation Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 29, 30, 31 and 32.

Conclusions :

a. There are 0% primary school teachers and 0% secondary school teachers with low level of evaluation competency.

33% primary school teachers with medium level of evaluation competency, whereas 67% secondary school teachers with medium level of Evaluation competency. 67% primary school teachers with high level of evaluation competency, whereas 33% secondary school teachers with high level of evaluation competency.

b. Out of a total of 600 primary students 0% students are found to have teachers with low level of evaluation competency. Out of a total of 600 secondary students, 0% students are found to have teachers with low level of evaluation competency. 200 i.e. 33% primary school students are found to have teachers with medium level of evaluation competency, whereas 400 i.e. 67% secondary school students are found to have teachers with medium level of evaluation competency. 400 i.e. 67% primary school students are found to have teachers with high level of evaluation competency. Whereas 200 i.e. 33% secondary school students are found to have teachers with high level of evaluation competency.

c. It is found that at the medium level of teachers evaluation competency, primary students skillwise performance (except Talking skill) is better than that of secondary school students.

d. At the high level of teachers evaluation competency, secondary school students skillwise performance is better than that of primary school students (except Reading skill).

Objective No. 4.15 :

To find out the relationship between primary school teachers, three levels of Management competency and their students skillwise performance.

Table No. 33
Primary School Teachers level of Management competency and their students skillwise scores.

Level of Primary School teachers Management competency and students skillwise scores																		
Students skills	Low Competent					Medium Competent					High Competent							
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.
Listening	0	0%	0	0%	-	-	5	33%	200	33%	12.61	4.47	10	67%	400	67%	13.13	4.49
					-	-					10.76	4.70					10.68	4.31
-					-	10.59					4.67	10.41					4.62	
-					-	10.52					4.50	10.49					4.53	
-					-	8.64					4.54	8.76					4.50	
Speaking																		
Reading																		
Writing																		
Talking																		

Table No. 33 shows the distribution in the low, middle and high level of primary school teachers according to their management competency, and the number, mean and S.D. of their students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 33 shows that there are no primary school teachers in the low level of management competency and it is also seen that there are no primary school students in the low level of performance in the five skills.
2. Out of a total of 600 primary school students 200 i.e. 33% students are found to have teachers (5 i.e. 33%) with medium level of management competency, and 400 i.e. 67% students are found to have teachers (10 i.e. 67%) with high level of management competency.

Findings :

1. The mean scores of primary school students with the teachers of medium level of management competency ranges from 8.54 (Talking skill) to 12.61 (Listening skill).
2. The mean scores of primary school students with the teachers of high level of management competency ranges from 8.76 (Talking skill) to 13.13 (Listening skill).

3. The spread (S.D.) of scores of primary school students is found to be more for speaking skill (4.70) for teachers with medium level of management competency.
4. The spread (S.D.) of scores of primary school students is found to be more for Reading skill (4.62) for teachers with high level of management competency.

Table No.34
Comparison of Primary school teachers level of Management competency with their students skillwise performance

Comparison of Primary school teachers Management competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	1.3415	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.2019	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	0.4594		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.0640		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.3061		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No.34 shows the comparison of primary school teachers level of management competency with their students skillwise performance.

Findings :

1. As there are no low level of management competency teachers of primary school, the comparison (of mean, scores of primary school students for the various skills) in the two groups of teachers management competency low & medium, low & high is not applicable.

since $t - \text{tab} < t - \text{cal}$

2. No significant difference is found between the scores of primary school students of medium & high level of teachers management competency. Therefore the Hypothesis No. 8 is accepted.

Objective No. 4.16 :

To find out the relationship between secondary school teachers, three levels of Management competency and their students skillwise performance.

Table No. 35
Secondary School Teachers level of Management competency and their students skillwise scores.

Students skills	Level of Secondary School teachers Management competency and students skillwise scores													
	Low Competent				Medium Competent				High Competent					
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	No. of teachers	%	No. of Students	S.D.
Listening	0	0%	0	0%	-	-	11	73%	440	73%	4	27%	160	12.08
Speaking					-	-								10.05
Reading					-	-								9.89
Writing					-	-								9.77
Talking					-	-								7.84
														4.54
														4.82
														5.13
														4.81
														4.88

Table No. 35 shows the distribution in the low, middle and high levels of secondary school teachers according to their management competency, and the number, mean and S.D. of students skillwise performance in the low, middle and high levels.

Observations :

1. Table No. 35 shows that there are no secondary school teachers in the low level of management competency and it is also seen that there are no secondary school students in the low level of performance in skills. Out of a total of 600 secondary school students 440 i.e. 73% students are found to have teachers (11 i.e. 73%) with medium level of management competency. 160 i.e. 27% students are found to have teachers (4 i.e. 27%) with high level of management competency.

Findings :

1. The mean scores of secondary school students with teachers of medium level of management competency ranges from 8.43 (Talking skill) to 12.56 (Listening skill).
2. The mean scores of secondary school students with teachers of high level of management competency ranges from 7.84 (Talking skill) to 12.08 (Listening skill).
3. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.73, 5.13) than that of Listening skill (4.42, 4.54) for the medium & high level of teachers management competency.

Table No.36
Comparison of Secondary School Teachers level of Management competency with their students skillwise performance

Comparison of Secondary school teachers Management competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	1.1737	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		0.6466	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	0.9228		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	0.7137		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.3378		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
Talking												

Table No. 36 shows the comparison of secondary school teachers level of management competency with their students skill wise performance.

Findings :

1. As there are no low level of secondary school teachers of management competency, the comparison (of mean, scores of secondary school students for various skills) in the two groups of teachers low & medium, low & high is not applicable).

$$\text{since } t - \text{cal} < t - \text{tab}$$

2. No significant difference is found between the scores of secondary school students of medium & high level of teachers management competency for any of the five skills. Therefore, the Hypothesis No. 8 is accepted.

Comparison of the Level of Management Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 33, 34, 35 and 36.

Conclusions :

- a. There are 0% primary school teachers and 0% secondary school teachers with low level of management competency.

33% primary school teachers with medium level of management competency, whereas 73% secondary school teachers with medium level of management competency. 67% primary school teachers with high

level of management competency. Whereas 27% Secondary school teachers with high level of management competency.

b. Out of a total of 600 primary students, 0% students are found to have teachers with low level of management competency. Out of a total of 600 secondary school students, 0% students are found to have teachers with low level of management competency. 200 i.e. 33% primary school students are found to have teachers with medium level of Management competency, whereas 73% secondary school students are found to have teachers with medium level of management competency. 400 i.e. 67% primary school students are found to have teachers with high level of management competency, whereas 160 i.e. 27% secondary school students are found to have teachers with high level of management competency.

It is found that at the medium level of teachers evaluation competency, primary school students skillwise performance (except Listening & Speaking skill) is better than that of secondary school students.

d. At the high level of management competency, primary school students skillwise performance is better than that of secondary school.

Objective No. 4.17 :

To find out the relationship between primary school teachers, three levels of Parent Related competency and their students skillwise performance.

Table No. 37 shows the distribution in the low, middle and high level of primary school teachers according to their parent related competency and the number, mean and S.D. of their students skillwise performance in the low, middle and high level.

Observations :

1. Table No. 37 shows that there are no primary school teachers in the low level of parent related competency and it is also seen that there are no primary school students in the low level of performance in the five skills.
2. Out of a total of 600 primary school students 560 i.e. 93% students are found to have teachers (14 i.e. 93%) with medium level of parent related competency, and 40 i.e. 7% students are found to have teachers (1 i.e. 7%) with high level of parent related competency.

Findings :

1. The mean scores of primary school students with the teachers of medium level of parent related competency ranges from 8.74 (Talking skill) to 12.97 (Listening skill).
2. The mean scores of primary school students with the teachers of high level of parent related competency ranges from 8.38 (Talking skill) to 12.73 (Listening skill).

3. The spread (S.D.) of scores of primary school students is found to be more for Reading skill (4.65) than that of Speaking skill (4.44) for teachers with medium level of parent related competency.
4. The spread (S.D.) of scores of primary school students is found to be more for Listening skill (2.09) than that of Speaking skill (1.45) for teachers with high level of parent related competency.

Table No.38
Comparison of Primary school teachers level of Parent Related competency with their students skillwise performance

Comparison of Primary school teachers Parent Related competency and students skillwise performance												
Students	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Skills	-	N.A.	N.A.	N.A.	598	0.3470	1.96	Diff. Not Significant	-	N.A.	N.A.	N.A.
Listening		N.A.	N.A.	N.A.		0.3643	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Speaking		N.A.	N.A.	N.A.		1.3749	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Reading		N.A.	N.A.	N.A.		0.7684	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Writing		N.A.	N.A.	N.A.		0.4607	1.96	Diff. Not Significant		N.A.	N.A.	N.A.
Talking												

Table No. 38 shows the comparison of primary school teachers level of parent related competency with their students skill wise performance.

Findings :

1. As there are no low level of parent related competency, teachers of primary school, the comparison (of mean, scores of primary school students for the various skills) in the two groups of teachers parent related competency low & medium, low & high is not applicable.

since $t - \text{cal} < t - \text{tab}$

2. No significant difference is found between the scores of primary school students of medium & high level of teachers parent related competency for any of the five skills. Therefore the Hypothesis No. 9 is accepted.

Objective No. 4.18 :

To find out the relationship between secondary school teachers three levels of Parent Related competency and their students skillwise performance.

Table No. 39
Secondary School teachers level of Parent Related competency and their students skillwise scores.

Students skills	Level of Secondary School teachers Parent Related competency and students skillwise scores													
	Low Competent					Medium Competent					High Competent			
	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%	No. of Students	%	Mean	S.D.	No. of teachers	%
Listening	0	0%	0	0%	-	-	13	86%	520	86%	12.62	4.42	2	14%
Speaking					-	-					10.44	4.60		
Reading					-	-					10.35	4.80		
Writing					-	-					10.14	4.75		
Talking					-	-					8.45	4.71		
											9.10	4.59		
											7.13	4.85		

Table No. 39 shows the distribution in the low, middle and high levels of secondary school teachers according to their parent related competency, and the number, mean and S.D. of students skillwise performance in the low, middle and high levels.

Observations :

Table No. 39 shows that there are no secondary school teachers in the low level of parent related competency and it is also seen that there are no secondary schools students in the low level of performance in skills. Out of a total of 600 secondary school students 520 i.e. 86% students are found to have teachers (13 i.e. 86%) with medium level of parent related competency. 80% i.e. 14% secondary school students are found to have teachers (2 i.e. 14%) with high level of parent related competency.

Findings :

1. The mean scores of secondary school students with teachers of medium level of parent related competency ranges from 8.45 (Talking skill) to 12.62 (Listening skill).
2. The mean scores of secondary school students teachers of high level of parent related competency ranges from 7.13 (Talking skill) to 11.21 (Listening skill).
3. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.80, 5.00) than that of Listening skill (4.42, 4.51) for the medium & high level of teachers parent related competency.

Table No.40
Comparison of Secondary school teachers level of Parent Related competency with their students skillwise performance

Comparison of Secondary school teachers Parent Related competency and students skillwise performance												
Students Skills	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	-	N.A.	N.A.	N.A.	598	2.6060	1.96	Diff. Significant	-	N.A.	N.A.	N.A.
		N.A.	N.A.	N.A.		2.3901	1.96	Diff. Significant		N.A.	N.A.	N.A.
N.A.		N.A.	N.A.	1.8154		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	1.8758		1.96	Diff. Not Significant	N.A.		N.A.	N.A.	
N.A.		N.A.	N.A.	2.2879		1.96	Diff. Significant	N.A.		N.A.	N.A.	
Talking												

Table No. 40 shows the comparison of secondary school teachers level of parent related competency with their students skill wise performance.

Findings :

1. As there are no low level of secondary school teachers of parent related competency, the comparison (of mean, scores of secondary school students for various skill) in the two groups of teachers low & medium, low & high is not applicable.

$$\text{since } t - \text{cal} < t - \text{tab}$$

2. No significant difference is found between the scores of secondary school students for teachers with medium & high level of parent related competency for reading & writing skill.

Therefore the Hypothesis No. 9 is accepted.

$$\text{since } t - \text{cal} < t - \text{tab}$$

3. Significant difference is found between the scores of secondary school students for teachers with medium & high level of parent related competency for the skills of listening, speaking & talking skill. Therefore, the Hypothesis No. 9 is rejected.

Comparison of the Level of Parent Related Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 37, 38, 39 and 40.

Conclusions :

- a. There are 0% primary school teachers and 0% secondary school teachers with low level of parent related competency. 93% primary school teachers with medium level of parent related competency whereas

86% secondary school teachers with medium level of parent Related competency. 7% primary school teachers with high level of parent related competency, whereas 14% secondary school teachers with high level of parent related competency.

b. Out of a total of 600 primary school students 0% students are found to have teachers with low level of parent related competency. Out of a total of 600 secondary school students, 0% students are found to have teachers with low level of parent related competency. 560 i.e. 93% primary school students are found to have teachers with medium level of parent related competency, whereas 520 i.e. 86% secondary school students are found to have teachers with medium level of parent related competency. 40% i.e. 7% primary students are found to have teachers with high level of parent related competency, whereas 80 i.e. 14% secondary school students found to have teachers with high level of parent related competency.

It is found that at the medium level of teachers parent related competency, primary school students skillwise performance (except Listening skill) is better than that of secondary school students.

d. At the high level of parent related competency, primary school students skillwise performance is better than that of secondary school students.

Objective No.4.19 :

To find out the relationship between primary school teachers three levels of Community Rapport competency and their students skillwise performance.

Table No. 41
Primary School teachers level of Community Rapport competency and their students skillwise scores.

Primary School teachers Community Rapport competency and students skillwise scores.																	
Students skills	Low Competent					Medium Competent					High Competent						
	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	Mean	S.D.
Listening	1	7%	40	7%	11.65	4.68	8	53%	320	53%	12.83	4.21	6	40%	240	13.34	4.76
Speaking					9.75	4.48					10.58	4.50				11.02	4.33
Reading					8.78	4.51					10.47	4.55				10.75	4.71
Writing					10.08	4.95					10.45	4.49				10.64	4.49
Talking					7.23	5.18					8.67	4.47				9.03	4.41

Table No. 41 shows the distribution in the low, middle and high level of Primary school teachers according to the community rapport competency and the number, mean and S.D. of their students skillwise performance in the low, medium and high levels.

Observations :

1. Table No. 41 shows that out of a total of 600 primary students 40 i.e. 7% students are found to have teachers (1 i.e. 7%) with low level of community rapport competency 320 i.e. 54% primary students are found to have teachers (8 i.e. 54%) with medium level of community rapport competency. 240 i.e. 40% primary students are found to have teachers (6 i.e. 40%) with high level of community rapport competency.

Findings :

1. The mean scores of primary school students with the teachers of low level of community rapport competency ranges from 7.23 (Talking skill) to 11.65 (Listening skill).
2. The mean scores of primary school students with the teachers of medium level of community rapport competency ranges from 8.67 (Talking skill) to 12.83 (Listening skill).
3. The mean scores of primary school students with the teachers of high level of community rapport competency ranges from 9.03 (Talking skill) to 23.34 (Listening skill).

4. The spread (S.D.) of scores of primary school students is found to be more for Writing skill (5.18) than that of Reading skill (4.51) for teachers with low level of community rapport competency.
5. The spread (S.D.) of scores of primary school students is found to be more for Reading skill (4.55) than that of Listening skill (4.21) for teachers with medium level of community rapport competency.
6. The spread (S.D.) of scores of primary school students is found to be more for Listening skill (4.76) than that of Speaking skill (4.33) for teachers with high medium level of community rapport competency.

Table No. 42
Comparison of Primary School teachers level of Community Rapport Competency with their students skillwise performance

Students Skills	Comparison of Primary School Teachers Community Rapport Competency and students skillwise performance											
	Low & Medium				Medium & High				Low & High			
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	358	1.524443	1.97	Diff. Not Significant	558	1.2994	1.96	Diff. Not Significant	278	2.10512	1.97	Diff. Significant
Speaking		1.109387	1.97	Diff. Not Significant		1.1491	1.96	Diff. Not Significant		1.66272	1.97	Diff. Not Significant
Reading		2.233173	1.97	Diff. Significant		0.7171	1.96	Diff. Not Significant		2.54808	1.97	Diff. Significant
Writing	358	0.452217	1.97	Diff. Not Significant	558	0.4970	1.96	Diff. Not Significant	278	0.67353	1.97	Diff. Not Significant
Talking		1.683464	1.97	Diff. Not Significant		0.9596	1.96	Diff. Not Significant		2.08197	1.97	Diff. Significant

Table No. 42 shows the comparison of primary school teachers level of community rapport competency with their students skillwise performance.

Findings :

since $t - \text{cal} < t - \text{tab}$

1. No significant difference is found between the scores of primary school students low & medium level of teachers community rapport competency for the skills of listening, speaking, writing, talking skill. Therefore, the Hypothesis No. 10 is accepted.

since $t - \text{cal} > t - \text{tab}$

2. Significant difference is found between the scores of primary school students teachers with low & medium level of community rapport competency for the skill of reading. Therefore, the Hypothesis No. 10 is rejected.

since $t - \text{cal} < t - \text{tab}$

3. No significant difference is found between the scores of primary students of Medium & high level of community rapport competency for any of the five skill. Therefore, the Hypothesis No. 10 is accepted.

since $t - \text{cal} > t - \text{tab}$

4. Significant difference is found between the scores of primary school students of low & high level of community rapport competency of teachers for the skills of speaking & reading. Therefore, the Hypothesis No. 10 is accepted.

Objective No. 4.20 :

To find out the relationship between secondary school teachers, three levels of Community Rapport competency and their students skillwise performance.

Table No. 43
Secondary School teachers level of Community Rapport competency and their students skillwise scores.

Secondary School teachers Community Rapport competency and students skillwise scores.																		
Students skills	Low Competent						Medium Competent						High Competent					
	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.	No. of teachers	%	No. of Stud-ents	%	Mean	S.D.
Listening	1	7%	40	7%	13.83	15.74	11	73%	440	73%	12.33	4.49	3	20%	120	20%	12.34	2.10
Speaking					11.28	13.59					10.21	4.75					10.11	2.12
Reading					11.20	13.34					10.19	4.93					9.93	2.20
Writing					11.88	17.34					9.81	4.78					10.07	2.16
Talking					9.68	16.28					8.18	4.80					8.16	2.17

Table No. 43 shows the distribution in the low, middle and high levels of secondary school teachers according to their community rapport competency and the number, mean and S.D. of students skillwise performance in the low, middle & high levels.

Observations :

Table No. 43 shows that out of a total of 600 secondary school students, 40 i.e. 7% students are found to have teachers (1 i.e. 7%) with low level of community rapport competency. 440 i.e. 73% secondary school students are found to have teachers (11 i.e. 73%) with medium level of community rapport competency. 120 i.e. 20% secondary school students are found to have teachers (3 i.e. 20%) with high level of community rapport competency.

Findings :

1. The mean scores of secondary school students with teachers of low level of community rapport competency ranges from 9.68 (Talking skill) to 13.83 (Listening skill).
2. The mean scores of secondary school students with teachers of medium level of community rapport competency ranges from 8.18 (Talking skill) to 12.33 (Listening skill).
3. The mean scores of secondary school students teachers with high level of community rapport competency ranges from 8.16 (Talking skill) to 12.34 (Listening skill).

4. The spread (S.D.) of scores of secondary school students is found to be more for Writing skill (17.34) than that of Reading skill (13.34) for the low level of teachers community rapport competency.
5. The spread (S.D.) of scores of secondary school students is found to be more for Reading skill (4.93) than that of Listening skill (4.49) for the medium level of teachers community rapport competency.
6. The spread (S.D.) of scores of secondary school students is found to more for Reading skill (2.20) than that of Listening skill (2.10) for the high level of teachers community rapport competency.

Table No. 44
Comparison of Secondary School teachers level of Community Rapport Competency with their students skillwise performance

Students Skills	Comparison of Secondary School Teachers Community Rapport Competency and students skillwise performance											
	Low & Medium						Medium & High					
	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark	d.f.	t-Cal	t-Tab	Remark
Listening	478	2.252898	1.96	Diff. Significant	558	0.0216	1.96	Diff. Not Significant	158	1.98884	1.98	Diff. Significant
Speaking		1.708041	1.96	Diff. Not Significant		0.2098	1.96	Diff. Not Significant		1.6359	1.98	Diff. Not Significant
Reading		1.62579	1.96	Diff. Not Significant		0.5206	1.96	Diff. Not Significant		1.75047	1.98	Diff. Not Significant
Writing		2.961916	1.96	Diff. Significant		0.5295	1.96	Diff. Not Significant		2.30739	1.98	Diff. Significant
Talking		2.206848	1.96	Diff. Significant		0.0435	1.96	Diff. Not Significant		1.97039	1.98	Diff. Not Significant

Table No. 44 shows the comparison of secondary school teachers level of community rapport competency with their students skillwise performance.

Findings :

since $t - \text{cal} > t - \text{tab}$

1. Significant difference is found between the scores of secondary school students for teachers with low & medium levels of community rapport competency for the skills of listening, writing & talking. Therefore the Hypothesis No. 10 is rejected.

since $t - \text{cal} < t - \text{tab}$

2. No significant difference is found between the scores of secondary school students for teachers with low & medium level of community rapport competency for the skills of speaking & reading. Therefore, the Hypothesis No. 10 is accepted.

since $t - \text{cal} < t - \text{tab}$

3. No significant difference is found between the scores of secondary school students for teachers with medium & high levels of community rapport competency for any of the five skills. Therefore, the Hypothesis No. 10 is accepted.

Since $t - \text{cal} > t - \text{tab}$

4. Significant difference is found between the scores of secondary school students for teachers with low & high levels of community rapport

competency for listening & writing skill. Therefore the Hypothesis No. 10 is rejected.

since $t - \text{cal} < t - \text{tab}$

5. No significant difference is found between the scores of secondary school students for teachers with low & high levels of community rapport competency for speaking, reading and talking skill.

Comparison of the Level of Community Rapport Competency of Primary and Secondary School Teachers and Their Students Skillwise Performance From Table Nos. 41, 42, 43 and 44.

Conclusions :

a. There are 7% primary school teachers and 7% secondary school teachers with low level of community rapport competency. 53% primary school teachers with medium level of community rapport competency. Whereas 73% secondary school teachers with medium level of community rapport competency. 40% primary school teachers with high level of community rapport competency, whereas 20% secondary school teachers with high level of community rapport competency.

b. Out of a total of 600 primary school students, 40 i.e. 7% students are found to have teachers with low level of community rapport competency. Out of a total of 600 secondary school students, 40 i.e. 7% students are found to have teachers with low level of community Rapport competency. 320 i.e. 535 primary school students are found to have

teachers with medium level of community rapport competency, whereas 440 i.e. 73% secondary school students are found to have teachers with medium level of community rapport competency. 240 i.e. 40% primary school students are found to have teachers with high level of community rapport competency, whereas 120 i.e. 20% secondary school students are found to have teachers with high level of community rapport competency.

c. It is found that at the low & medium level of teachers community rapport competency, primary students skillwise performance is better than that of secondary school students.

d. At the high level of teachers community rapport competency, secondary school students skillwise performance is better than that of primary school students.

Having analysed the collected data the findings of the study on which are based the conclusions with essential implications of the study are reported in the following sixth and final chapter of the report.