

Teacher Competence in Developing Post-Reading Skills - An Empirical Study

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Abstract: ***Background:** The ultimate goal of reading is comprehension. The strategy for teaching reading comprehension has three stages, namely the pre-reading stage, the while-reading stage and the post-reading stage. The post-reading stage reflects upon questioning, clarifying and justifying comprehension, asking for specific questions, reviewing and follow-up strategy. **Objectives:** The chief purport of the present research is to delineate the level of competencies among the teachers in developing post-reading skills among students in the State of Telangana with special reference to gender, qualifications and experience. **Methodology:** The sample constitutes Seven hundred (700) teachers working in the Secondary Schools of the State of Telangana. Simple random sampling technique was employed to elicit information from the selected sample. A self-designed questionnaire was developed keeping in view the objectives and hypotheses of the study. It contained thirteen statements on the Five-point Likert Scale. **Findings:** The Chi-square tests findings revealed that a scintillating majority of the sample possessed 'average levels' of competence in developing post-reading skills among students in the State of Telangana with respect to gender, qualification and experience. **Conclusion:** It is evident from the research that teachers even with average levels of competence can create evaluating comprehension in particular tasks, clarifying and justifying the learner's answers, asking questions for specific information, reviewing and following up activity at the post-reading stage. The findings of the study provide implications for teachers, students as well as for implementing authorities.*

Keywords: Teacher competence; pre-reading skills; while-reading skills; post-reading skills; empirical study.

1. Introduction

A reading skill is a cognitive ability which a person is able to use when interacting with the written text (Bojovic, 2010). Reading skills is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The possession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading. According to Ahuja (2013) reading involves comprehension beyond decoding and literal level interpretation of the printed symbols. Effective reading includes experiencing learning and thinking. The ultimate goal of reading is comprehension. The strategy for teaching reading comprehension has three stages, namely the pre-reading stage, the while-reading stage and the post-reading stage. Post or after reading activities play a crucial role in reading lessons because they help students use the newly learned words and promotes the use of the language in creative ways.

Secondary education provides a vital link between the primary and tertiary education. While reading should be introduced in the primary level, the teaching of reading should be consolidated in the secondary school. Uwatt & Nta(2010) maintain that deficiency in reading inhibits learning in all fields of study as the bulk of knowledge is stored in the written form (Felicia,2019)

21st Century is the century of skills and competencies. A competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Competency is essential to an educator's pursuit of excellence. Teacher competence

contributes significantly to students' academic growth and development. It is guided and controlled by the teacher's competencies, his/her value system and his/her job satisfaction, among other factors.

Post-reading strategies are those applied after the reading of the text has been completed. In other words, post reading is what readers do after reading something. They are activities that help readers summarize, reflect or question what they've just read. Activities done after reading also help to build reading comprehension skills as well as increase vocabulary range. The teacher can use these strategies for reinforcement, evaluation, and application. A variety of recent publications have shown that teachers give a scant attention to post-reading activities.

1.1 Objectives of the Study

The chief purport of the present research is to delineate the level of competencies among the teachers in developing post-reading skills among students in the State of Telangana.

- 1) To evaluate the level of competencies among the teachers in developing post-reading skills among students in the State of Telangana with special reference to *gender*.
- 2) To study the level of competencies among the teachers in developing post-reading skills among students in the State of Telangana with special referenced to *qualifications*.
- 3) To appraise the level of competencies among the teachers in developing post-reading skills among students in the State of Telangana with special referenced to *experience*.

1.2 Delimitations of the Study

- 1) This study is confined to schools located in *Rangareddy and Hyderabad districts* in the State of Telangana.
- 2) The investigation takes into its ambit the levels of teacher competence in enhancing post-reading skills among secondary school students in the selected districts of Telangana State with special reference to *post-reading skills*.
- 3) The study is restricted to probe the levels of teacher competence in enhancing post-reading skills among secondary school students in the selected districts of Telangana State with regard to *gender, qualifications and experience*.

1.3 Review of Related Research

Most of the studies conducted on teacher competence and post-reading skills stems from abroad and in India the still in its nascent stage. To mention a few:

Mahalakshmi (2014) made an effort to study the relationship between teaching competency and personality traits of English language teachers; Maingi Josephine M (2015) investigated language teachers perceptions about teaching the use of reading strategies; Raja Sekhar, I (2019) investigated the impact of strategy instruction: Ahmad, Zakia. (2020) focused on the attitude of teachers towards teaching English reading; H.H.S.U. Samarakoon, K.R.W.K.H. Abeywickrama (2021) studied to which extent the ESL teacher-trainees achieve the expected reading skills.

Yang, Yingli, Shintani, Natsuko, Li, Shaofeng and Zhang, Yingyi (2017) evaluated the effectiveness of post-reading word-focused activities and their associations with working memory; Han, So Young, & Choi, Yeon Hee. (2018)

appraised post-reading question-generation activities and cooperative learning in EFL reading. English Teaching; Sasan Baleghizadeh and Hamidreza Zakervafaei (2020) investigated the post-reading comprehension questions and task types; Anit Rosalinda (2022) revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage.

Studies have repeatedly shown that teachers lacked competence related to post-reading skills around the globe. Thus still there is an urgent need to explore on this herculean task. Further, none of the studies have been documented on the problem on hand in the State of Telangana.

2. Methodology

This study falls under non-experimental designs and a normative survey is employed to elicit appropriate information from the respondents. The sample constitutes Seven hundred (700) teachers working in the Secondary Schools in the State of Telangana. Simple random sampling technique was employed to elicit information from the selected sample. A self-designed questionnaire was developed keeping in view the objectives and hypotheses of the study. It contained *thirteen* statements on the Five-point Likert Scale.

3. Results and Discussion

HO₁: There is no statistically significant difference between the levels of teacher competencies in developing **post-reading skills** of Secondary school learners in the State of Telangana with special reference to their **gender**.

Table 1: Showing post-reading skill levels and gender

		Crosstab				Total
		Post Reading Levels				
		Average	High	Low		
Gender	Male	Count	235	88	3	326
		% within Gender	72.10%	27.00%	0.90%	100.00%
	Female	Count	273	99	2	374
		% within Gender	73.00%	26.50%	0.50%	100.00%
Total		Count	508	187	5	700
		% within Gender	72.60%	26.70%	0.70%	100.00%

Chi-Square Tests			
	Value ^a	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.400 ^a	2	.819
Likelihood Ratio	0.4	2	.819
N of Valid Cases	700		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.33.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5.% level of significance (.819) .It is demonstrated that almost an equal number of respondents

(73.0%) females and (72.1%) males possessed ‘average levels’ of post-reading teacher competence with respect to gender. Hence, the hypothesis formulated is **accepted**.

HO₂: There is no statistically significant difference between the levels of teacher competencies in developing **post-reading skills** of Secondary school learners in the State of Telangana with special reference to their **qualification**.

Table 2 showing post-reading skill levels and qualifications.

Crosstab

			Post Reading Levels			Total
			Average	High	Low	
Qualification	UG With B.Ed	Count	179	68	5	252
		% within Qualification	71.00%	27.00%	2.00%	100.00%
	PG With B.Ed	Count	261	95	0	356
		% within Qualification	73.30%	26.70%	0.00%	100.00%
	PG With M.Ed	Count	57	23	0	80
		% within Qualification	71.20%	28.80%	0.00%	100.00%
	PG With Ph.D	Count	11	1	0	12
		% within Qualification	91.70%	8.30%	0.00%	100.00%
Total		Count	508	187	5	700
		% within Qualification	72.60%	26.70%	0.70%	100.00%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.269 ^a	6	0.08
Likelihood Ratio	13.111	6	0.041
N of Valid Cases	700		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .09.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5% level of significance (.080). It is reported that (91.7 %) of the sample with PG with Ph.D, qualifications; (73.3%) PG with B.Ed qualification; (71.2%)

PG with M.Ed, qualifications and (71.0%) with UG with B.Ed, found to be at 'average levels' of post-reading teacher competence with respect to qualifications. Hence, the hypothesis formulated is **accepted**.

HO₃ : There is no statistically significant difference between the levels of teacher competencies in developing **post-reading skills** of Secondary school learners in the State of Telangana with special reference to their **experience**.

Table 3 showing post- reading skill levels and experience.

Crosstab

			Post Reading Levels			Total
			Average	High	Low	
Experience	Below 5 years	Count	105	40	1	146
		% within Experience	71.90%	27.40%	0.70%	100.00%
	5 to 10 years	Count	176	55	1	232
		% within Experience	75.90%	23.70%	0.40%	100.00%
	10 to 20 years	Count	182	72	3	257
		% within Experience	70.80%	28.00%	1.20%	100.00%
	21 Years and above	Count	45	20	0	65
		% within Experience	69.20%	30.80%	0.00%	100.00%
Total		Count	508	187	5	700
		% within Experience	72.60%	26.70%	0.70%	100.00%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.403 ^a	6	0.757
Likelihood Ratio	3.798	6	0.704
N of Valid Cases	700		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

It can be inferred from the chi-square test, the calculated p-value is insignificant at 5% level of significance (.757). It is found that a good majority of the sample (75.9 %) between 5 and 10 years ; (71.9 %) below years; (70.8%) 10 to 20 years and (69.2 %) 21 and above years were found to be at 'average levels' of post-reading teacher competence with respect to their experience. Hence, the hypothesis formulated is **accepted**.

4. Major Findings of the Study

1) It is demonstrated that almost an equal number of female and male respondents possessed 'average levels' of post-reading teacher competence with respect to gender.

- The findings revealed that a scintillating majority of the sample with PG with Ph.D. qualifications and PG with B.Ed qualifications found to be at 'average levels' in post-reading teacher competence with respect to qualifications.
- Further, it was reported that a good majority of the sample between 5 and 10 years and below years were found to be at 'average levels' of post-reading teacher competence with respect to their experience.

5. Educational Implications of the Study

The educational implications from the results of this study cannot be understated. The findings of the present study are of practical as well as theoretical importance to teachers, as well as to the policy makers. Teachers can be given competence building activities from time to time in developing post-reading activities among students. As students are at the receiving end, they can be made to aware how to predict; monitoring comprehension; paraphrasing; reviewing and follow-up strategies. The policy makers should also take into consideration of teachers as well as students' needs and prepare curricular adaptations in

pedagogical context to enhance teacher competence in developing post-reading skills among students.

6. Conclusion

It is evident from the research that teachers even with average levels of competence can create evaluating comprehension in particular tasks, clarifying and justifying the learner's answers, asking questions for specific information, reviewing and following up strategies at the post-reading stage. Furthermore, it is suggested that a similar study can be conducted with a *larger sample* to have in-depth knowledge on enhancing teacher competence in developing post-reading skills among students. Moreover, there is a need to explore the *pre-reading and while-reading strategies* to enhance teacher competence in teaching reading skills to students.

Acknowledgements

The authors wish to place on record their sincere thanks for the management of the institution.

Competing Interests

Authors have declared that no competing interests exist.

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