

CHAPTER - VI

SUMMARY, CONCLUSION AND TOPICS FOR FURTHER STUDIES

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FURTHER STUDIES

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6.1 INTRODUCTION

A sound and effective system of education results in the unfoldment of learners potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

Recognising such an enormous potential of education, all progressive societies have committed themselves to the universalization of elementary education with an explicit aim of providing 'Quality Education for All'. They have also recognized the significance of expansion of secondary education, gradually reaching to a near universalization level and simultaneously improving its quality for effective empowerment of as many more learners as possible, in order to achieve advancements in socio-economic and other domains of life. While higher education has also great potential in this respect, it can generally be made accessible to only a small section of the society. But school education can be provided in the present times practically to all members of the society and therefore, its quality and efficiency assume special significance within the larger framework of personal, social and national development.

Every individual possess some inborn qualities and abilities and when they are transformed into visible utility, it is called competency.

Essential competencies have been identified for children in keeping with their age, similarly 'professional competencies' for teachers need to be developed for effectiveness in education.

As skills are prescribed for children, ten competencies are identified for becoming a good teacher. All aspects of an effective teaching are classified into ten competencies. Ten competencies of teachers are given below:

1. Contextual Competency
2. Conceptual Competency
3. Content Competency
4. Educational Transaction Competency
5. Educational Activities Competency
6. Competency in Preparation and Use of Educational Aids
7. Evaluation Competency
8. Management Competency
9. Parent Related Competency
10. Community Rapport Competency

Along with the competencies of teachers, fifth standard students performance can be evaluated skillwise.

These basic skills are :

1. Listening
2. Speaking
3. Reading
4. Writing
5. Talking

Some of the issues that confronted the researcher are as follows:

1. Is there a relationship between teachers ten competencies and fifth standard students skill-wise performance in English?

2. What is the level of the ten competencies of both primary and secondary school teachers?
3. Is there a difference in the levels of competencies of primary and secondary school teachers and their students skill-wise performance.

Hence, the researcher felt that it would be a challenging task to study the teachers competency and students skill-wise performance in order to draw implications for teachers.

The research work which has been reported in the earlier chapter of this dissertation is one such attempt at analysing the primary and secondary teachers three levels for each of the ten competencies, primary and secondary school students three levels for each of the five skills, 15 primary schools and 15 secondary schools teachers and all their (1200) students in Karveer taluka, District Kolhapur (Maharashtra state) were identified and then the relationship between teachers competency and fifth standard students performance was found out.

6.2 SUMMARY

The first chapter deals with an overview of education and competency concerns. It raises the issue related to teachers competency in relation to students skill wise performance in English and delineates all the components which have been given below:

STATEMENT OF THE PROBLEM

"RELATIONSHIP BETWEEN TEACHERS COMPETENCY AND FIFTH STANDARD STUDENTS PERFORMANCE IN ENGLISH."

OBJECTIVES OF THE STUDY :

The study was conducted with the help of four major and twenty minor objectives. These are stated as follows:

Major Objectives:

1. To identify the dimensions of each of the ten competencies as advocated by N.C.T.E. namely as follows:
 1. Contextual Competency
 2. Conceptual Competency
 3. Content Competency
 4. Educational Transaction Competency
 5. Educational Activities Competency
 6. Competency in Preparation and Use of Educational Aids
 7. Evaluation Competency
 8. Management Competency
 9. Parent Related Competency
 10. Community Rapport Competency
2. To identify the level of each of the ten competencies in fifth standard teachers.
3. To find out the skill-wise performance in English of fifth standard students for the five skills, namely as follows :

1. Listening
 2. Speaking
 3. Reading
 4. Writing
 5. Talking
4. To relate the teachers competencies with fifth standard students skill-wise performance in English.

Minor Objectives :

1. To find out the relationship between primary school teachers three levels of contextual competency and their students skill-wise performance.
2. To find out the relationship between secondary school teachers three levels of contextual competency and their students skillwise performance.
3. To find out the relationship between primary school teachers three levels of conceptual competency and their students skill-wise performance.
4. To find out the relationship between secondary school teachers three levels of conceptual competency and their students skill-wise performance.
5. To find out the relationship between primary school teachers three level of content competency and their students skill-wise performance.

6. To find out the relationship between secondary school teachers three levels of content competency and their students skill-wise performance.
7. To find out the relationship between primary school teachers three levels of educational transaction and their students skill-wise performance.
8. To find out the relationship between secondary school teachers three levels of educational transaction competency and their students skill-wise performance.
9. To find out the relationship between primary school teachers three levels of educational activities competency and their students skill-wise performance.
10. To find out the relationship between secondary school teachers three levels of educational activities competency and their students skill-wise performance.
11. To find out the relationship between primary school teachers three level of competency in preparation and use of educational aids and their students skill-wise performance.
12. To find out the relationship between secondary school teachers three levels of competency in preparation and use of educational aids and their students skill-wise performance.

13. To find out the relationship between primary school teachers three levels of evaluation competency and their students skill-wise performance.
14. To find out the relationship between secondary school teachers three levels of evaluation competency and their students skill-wise performance.
15. To find out the relationship between primary school teachers three levels of management competency and their students skill-wise performance.
16. To find out the relationship between secondary school teachers three levels of management and their students skillwise performance.
17. To find out the relationship between primary school teachers three levels of parent related competency and their students skill-wise performance.
18. To find out the relationship between secondary school teachers three levels of parent related competency and their students skill-wise performance.
19. To find out the relationship between primary school teachers three levels of community rapport competency and their students skill-wise performance.

20. To find out the relationship between secondary school teachers three levels of community rapport competency and their students skill-wise performance.

HYPOTHESIS :

The hypothesis of the study have been included in the first chapter so that the dimensions of the problems are well clarified.

For each of the ten competencies, one hypothesis was stated for primary and secondary schools and their students, therefore a total of 10 hypothesis were stated and tested in the study.

1. There is no significant difference between primary and secondary school teachers levels of contextual competency and fifth standard students skill-wise performance in English.
2. There is no significant difference between primary and secondary school teachers levels of conceptual competency and fifth standard students skill-wise performance in English.
3. There is no significant difference between primary and secondary school teachers levels of content competency and fifth standard students skill-wise performance in English.
4. There is no significant difference between primary and secondary school teachers levels of educational transaction competency and fifth standard students skill-wise performance in English.

5. There is no significant difference between primary and secondary school teachers levels of educational activities competency and Fifth standard students skill-wise performance in English.
6. There is no significant difference between primary and secondary school teachers levels of competency in preparation and use of educational aids and fifth standard students skill-wise performance in English.
7. There is no significant difference between primary and secondary school teachers levels of evaluation competency and fifth standard students skill-wise performance in English.
8. There is no significant difference between primary and secondary school teachers levels of management competency and fifth standard students skill-wise performance in English.
9. There is no significant difference between primary and secondary school teachers levels of parent related competency and fifth standard students skill-wise performance in English.
10. There is no significant difference between primary and secondary school teachers levels of community rapport competency and fifth standard students skill-wise performance in English.

Tools :

The following tools were used in this study :

1. Teachers Competency Questionnaire (TCQ) :

The TCQ was prepared by the researcher. It comprised of questions on each of the ten competencies.

The TCQ was validated by experts. It was tested on 5 teachers and administered on 15 primary and 15 secondary school teachers teaching standard fifth. The scoring of the TCQ was out of 36 marks. The teachers were classified into three levels as follows:

Those with scores 0-12 were low level, score between 13-24 were medium level, those scoring 25-36 were teachers with high level for a particular competency.

2. Primary and secondary school students were classified into three levels high, middle and low according to scores for the 5 skills derived for each student from the marks by the researcher and the teachers marking. The fifth standard students primary and secondary were classified separately into three levels as follows :

Those with scores 0-6 were low level, those with scores 7-14 were middle level and those scoring between 15-20 were students with high level of scores for a particular skill.

The second chapter of the thesis which follows the introduction, discusses review of the researches done and related literature. The review were grouped under three main groups related to different levels of

Education. The main objectives and findings of the review were reported in the chapter.

The third chapter of the thesis discusses the competency based and commitment oriented teacher education for quality school education. And it also discusses the competency its functional definition, nature, objectives, content and how it can be developed. This chapter fulfills the first objective of the present research that was to identify the dimensions of each of the ten competencies as advocated by the N.C.T.E.

The fourth chapter is devoted to the methodology and procedure of the study. The research design for the present study discussed the method for study the sample selection procedure and a description of the tools used.

The study method was found appropriate for this study as it involved identifying the teachers competency and students performance from the 15 primary and 15 secondary schools.

The following type of data was collected for analysis :

1. Fifteen primary school teachers three levels for each of the ten competencies.
2. Fifteen secondary school teachers three levels for each of the ten competencies.

3. Skill-wise scores of 600 primary school students according to the three levels for each of the five skills.
4. Skill-wise scores of 600 secondary school students according to the three levels for each of the five skills.

SAMPLING :

Using the random sampling method 15 i.e. 18% primary schools and 15 i.e. 40% secondary schools were selected from Karveer taluka, District Kolhapur out of a total of 86 primary and 38 secondary schools.

All the 30 English teachers and all the 1200 students of these 30 schools formed the sample for this study.

Chapter Five forms the main bulk of the thesis. The analysis of data was attempted in eight parts in keeping with the objectives of the study as follows :

1. Distribution of primary school teachers according to the three levels for each of the ten competencies.
2. Distribution of secondary school teachers according to the three levels for each of the ten competencies.
3. Skill-wise distribution of scores of primary school students according to the three levels for each of the five skills.
4. Skill-wise distribution of scores of secondary school students according to the three levels for each of the five skills.

5. Primary school teachers level of each of the ten competencies and their students skill-wise scores.
6. Comparison of primary school teachers level of each of the ten competencies and their students skill-wise performance.
7. Secondary school teachers level of each of the ten competencies and their students skill-wise scores.
8. Comparison of secondary school teachers level of each of the ten competencies and their students skill-wise performance.

Chapter-VI is devoted to the introduction, summary of the study chapterwise, findings as per the objectives of the study and related to each of the ten competencies, conclusions along with general conclusions, implications for the teachers and students ending with topics for further studies.

6.3 FINDINGS

The findings of the study have been reported competency wise.

Findings Related to the Contextual Competency:

1. 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. 5)
2. 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 and medium, low and high is not applicable. (Table No. 6)

3. Since $t\text{-cal} < t\text{-table}$ (level of significance is calculated at 0.05 level). No significant difference is found between the scores of primary school students of medium contextual competent teachers for any of the five skills. (Table No.6)

4. The spread (S.D.) of scores of S.S. is more for talking skill (4.990 than that of listening skill (4.57) for the low level of contextual competency teachers. (Table No.7)

5. Since $t\text{-cal} > t\text{-tab}$: Significant difference is found between the scores of secondary school students of low and medium level of contextual competency teachers for the listening skill. (Table No.8)

6. Since $t\text{-cal} < t\text{-tab}$: No significant difference is found between the scores of secondary school students of low and medium level of contextual competency teachers for the speaking, reading, writing and talking skills. (Table No. 8)

7. Since $t\text{-cal} > t\text{-tab}$: Significant difference is found between the scores of secondary school students of medium and high level of contextual competency teachers for the listening, speaking, writing and talking skills. (Table No.8)

8. Since $t\text{-cal} < t\text{-tab}$: No significant difference is found between the scores of secondary school students of medium and high level of contextual competency teachers for the reading skill. (Table No. 8)

9. Since $t\text{-cal} < t\text{-tab}$: No significant difference is found between the scores of secondary school students of low and high level of contextual competency teachers for any of the five skills. (Table no. 8)

Findings Related to the Conceptual Competency:

1. 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.9)

2. As there are no low level of conceptual competency teachers of primary school the comparison (of mean scores of primary school students for various skills) in the two groups of teachers conceptual competency of low and medium and low and high is not applicable. (Table No. 10)

3. There is no significant difference is found between the scores of primary school students of medium conceptual competency teachers and those of high conceptual competency teacher for any of the five skills. (Table No. 10)

4. The spread (S.D.) of scores of secondary school students more for reading skill (4.96) than that of listening skill (4.54) for teachers with medium level of conceptual competency. (Table No.11)

5. The spread (S.D.) of scores of secondary school students more for reading skill (4.60) than that of listening skill (4.24) and speaking skill (4.24) for teachers with high level of conceptual competency. (Table No. 11)
6. There is significant difference is found between the scores of secondary school students of medium and high level of conceptual competency for the listening skill. (Table No.12)
7. There is 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. (Table No. 12)

Findings Related to the Content Competency :

1. The spread (S.D.) of scores of primary school students is found to be more for writing skill of low level more for reading skill (4.55) of medium level and more for listening (5.88) for teacher with high level of content competency. (Table No.13)
2. No significant difference is found between the scores of primary school students of low and high content competency teachers for the skill of listening, speaking and writing. (Table No.14)
3. 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. (Table No.14)

4. 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 skill. (Table No.14)
5. 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. (Table No.14)
6. 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 level of content competency. (Table No.15)
7. 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. (Table No.15)
8. 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 level of content competency. (Table No. 15)
9. There is 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. (Table No.16)

Findings Related to the Educational Transaction Competency

1. 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.17)

2. As there are no low level of educational transaction competency teachers of primary school, the comparison (of mean score of primary school students for various skills) in the two groups of educational transaction competency of low and medium and low and high is not applicable. (Table No.18)

3. 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. (Table No.18)

4. The spread (S.D.) of secondary school student 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. (Table. No. 19)

5. The spread (S.D.) of secondary school student 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.19)

6. 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. (Table No.20)

7. Significant difference is found between the scores of secondary school students of medium and high educational transaction competency teachers for the skill of speaking. (Table No.20)

8. 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 low and medium and low and high is not applicable. (Table No.20)

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.21)

Findings Related to the Educational Activities Competency :

1. As there are no 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 and low and high was not applicable. (Table No.22)

2. There is no significant difference is found between the scores of primary school students of medium and high educational activities competency teachers for any of the five skills. (Table No.22)

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.23)

4. As there are no low level of educational activities competency teachers of secondary school the comparison (of mean, score of secondary school students for various skill) in the two groups of teachers educational activities competency of low and medium and low and high is not applicable. (Table No.24)

5. There is no significant difference is found between the scores of secondary school students for teachers with medium and high educational activities competency for any of the skills. (Table No.24)

Findings Related to the Competency in Preparation and Use of Educational Aids :

1. 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 teachers with medium level of competency in preparation and use of educational aids. (Table No.25)

2. 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.25)

3. 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. (Table No.26)

4. There is 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. (Table No.26)

5. 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. (Table No.27)

6. The spread (S.D.) of secondary school students is found to be more for reading skill (5.01) that of listening skill (4.50) for teachers with high level of competency in preparation and use of educational aids. (Table No.27)

7. 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 and medium and low and high is not applicable. (Table No.28)

8. There is 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. (Table No.28).

9. There is 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. (Table No.28)

Findings Related to the Evaluation Competency :

1. 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. (Table No.29)

2. The spread (S.D.) of scores of primary school students is found to be more for reading skill (4.61) for teachers with high level of evaluation competency. (Table No.29)

3. 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 and medium, low and high is not applicable. (Table No.30)

4. There is no significant difference is found between the scores of primary school students of medium and high level of teachers evaluation competency. (Table No.30)

5. The spread (S.D.) of scores of secondary school students is found to be more for reading skill (4.91, 4.70) that of listening skill (4.56, 4.23) for the medium and high level of teachers evaluation competency. (Table No.31)

6. As there are no low level of secondary school teachers of the evaluation competency the comparison (of mean, scores of secondary school students for various skills) in the two groups of teachers low and medium, low and high is not applicable. (Table No.32)

7. There is no significant difference is found between the scores of secondary school students of medium and high level of teachers evaluation competency for any of the five skills. (Table No.32)

Findings Related to the Management Competency :

1. 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. (Table No.33)

2. 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.33)

3. As there are no low level of management competency teachers of primary school the comparison (of mean score of primary school students for the various skills) in the two groups of teachers management competency low and medium, low and high is not applicable. (Table No.34)

4. There is no significant difference is found between the scores of primary school students of medium and high level of teachers management competency. (Table No.34)

5. 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 and high level of teachers management competency. (Table No.35)
6. 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 and medium, low and high is not applicable. (Table No.36)
7. There is no significant difference is found between the scores of secondary school students of medium and high level of teachers management competency for any of the five skills. (Table No.36)

Findings Related to the Parent Related Competency :

1. 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. (Table No.37)
2. 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 and parent related competency. (Table No.37)
3. 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 and medium, low and high is not applicable.
(Table No.38)

4. There is no significant difference is found between the scores of primary school students of medium and high level of teachers parent related competency for any of the five skills. (Table No.38)

5. 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 and high level of teachers parent related competency. (Table No.39)

6. 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 and medium, low and high is no applicable. (Table No.40)

7. There is no significant difference is found between the scores of secondary school students for teachers with medium and high level of parent related competency for reading and writing skill. (Table No.40)

8. There is significant difference is found between the scores of secondary school students for teachers with medium and high levels of parent related competency for the skills listening, speaking and talking skill. (Table No.40)

Findings Related to the Community Rapport Competency :

1. The spread (S.D.) of scores for 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. (Table No.41)
2. 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. (Table No.41)
3. 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 teacher with high medium level of community rapport competency. (Table No.41)
4. There is no significant difference is found between the scores of primary school students low and medium level of teachers community rapport competency for the skills of listening, speaking, writing and talking skill. (Table No.42)
5. There is significant difference is found between the scores of primary school students teachers with low and medium level of community rapport competency for the skill of reading. (Table No.42)

6. There is no significant difference is found between the scores of primary students of medium and high level of community rapport competency for any of the five skills. (Table No.42)
7. There is significant difference is found between the scores of primary school students of low and high level of community rapport competency of teaches for the skills of listening, reading and talking skill. (Table No.42)
8. There is no significant difference is found between the scores of primary school students of low and high level of community rapport competency of teachers for the skills of speaking and reading. (Table No.42)
9. 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. (Table No.43)
10. 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. (Table No.43)
11. 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.43)

12. There is significant differences is found between the scores of secondary school students for teachers with low and medium levels of community rapport competency for the skills of listening, writings and talking skill. (Table No.44)

13. There is no significant difference is found between the scores of secondary school students for teachers with low and medium levels of community rapport competency for the skills of speaking and reading. (Table No.44)

14. There is no significant difference is found between the scores of secondary school students for teachers with medium and high levels of community rapport competency for any of the five skills. (Table No.44)

15. There is significant difference is found between the scores of secondary school students for the teachers with low and high levels of community rapport competency for listening and writing skill. (Table No.44)

16. There is no significant difference is found between the scores of secondary school students for teachers with low and high levels of community rapport competency for speaking, reading and talking skill. (Table No.44)

6.4 CONCLUSIONS

At the end of the study and based on the results of the research the following conclusions arrived at:

1. It is observed that at the medium level of teachers contextual competency primary school students skill-wise performance is found to be better than that of secondary school students.
2. 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 skill primary school students performance is better than that of the secondary school students.
3. It is found that at the medium level of teachers conceptual competency primary school students skill-wise performance is found to be better than the secondary school students.
4. At the high level of conceptual competency of teachers it is found that secondary school students skill-wise performance is better than the primary school students.
5. It is found that at the low and medium level of teachers content competency primary school students skill-wise performance is found to be better than that of secondary school students.
6. At the high level of content competency of teachers, it is found that secondary school students skill-wise performance is better than that of the primary school students.

7. It is found that at the medium level of teachers educational transaction competency primary school students skill-wise performance is found to be better than the secondary school students.
8. At the high level of teachers educational transaction competency secondary school students skill-wise performance (except talking skill) is found to be better than that of the primary school students.
9. It is found that at the medium level of teachers educational activities competency primary school students skill-wise performance is found to be better than that of the secondary school students.
10. At the high level of teachers educational activities competency primary school students skill-wise performance (except listening skill) is found to be better than the secondary school students.
11. It is found that at the medium level of teachers competency in preparation and use of educational aids primary school students skill-wise performance is found to be better than that of the secondary school students.
12. At the high level of teachers competency is preparation and use of educational aids primary school students skill-wise performance (except listening skill) is found to be better than the secondary school students.

13. It is found that at the medium level of teachers evaluation competency primary students skill-wise performance (except talking skill) is better than that of secondary school students.
14. At the high level of teachers evaluation competency, secondary school students skill-wise performance is better than that of primary school students (except reading skill).
15. It is found that at the medium level of teachers evaluation competency, primary school students skill-wise performance (except listening and speaking skill) is better than that of secondary school students.
16. At the high level management competency primary school students skill-wise performance is better than that of secondary school.
17. It is found that at the medium level of teachers parent related competency primary school students skill-wise performance (except listening skill) is better than that of secondary school students.
18. At the high level of parent related competency primary school students skill-wise performance is better than that of secondary school students.

19. It is found that at the low and medium level of teachers community rapport competency primary students skill-wise performance is better than that of secondary school students.
20. At the high level of teachers community rapport competency secondary school students skill-wise performance is better than that of primary school students.

General Conclusions:

1. There is significant relationship between teachers competency and standard fifth students performance in English.
2. Primary school teachers are more competent than that of secondary school teachers.
3. Primary school students skill-wise performance in English is better than that of secondary school students performance in English for the particular skills, whereas secondary school students skill-wise performance in English is better than that of primary school students performance in English for the particular skills.

6.5 IMPLICATIONS OF THE STUDY

Few implications of the study are given as follows:

a) Implications for Teacher :

A teacher can update knowledge using reference books and educational magazines, articles on education appearing in newspapers,

listening and watching to educational programmes on all India Radio and on Television respectively. Like-wise workshops, discussions, camps and enrichment programmes could also be organised.

Teacher should critically study the curriculum, study the text book thoroughly conscious efforts should be made to know new trends and new concepts of education. Teacher should develop reading habits.

b) Implications for Students :

Students should study the text book. Conscious efforts should be made to achieve skills. Students should listen and watch the educational programmes on all India Radio and on Television. Student should Listen cassettes for pronunciation.

6.6 TOPIC FOR FURTHER STUDIES

Some studies that need immediate attention of researchers are:

1. This study may be replicated on a larger representative and continuously selected sample extending the area of study.
2. This study is only limited to the 15 primary and 15 secondary school, English teachers and 40 students of each of the 30 schools, in Karveer Taluka. A larger sample can also be studied and a comparison drawn between teachers competency and students performance.
3. This study deals with fifth standard students. A sample of other standard can be studied.

4. Inclusion of demographic variables like type of Institution, Urban-rural setting would add in-depth knowledge in this area of research.
5. The results of the present study are tentative and further studies are needed to confirm the findings.