



A STUDY OF TEACHING COMPETENCY OF UPPER PRIMARY SCHOOL TEACHERS OF CENTRAL AND STATE GOVERNMENT SCHOOLS

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Abstract:

Teaching Competency involves knowledge, skills, attitude and professional capabilities required to perform the job of a teacher at a desired level. The present study was conducted to find out the teaching competency of upper primary school teachers of central and state government schools with reference to their gender and years of teaching experience. The total sample size for the present study was 200, comprised of Central school teachers (100) and Upper Primary school teachers (100), who were selected randomly from different central schools and upper primary schools governed by state government in Bareilly, Uttar Pradesh. General teaching competency scale developed by B.K.Passi and M.S. Lalitha was used for data collection. The data was subjected to statistical treatment by using Mean, Standard Deviation, and two-way ANOVA. Results obtained from the statistical analysis tool SPSS revealed that Central school teachers and UPS teachers differ significantly in teaching competency on the basis of gender and teaching experience. Central School teachers were found more competent as compared to state government school teachers.

Keywords: Teaching competency, Upper Primary School teachers, Central School teachers, t test.

Introduction:

Education is a character building process which helps in polishing one's personality to make decisions according to the situations, to get equipped with rational thinking and to have an ability to meet life's situations. Education is a driving force, which influences the quality of life and enhances practical knowledge. To some extent the quality and efficiency of education depend on the quality of teachers who truly add value to the students. In this technological era Teacher's academic and social responsibilities have taken a new dimension and made the task of the teacher quiet difficult and more challenging. Teachers design the future of their students and thus, the society. In the new education system, certain qualities should acquire by students, such as applied knowledge, analytical skills, problem solving, creativity, research aptitude, multidisciplinary knowledge and other soft skills etc. A student develops these competencies and skills in an institution, through the curricular, co-curricular and extra-curricular activities. To achieve these goals teacher acts as a pathfinder, facilitator and a guide.

The role of a teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A Nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn.

A teacher performs multidimensional duties. We can categorise a teacher's work into following:

1. Facilitating and supporting student learning
2. Assessing and Evaluating student's learning and performance
3. Diagnosing students' learning difficulties
4. Remedial teaching
5. Professional learning engagements

6. Participating in curriculum development process and policy making
7. Forming partnerships within the school community and stakeholders

Concept of Teaching Competency

The term 'Teaching' can be defined as a set of observable teacher behaviors that facilitate or support learning among students. Based on the micro-criteria approach to study teaching (Gage, 1963), teaching is perceived as a set of teaching skills where in a teaching skill is a set of teaching behaviors that facilitate or bring about a specific instructional objective. Whereas 'teaching competency' means an effective performance of all the observable teacher behaviors that bring about desired pupil outcomes. Precisely, teaching competence involves effective use of various teaching skills.

The operational definition of competency includes skills, knowledge, attitudes, decision making power, meta-cognition associated with professional performance. Usually the term Competency and Competence are used interchangeably (Passi and Lalitha, 1994). Teaching competency is a broad concept which has many dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. It is believed that a teacher having all these skills to reasonable extent can be a competent teacher. In brief, a teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning.

Medley and Shannon (1994) defined the term teaching competency as the competence to teach is defined in terms of possession of two kinds of knowledge, knowledge of subject matter and professional knowledge. They described teacher competence as the abilities, beliefs and knowledge a teacher acquires and adapts to the teaching situation. **Vankataiah** (2000) states that competency in teaching, requires performance skills as well as knowledge and higher level of conceptualization. **Singh** (2002) revealed that teaching competence would mean effective performance of all observable teacher behaviours that bring about desired pupil outputs. **Selvi** (2017) stressed that to develop 21st century skills in students the faculty members are expected to possess the following competencies: personal efficiency, communication, Fostering conducive environment for learning, organisation of the curriculum, Continuous learning and Effective learning experience.

The concept of teaching competency includes accountability and responsibility as a teacher. It is generally considered as the ability of a teacher to behave in specified ways within a classroom situation. It makes the teacher more efficient and more confident.

It includes the following qualities:

1. Efficiency
2. Mastery over the subject matter
3. Communication skills
4. Ability to develop sound and good inter-personal relationship with the students
5. Skills of evaluating the learning experiences and expected learning outcomes.

Classification of Teacher Competencies

There are various competencies identified by many educationists according to their importance in the area of teaching and learning. Some of the classifications are given below:

National Council of Teacher Education (1998) has identified ten competencies for making the teachers professionally competent as shown in the Figure-1.

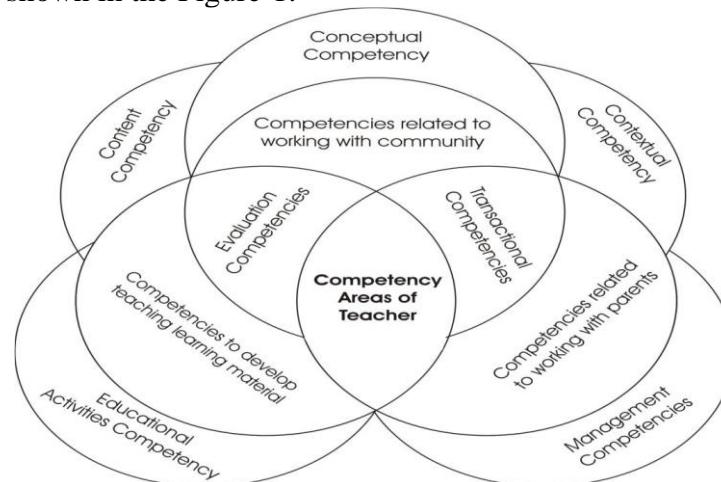


Figure-1: Competencies of the Teachers by NCTE

Rao (1998) classified competencies under five major categories as detailed below:

- **Cognitive Competencies**-Cognitive based competencies define knowledge, intelligence skills and abilities that are expected of a pupil from a teacher. These are content based and help enlarge the sphere of activities.

- **Performance Competencies**-By performance based competencies are meant that a teacher performs some activity rather than simply being aware of facts. These competencies are skill based and overt action oriented.
- **Consequence Based Competencies**- The level of success is not measured by what one knows or does but by what one accomplishes. The achievement of pupils is a standard measure of consequence based competency.
- **Affective Competencies**- The affective competencies define the expected attitudes and values and tend to resist specificity. These competencies are expressed in terms of behavior rather than by percept.

2.1 Review of Related Literature

On reviewing the previous studies, the teaching competency was found to be an important variable which affect the learning abilities of the students. **Pawar (2011)** studied the impact of gender and type of training on teacher competencies. The findings of the study showed that there is no significant difference in Teacher Competency of teachers who have trained conventionally and those who have done teacher training through distance education mode. No significant difference in Teaching Competencies of male and female teachers was found neither in conventional nor distance mode. **Gyanaie and Mudasir (2014)** conducted a comparative study on Teaching Competency of Secondary School teachers in district Srinagar. The study revealed that male Secondary School Teachers showed better teaching competency as compared to Female Secondary Schools teachers. **Karthik and Ahuja (2016)** investigated the teaching competency of male and female trainees of Govt. and self financed colleges. It was observed that the trainees from self finance colleges found to be more competent and male trainees were found to be more competent than female trainees. **Kaur and Talwar(2014)** investigated the relationship between teaching competency and emotional intelligence of secondary school teachers with reference to gender. The study indicated that teaching competency and emotional intelligence are not influenced by gender. **Mishra (2017)** carried out a study on teaching competency among secondary school teachers in relation to gender, subjects, educational qualification and teaching experience variations. Findings revealed that there was significant difference in teaching competencies among secondary school teachers in relation to gender and teaching experience. **Pratibha (2017)** conducted a study on Teaching Competency of primary school teachers in relation to their sex and educational qualification. The findings revealed that educational qualification and sex does not affect the overall Teaching Competency of primary school teachers.

Rationale of the study

Upper primary education is an essential input in the process of national development. It is a bridge between primary and senior secondary education. In order to strengthen it there is an urgent need to have such teachers who can cultivate a new generation of individuals with their high level of competence. There are wealth of evidence to support that student learning is related to the active and congenial personality of the teacher in the classroom. Therefore it is necessitating the requirement of competent and effective teacher because if a teacher is not competent enough to diagnose and address the learning problems and situations of its students, it can simply be very dangerous and disastrous to deal with young minds. There is a difference in educational system & working environment of central and state government schools. So difference is expected in the teaching competency also. The present study will help to explore at what extent these differences exist.

Statement of the Problem

The problem under investigation can be stated as:

‘A study of teaching competency of upper primary school teachers of Central and State Government schools.’

Objectives of the study

1. To study the teaching competency of male and female teachers of central and state government schools.
2. To study the teaching competency of upper primary school teachers of Central and State Govt. schools with reference to their teaching experience.

Hypothesis

In order to fulfill the objectives of the study, following hypotheses are formulated:

H1: There is no difference between teaching competency of male and female teachers of central and state government schools.

H2: There is no difference between teaching competency of upper primary school teachers of Central and State Govt. schools with reference to their teaching experience.

3.1 Methodology

Descriptive Survey Method has been used to conduct the present study so that pertinent and precise information concerning the current status of phenomena could be obtained.

3.2 Population for the Study

The population of the study is confined to Bareilly city (U.P) only, which includes teachers of Central schools (Kendriya Vidhyalayas) and State government schools (Ucch Prathamik Vidhyalayas), who teach from class 6th to 8th.

3.3 Sample

A sample of 200 teachers' selected by using simple random sampling technique. The sample was comprised of 100 KV teachers (41 male, 59 female) and 100 UPS teachers (38 male, 62 female) who are currently working in the Central and State Govt. schools in Bareilly city and who teach from class 6th to 8th.

3.4 Tool for the Study

The data were collected through the General Teaching Competency Scale (GTCS) constructed by B.K. Passi and M.S. Lalitha. It is a classroom observation tool which consists of 21 items related to 21 teaching skills which represent the entire teaching learning process in the classroom. They are related to five major dimensions of classroom teaching namely planning, presentation, closing, evaluation, and managerial.

3.5 Statistical Techniques- Statistical analysis tool SPSS is used to calculate Mean, SD, and two-way analysis of variance (ANOVA) to analyze collected data and study their interaction effect.

3.6 Delimitations of the study

1. The present study is based on data collected from Bareilly (U.P) only.
2. The use of questionnaire as the principle method of getting information may have few limitations.

4.1 Analysis and Interpretation of data

Data was analyzed by using SPSS software using two-way Analysis of Variance. Following results were obtained based on their p-values and significance level of 0.05.

4.1.1 Teaching Competency and Gender

Table-1 given below shows two-way analysis of variance between teachers of Central and State Government schools classified according to their gender.

Table-1 Two-way ANOVA of Teaching Competency scores of Upper Primary school Teachers of Central and State Government schools classified according to their Gender

Source	Dependent Variable	F	p-value
Type of Teachers	Overall Teaching Competency	50.595*	.000
Gender	Overall Teaching Competency	4.284*	.040

It is observed from Table-1 that the p-value for type of teachers (Central and State) on overall teaching competency was found significant, which indicates that there was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools as shown in Table 1. The p-value for gender effect on overall teaching competency was .040, which indicates that there was a significant difference found in the teaching competency of upper primary school teachers of central and state government schools with reference to their gender.

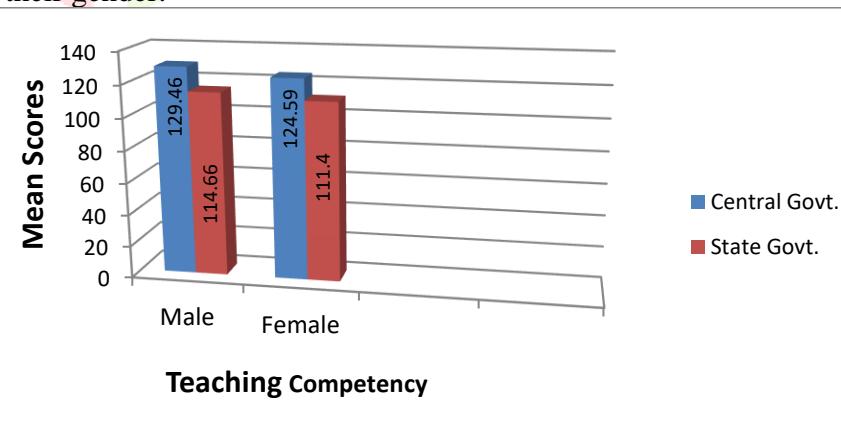


Figure-2 Teaching Competency Mean scores of Central Government and State Government school teachers with reference to their Gender

Figure-2 shows the mean score of teaching competency of upper primary school teachers of Central Government and State Government classified according to their Gender.

4.1.2 Teaching Competency and Teaching Experience

Teaching experience of all upper primary school teachers working in central and state government schools has been classified into four categories: 1. Upto 10 years 2. 11-20 years 3. 21-30 Years 4. Above 30 Years. Table-2

given below shows two-way analysis of variance between teachers of Central and State Government schools classified according to their teaching experience.

Table-2 Two-way ANOVA of Teaching Competency scores of Upper Primary school Teachers of Central and State Government schools classified according to their Teaching Experience

Source	Dependent Variable	F	p-value
Type of Teachers	Overall Teaching Competency	71.176*	.000
Teaching Experience	Overall Teaching Competency	3.064*	.029
Interaction Effect	Overall Teaching Competency	6.960*	.000

It is clear from Table-2 that the p-value for type of teachers on overall teaching competency was found significant, which indicates that there was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools according to their teaching experience as shown in Table 2. The p-value for teaching experience effect on overall teaching competency was .029, which indicates that there was a significant difference found in the teaching competency of upper primary school teachers of central and state government schools according to their teaching experience. The p-value for the interaction between type of teachers and teaching experience also found significant, which indicates that there was significant relation between them as shown in Table 2.

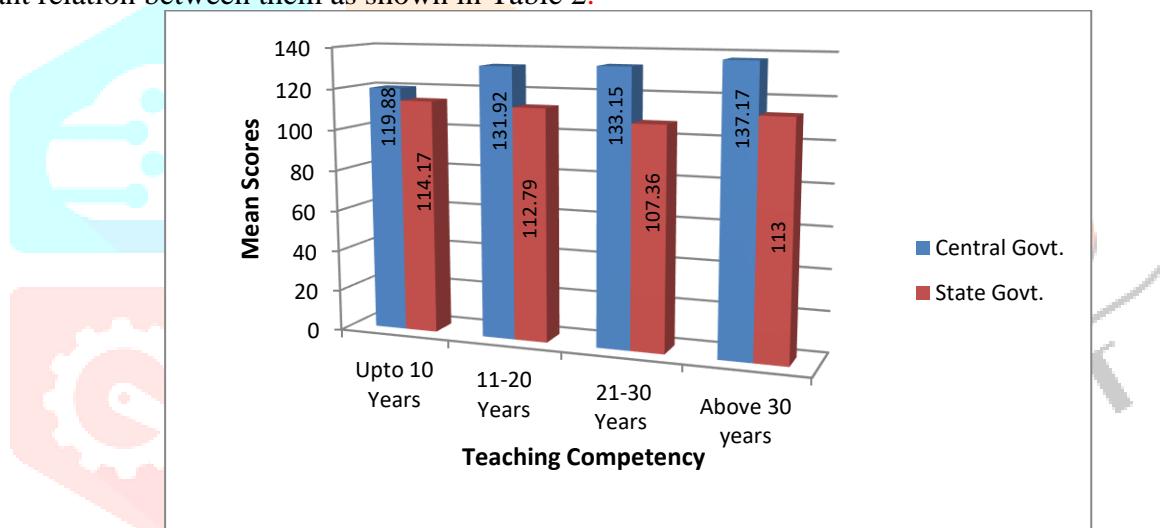


Figure-3 Teaching Competency Mean scores of Central Government and State Government school teachers with reference to their Teaching Experience

Figure-3 depicts the teaching competency mean scores of upper primary school teachers of Central Government and State Government with reference to their teaching experience.

4.2 Results and discussion

4.2.1 Between Teaching Competency and Gender

The p-value for type of teachers on overall teaching competency was found significant, which shows that there was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools as shown in Table 1. The p-value for gender effect on overall teaching competency was .040, which indicates that there was a significant difference found in the teaching competency of upper primary school teachers of central and state government schools according to their gender. The obtained difference between teaching competency of male and female teachers might be due to that males have more time and freedom for their carrier or professional development. In general male teachers utilize the opportunities of professional development more than female teachers, due to family restrictions and responsibilities, so male teachers mostly attain more professional development programmes, events, trainings and workshops as compared to female teachers.

4.2.2 Between Teaching Competency and Teaching Experience

The p-value for type of teachers on overall teaching competency was found significant, which indicates that there was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools according to their teaching experience as shown in Table 2. The p-value for teaching experience effect on overall teaching competency was .029, which indicates that there was a significant difference found in the teaching competency of upper primary school teachers of central and state government schools

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5.1 Suggestions for improvement in Teaching Competency among Teachers

5.1.1 Suggestions for Central School Teachers:

- On the basis of findings, following suggestions are given below for the improvement in teaching competency, among upper primary school teachers of central schools:
- Research aptitude should be encouraged among teachers by providing study leave, incentives and promotions. Teachers who are under graduates should be encouraged to pursue at least post graduation.
- ICT based programmes may be conducted for teachers to motivate them to use technology in the teaching learning process to compete with future challenges.
- Various workshops, orientation programmes and in service training programmes should be organized for teachers to enhance their teaching abilities. They may link incentives or rewards with such events to encourage them to participate.
- Self assessment technique should be used for teachers annually.

5.1.2 Suggestions for State Government School Teachers:

On the basis of findings, following suggestions are given below for the improvement in teaching competency, among upper primary school teachers of state government schools:

- Maximum number of upper primary school teachers of state government schools had average, above average, below average and low level of teaching competency. They should work hard on improving the skills related to planning, presentation, closing and evaluation aspects of teaching competency, consequently it will increase their overall teaching competency.
- Female teachers were found less competent as compared to male teachers, so they should improve skills related to planning, presentation and evaluation phase of teaching, preparation of objectives of lesson, selection and organization of subject matter and content, preparation of Teaching Learning Material(TLM), emphasis should be given on the use of Audio-visual Aids to make learning more interesting process, various skills of asking questions should be developed to know the understanding and comprehending level of students, competencies related to explanation of concepts and principles, blackboard work, evaluation techniques, art of giving assignments and skills of classroom management should be improved to increase the level of teaching competency.
- Various orientation and in-service programs should be organized to enhance their teaching skills and innovative techniques of teaching should be introduced to them.
- Experts, senior and retired teachers should get invited for interaction sessions to share their experiences and knowledge.

Conclusions

Following conclusions have been drawn among teaching competency, teaching experience and gender for upper primary school teachers of Central and State Government based on their p values at 95% confidence level.

According to Gender

1. There was a significant difference found in the teaching competency of upper primary school teachers of central and state government schools according to their gender.
2. There was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools according to their teaching experience.

According to Teaching Experience

1. There was a significant difference in the overall teaching competency of upper primary school teachers of central and state government schools.
2. The interaction between type of teachers and teaching experience was found significant.

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