



“EXAMINING THE TEACHING COMPETENCIES OF SCHOOL TEACHERS.”

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ABSTRACT

The present study is conducted to examine the teaching competency profile of school teachers with respect to their gender and types of school. The five teaching competencies considered in the study are planning, presentation, closing evaluation and managerial. The multiple stage random sampling technique is used to collect data from a sample of 60 teachers of Mahendragarh. The questionnaire developed by B.K. Paasi and M.S. Lalita is used in the study. It is concluded on the basis of data that the teaching competencies of teachers don't differ with respect to their gender (male and female) and type of school (government school and private school). However, a pattern has been observed in the performance of teachers under dimensions of teaching competency. The teachers have shown average performance (lower margin of average score) under planning and presentation skills and have shown high performance in managerial skills and the performance in closing and evaluation skills is above average.

KEYWORDS: Teaching competency, school teachers, planning.

INTRODUCTION

India is among the countries with the youngest population in the world and the young population can generate a huge demographic dividend. However, this demographic dividend would turn into a demographic disaster if we fail to provide sufficient opportunities to educate our young population. Human capital offers advantages in accelerating economic, social and political growth. But, an unskilled youth can ruin our dreams of growth. (ASER, 2017)

Education plays an important role in preparing our youth to become a driver of financial, social and political prosperity of the nation. The three crucial factors essential for an education system to achieve its objectives are quality teaching, quality tools for teaching and learning and quality environments for teaching and learning. With regard to quality teaching various national and international organizations working in the field of education identify a number of teaching competencies essential for a teacher to master in order to prepare her learners for the 21st century. The Advisory Committee on Teacher Education and Qualifications (2003), in its report on 'Towards a Learning Profession', classifies teaching competencies into four domains: Professional Relationships and services; School Development; Teaching and learning; Student Development. The teaching and learning domain covers the following competencies: Use of Teaching and Multi-media; Subject matter knowledge; Teaching strategies and Skills; Curriculum and pedagogical content knowledge; and Assessment and Evaluation. On the other hand, the researchers of the American Association of Colleges for Teacher education groups the teaching competencies into nine competency areas. In a nutshell, they are: demonstrating mastery of and pedagogical expertise in content taught; developing a safe, inclusive

classroom environment for a diverse student body; designing and adapting assessments, curriculum, and instruction; managing the classroom environment; planning and providing instruction; engaging students in higher-order thinking and expectations; supporting the development of academic language and English-language acquisition; reflection and professional growth; and supporting literacy and numeracy across the curriculum(Sawchuk, 2017). The NCTE also identifies ten teaching competency areas i.e. conceptual, contextual, context, transactional, other educational activities, developing teaching-learning material, evaluation, management, working with parents, working with the community which have become crucial to teacher preparation. (Rekha Devi, 2017)

The state of learning outcomes is revealed by ASER report of 2016 which has shown that 27% children in Std VIII are unable to read an Std II level text and 57% are unable to do simple division that is taught in Std IV. These learning deficits are observed across all grades and accumulate with each grade. The other findings of the report are equally disappointing. It further revealed that 24% in the 14-18 age group could not count currency correctly, 44% could not add weights correctly in kilograms as they were asked to add weights, 14% could not recognize a map of India and some 36% couldn't name the capital of India. Similarly, while 79% could name the state they lived in, 58% could not locate it on a map. In 14-18 years age group, only 43% able to do a simple division correctly, while 47% of 14-year-olds could not read a simple sentence in English (Livemint,2018) The results of the study by ASER are alarming and disturbing as the youth capital of country is not prepared to contribute efficiently in the progress of nation. Amid several factors responsible for these alarming results, teachers teaching competencies is also an important factor to be considered.

Therefore, the focus on competencies of teachers to produce good learning outcomes are essential. Among the several domains of competencies as discussed in the above section, one of the most important is related to instructional planning and delivery. The purpose of the study is to examine the teaching competencies of teachers so that the present status of competencies among teachers can be studied and on the basis of results the researcher can further provide appropriate suggestions to the school authorities and higher authorities of teacher education to take steps accordingly.

OPERATIONAL DEFINITIONS OF THE TERM USED: –

According to B.K. Passi and M.S. Lalita: - "Teaching competency means an effective performance of all observable teacher behavior those beings about desired pupil outcomes. In other words, teaching competence involves the effective use of various teaching skills. These are related to five major aspects of classroom teaching, namely, planning, presentation, closing evaluation and managerial."

PREVIOUS RELATED STUDIES: -

Dr. Mohinder Singh & Dr. Sheojee Singh (2015) studied the relationship between teaching competency and teacher effectiveness, teaching competency and attitude towards ICT of school teachers and teacher effectiveness and attitude towards ICT of school teachers. The study was conducted in Kangra district of Himachal Pradesh, India. The sample constituted of 100 private school teachers. The tools used in the study were as follows: 1. A scale on Attitude towards Information and Communication Technology prepared by Newa, (2007), 2. General Teaching Competency Scale by Passi and Lalitha (1994), 3. Teacher Effectiveness Scale by Pramod and Mutha (1974). The results found no significant relationship between teaching competency and attitude towards ICT, teaching competency and teacher effectiveness, teacher effectiveness and teachers attitude towards ICT.

Dr. Kounsar Jan(2016) aimed at examining was the competency of male and female auxiliary teachers with respect to their gender and demography. The sample for the present examination comprised of 100 auxiliary teachers (50 Govt. Optional School Teachers and 50 Private Secondary School Teachers) chosen haphazardly from the diverse schools in Kashmir division. General Teaching Competency Scale by B.K Passi was utilized to gather information of teaching competencies of private and government auxiliary

teachers. The outcomes revealed a critical contrast between Private and Govt. Auxiliary teachers on their educating competency.

Kartik, P., & Ahuja, M. (2016) conducted a comparative Study of Teaching Competency of Male and Female Trainees of Govt. and Self-Financed Colleges. This investigation was undertaken to study the teaching competency (pre-instructional, Instructional, Post-Instructional skills) of B.T.C trainees from self-financed institution and Government institution (DIET) and the teaching competency (pre-instructional, Instructional, Post-Instructional skills) of Male and Female B.T.C trainees (pooled from self-financed institution and Government institution (DIET) of Meerut District. A sample of 100 B.T.C trainees was selected 50 each from govt. and self-financing DIET college of Meerut district. In the study, the investigator used "General Teaching Competency Scale", developed by Passi and Lalitha. Results indicated that B.T.C. trainees of the self-financed institution were more competent in the use of Pre-Instructional teaching skills. The trainees of the self-financed institution are superior to those of Govt. An institution with regard to their teaching competency on Instructional teaching skills. Male B.T.C. trainees were found to be more competent in the use of pre-instructional & post- instructional teaching skills as compared to their female counterparts.

S. Rajeswari & Dr. N. AmuthaSree (2017) conducted the research to study the teaching competency of teacher educators and attitude towards ICT. This investigation was undertaken to study the level of teacher educators attitude towards ICT and the significant difference, if any, in the teaching competency among teacher educators with regard to Gender and Way of handling classes. The normative survey method was used and using a random sampling technique, 500 teacher educators were selected. Gathered Teaching competency scale was standardized by Maheswari and Nellaiyapen. The results show that the level of teaching competency of teacher educators is high and attitude towards ICT is favorable. There is a significant difference in the teaching competency among teacher educators and attitude towards ICT with regard to the way of handling classes. There is a significant difference in the attitude towards ICT among teacher educators with regard to gender. There is no significant difference in the teaching competency among teacher educators with regard to gender. There is a significant relationship between teaching competency and attitude towards ICT of teacher educators.

Rekha Devi (2017) studied the relation between teaching competency and personality. This paper threw light on the fact that men and women differ significantly w.r.t different types of personality. Women pupil teachers from arts and science stream constituted the sample of the study. The study used a standardized scale General Teaching Competency Scale developed by B.K. Passi and M.S. Lalitha and personality inventory by Yasvir Singh and Mohan Singh. The results showed that teaching competency had a low positive relationship with extrovert male pupil-teachers of Arts stream; Teaching competency had a low negative relationship with introvert female pupil-teachers of Arts stream and teaching competency had an insignificant relationship with extrovert male pupil-teachers of Science stream.

Dr. Pratibha (2017) conducted research to study teaching competency of primary school teachers with respect to their gender and educational qualification. The main objective of the investigation was to examine the effect of educational qualification of primary school teachers on their teaching competency. To know the influence of gender of primary school teachers on their teaching competency. The study was of a descriptive nature. The sample for the present study consisted of 300 primary school teachers. Out of 300 primary school teachers, 49 teachers were intermediate, 138 teachers were graduate and 113 teachers were post-graduate. The General Teaching Competency Scale (GTCS) by B.K. Passi and M.S. Lalitha was administered to measure teaching competencies of teacher's. The results showed that teaching competencies were not affected by the teachers' educational qualification and gender.

Sijila Das.M. K, Mrs. Nalinilatha.M (2017). The study aimed to identify the teaching competency of secondary school teachers. The investigator adopted a survey method to study the teaching competency between teachers from selected government, private and aided school. For this study, a sample of 300 school teachers from eight various schools which were situated in Palakkad district selected by the investigator using simple random sampling technique. The findings revealed that there is no significant difference in teaching competency among selected secondary school teachers with respect to personal

variables like Gender, Marital Status, Educational Qualification, Type of Management and Teaching experience.

OBJECTIVES OF THE STUDY

The study has the following objectives: -

1. To study the teaching competency profile of school teachers.
2. To study the teaching competency of school teachers with respect to their gender.
3. To study the teaching competency of school teachers with respect to types of schools.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated: -

1. There is no significant difference in dimensions of teaching competency between male and female school teachers.
2. There is no significant difference in dimensions of teaching competency between Govt. and Private school teachers.

METHODOLOGY

1. Research Design

Descriptive survey method of research was used for the study to gather information about the present existing condition of teaching competencies of school teachers. The researcher used this type of research to obtain first-hand data from the respondent so as to formulate rational and sound conclusion and recommendation for the study.

2. Population and sample

All the secondary school teachers of government and private schools of Mahendergarh district constituted the population for the study. There was a large number of secondary level school in Mahendergarh district. It was not possible for the investigator to contact all the secondary level teachers of Mahendergarh district. Hence, it was decided to select a representative sample of 60 Teachers on the basis of multiple stages random sampling technique.

First of all, investigator randomly selected 5 Government secondary level schools and five private secondary schools of Mahendergarh district. Thereafter, investigator selected 30 teachers from government schools and 30 teachers from private schools.

3. Description of tools and techniques –

In the present study, the data related to teaching competencies of teachers was collected with the help of the following questionnaire: –

General Teaching Competency Scale (GTCS) –

The tool was developed by B.K. Passi and M.S. Lalitha. This tool was used in the present study to measure the teaching competency of secondary school teachers.

Description of GTCS –

The whole instructional and learning process of the classroom is identified in 21 items related to 21 teaching skills. They are related to the following five phases of classroom teaching–

- i) Planning
- ii) Presentation
- iii) Closing
- iv) Evaluation
- v) Managerial

Analysis and Interpretation:

Table No.1: Teaching competency of School Teachers.

Dimensions	Mean	z-Score	Range of Z score	Grade
Planning	16.63	-0.28	-0.50 to +0.50 (D)	D (Average)
Presentation	52.45	+0.33	-0.50 to +0.50 (D)	D (Average)
Closing	10.5	+0.63	+0.51 to +1.25(C)	C (Above Average)
Evaluation	10.433	+0.63	+0.51 to +1.25(C)	C(Above Average)
Managerial	12.8	+1.29	+1.26 to 2.00 (B)	B (High)

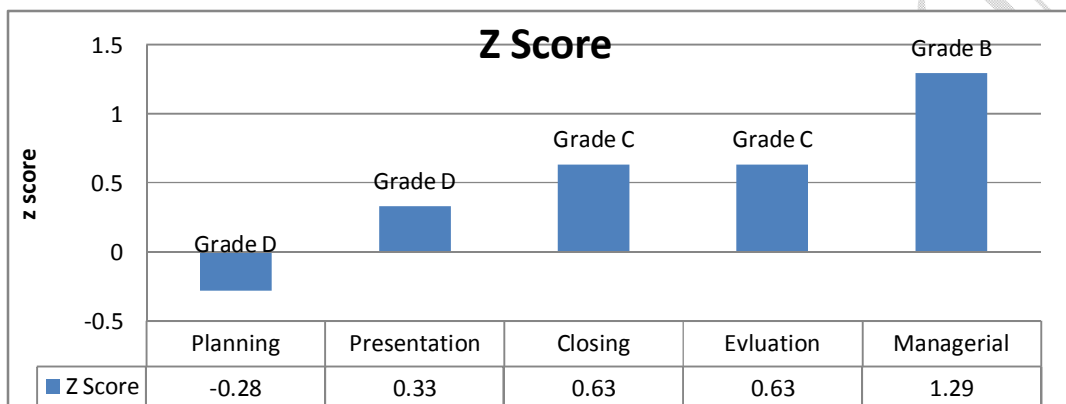


Figure No. 1 Profile of Teaching Competency of School Teachers

Interpretation and Discussion

The table no. 1 shows the standard scores and the grades assigned to five dimensions of teaching competency of teachers. On the basis of the assigned grades, it can be interpreted that the teachers have an average level of presentation and planning skills; the level of closing and evaluation is above average and level of managerial skill is high. It shows that teachers are highly skilled in recognizing and accepting the behavior of students and also in maintaining classroom discipline. Teacher’s performance in achieving closure, giving assignments, classroom evaluation and diagnosis of pupil difficulties are above average. Teachers planning and presentation skills are average. Presentation skill covers introducing the lesson, fluency, and appropriateness of questions, an explanation with help of illustrations and suitable examples and involving students in the learning process. The quality of presentation (instructional) is highly dependent on its planning. The average score in both skills shows that teachers didn’t invest many efforts in planning due to which their instructional presentation is also affected.

Hypothesis 1: There is no significant difference in dimensions of teaching competency between male and female school teachers.

In order to test Hypothesis 1, the difference in the mean scores on the five dimensions of teaching competency namely, Planning, Presentation, Closing, Evaluation, Managerial between male and female teachers were calculated using t-test. The results are presented in table no.2. Further, the researcher calculated the grade level assigned to the teachers in different dimensions of teaching competency to have a deeper understanding of the teaching competency. The grades are calculated on the basis of the method given in manual. The grade levels are shown in table no. 3.

Table No. 02: Difference in teaching competency between female and male school teachers w.r.t the dimensions of teaching competency

Dimensions	Planning		Presentation		Closing		Evaluation		Managerial	
Variable	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Mean	16.63	16.43	57.56	58.03	10.66	10.43	10.46	10.4	12.6	12.6
SD	3.54	2.84	3.480	3.448	1.02	1.65	1.25	1.22	0.84	0.81
t- value	0.720		0.603		0.414		0.355		1	

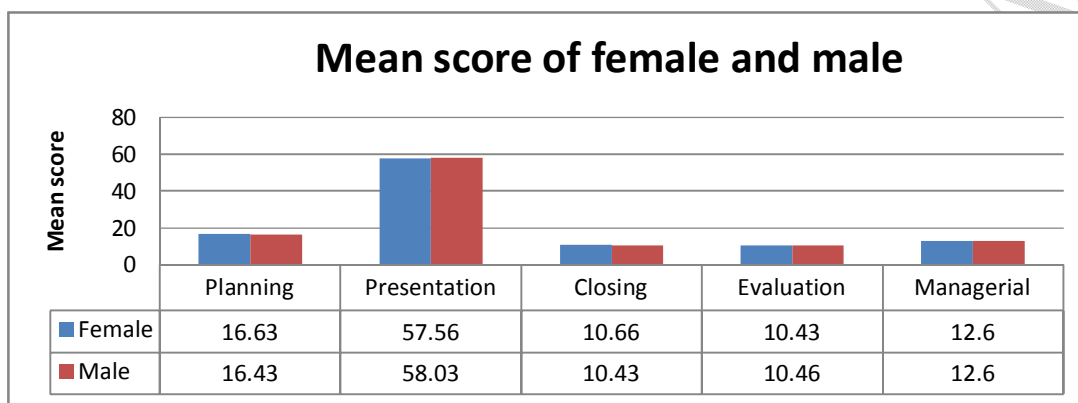


Figure No. 2: Mean score of teaching competency among male and female teachers in different dimensions

Table No. 3: - Levels of teaching competency between male and female teachers w.r.t five dimensions of teaching competency.

Dimensions	Planning		Presentation		Closing		Evaluation		Managerial	
Variable	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Mean	16.63	16.43	57.56	58.03	10.66	10.43	10.46	10.4	12.6	12.6
Z- score	-0.28	-0.28	0.90	1.02	0.63	0.63	0.63	0.63	1.29	1.29
Grade	D	D	C	C	C	C	C	C	B	B
Level of Grade	Average		Above Average		Above Average		Above Average		High	

INTERPRETATION AND DISCUSSION

The table no.2 depicts the dimension wise difference in teaching competency between female and male school teachers. The table shows that calculated t-value in planning dimension (0.720), presentation dimension (0.603), closing dimension (0.414), Evaluation dimension (0.355), Managerial dimension (1), is less than the critical value at 0.05 level & 0.01 which is 1.98 and 2.62 respectively with a degree of freedom 58. Thus, the hypothesis "There is no significant difference in dimension wise teaching competency between Female and Male school teachers" is not rejected. This depicts that female and male school teacher's performance on five dimensions of teaching competency don't differ and this result is supported by the

results of a study conducted by S. Rajeswari & Dr. N. Amutha Sree (2017). Table no. 3 presents the assigned level of grades and on the basis of grades, it can be interpreted that the teachers irrespective of their gender have shown above average performance in presentation skills; teachers have shown average level of performance in planning, closing and evaluation and the level of performance in managerial skill is high.

Hypothesis 2: There is no significant difference in dimensions of teaching competency between government and private school teachers.

In order to test Hypothesis 2, the difference in the mean scores on the five dimensions of teaching competency namely, Planning, Presentation, Closing, Evaluation, Managerial between government and private school teachers were calculated using t-test. The results are presented in table no.4. Further, the researcher calculated the grade level assigned to the teachers in different dimensions of teaching competency to have a deeper understanding of the teaching competency. The grades are calculated on the basis of the method given in manual. The grade levels are shown in table no. 5.

Table no. 04 The difference in teaching competency between government and private school teachers w.r.t the dimensions of teaching competency.

Dimensions	Planning		Presentation		Closing		Evaluation		Managerial	
	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.
Mean	16.8	18.32	57.13	58.46	10.53	10.5	10.69	10.5	12.7	12.5
SD	3.006	10.52	2.909	3.839	1.19	1.006	2.211	1.04	0.915	0.73
t- value	0.4586		0.134		0.907		0.7014		0.73	

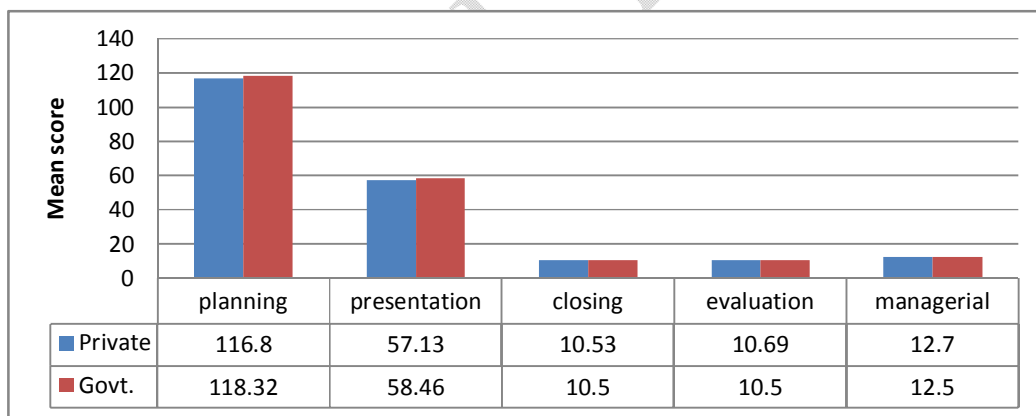


Figure No. 3 Mean score of government and private school teachers in a different dimension

Table No. 5 Levels of teaching competency between government and private school teachers w.r.t the five dimensions of teaching competency

Dimensions	Planning		Presentation		Closing		Evaluation		Managerial	
	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.
Mean	16.8	18.32	57.13	58.46	10.53	10.5	10.69	10.5	12.7	12.5
Z -score	-0.28	0.18	0.90	1.02	0.63	0.63	0.63	0.63	1.29	1.29
Grade	D	D	C	C	C	C	C	C	B	B
Gradelevel	Average		Above Average		Above Average		Above Average		High	

INTERPRETATION AND DISCUSSION

The table no. 4 depicts that the dimension wise difference in teaching competency between government and private school teachers. The table shows that the calculated t value in planning dimension is 0.4586, presentation dimension is 0.134, the closing dimension is 0.907, evaluation dimension is 0.7014 and t-value in the managerial dimension is 0.7. The t-values of all dimensions are less than the critical value at 0.05 level & 0.01 which is 1.98 and 2.62 respectively with a degree of freedom 58. Thus the hypothesis, "There is no significant difference in dimensions of teaching competency between government and private school teachers" is not rejected. This depicts that there is no difference in teaching competency on different dimensions between government and private school teachers. Table no. 5 presents the assigned level of grades and on the basis of grades, it can be interpreted that the teachers irrespective of the type of school have shown above average performance in presentation skill, closing skill, and evaluation skill; teachers have shown an average level of performance in planning skill, and the level of performance in managerial skill is high.

4.2 CONCLUSION

The significant conclusions drawn on the basis of results presented under analysis and interpretation section are as under:

The study shows no difference in teaching competency of teachers with respect to their gender (male and female) and type of school (government school and private school). However, a pattern has been observed in the performance of teachers under dimensions of teaching competency. The teachers have shown average performance (lower margin of average score) under planning and presentation skills and have shown high performance in managerial skills and the performance in closing and evaluation skills is above average. The skill of planning is considered as the preliminary skill essential to achieve the aims of learning as it determines the success or failure of the teacher. A teacher reviews the challenges in teaching and learning process during the planning process. She works toward defining the instructional process, choosing effective strategies, designing lesson plans, arranging resource material, assessment methods and collaboration with others in light of available resources and challenges that she might face during the entire instructional process. The factors like the large size of the class, new reforms in curriculum, duties in national schemes related to a child's health, nutritional requirements, safety etc. leaves teachers with little time for planning. The results are a wake-up call to the stakeholders towards considering providing sufficient time for planning to teachers, training teachers in effective planning and designing creative ways like collaborative planning to add more planning time. The importance of the skill of planning is researched in many important studies done by Merritt, 2016; Vanessa, 1988 and Al- Zoubi and BaniYounes, 2015 to name a few. However, further research is required to understand the effect of improvement in planning on the learning outcomes of students as well as on the job satisfaction of teachers, student engagement and other aspects related to teachers and students.

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