

Identifying Teaching Competency of Higher Secondary School Teachers in Mizoram

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Abstract: A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of a learners in order to become productive and informed member of a society. Therefore, redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching towards globalization, teacher acts as mediator for learning and to foster skills needed towards students so as to become a global citizen. Therefore, the present study aimed at studying the teaching competency of higher secondary school teachers in Mizoram. Stratified random sampling was employed for the present study. Six hundred (600) teachers (300 government teachers and 300 private teachers) of higher secondary school teachers in Mizoram constituted the sample of the present study. Teaching Competency Scale developed by the investigator was used for collection of the data. The statistical techniques like Percentage, Mean, Standard Deviation, 't' test and ANOVA were used for the analysis of data. The findings indicated that government and private higher secondary school teachers in Mizoram were found to have above average level of teaching competency and there were no significant differences in relation to gender and type of management. But, significant differences were found between the pairs Arts and Science teachers and Commerce and Science teachers of higher secondary schools in Mizoram respectively.

Key Words: Teaching Competency, Pleasant, Co-operative, Confidence, Globalization.

1. INTRODUCTION:

The present world is living in a fast paced lifestyle that is full of technological advancement in various fields and therefore generates development and progress in each and every corner of life. At the sametime it also brings a growing alarming and awful threatening in our daily activities of life. The incidents which is happened in one part of the country simultaneously affects the other parts of the world as now the world is a global village which ultimately leads to ritual conflicts and misunderstanding among the people from different parts of the world. We constantly experience physical distortions within every second.

In this transformation process, teachers play an important role in instilling the right kind of knowledge and values of life, a teacher who is competent in teaching, have a useful key to spiritual intelligence and the one who has full satisfaction in his or her profession have a thorough understanding of pedagogical knowledge to be carried out for mutual understanding and respect among the youngsters. A competent teacher must conscious the innovative pedagogical analysis in transmitting the present needs of the situation in teaching-learning environment within the four walls of the classroom and outside the school premises to have the ability of transfer of learning among the students. Pendurthy Vijayalaxmi (2006) also stated that a teacher who is pleasant, friendly and cooperative can win the confidence of the students and play the role of a counsellor.

Teaching competency of the present study laid great emphasis on the cooperation, happiness and effective interpersonal relationship between the teachers and the taught, building mutual understanding among the teaching and non-teaching staff, to be able to practice the essential life skills like empathy while within the family as well as interacting with others in the society and community as well as the whole world. For building these essential qualities, the teachers are the ones who lead a life of these essential qualities to the youngsters.

1.1. Teaching Competency

Teacher competency is considered as the single most crucial factor which determines the quality of education. It is said that ninety (90) percent of the student's success in academic and life time achievement depends upon the teachers' competencies. Whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society. Quality and relevance have become the catch words of 21st

century. Neelakandan, R. (2007) conducted a research on “Emotional competence of primary school teachers”, to find out the level of emotional competence of different subjects of school-teachers on a sample of 300 school teachers. The results revealed that school teachers differed in emotional competence on the basis of qualification, type of school and service. Sabu, S. (2010) investigated the “In service training programmes and teaching competence of teachers”, to find out teaching competence of secondary school teachers with regard to the number of in-service programmes attended, gender, age and type of school on a sample of 631 secondary school teachers and the results revealed that there is a dire need to change the present in-service training programmes and gender and type of school have nothing to do with teaching competence but age is a factor which influences teaching competence. Padmavathi (2013) investigated “A survey of secondary school teachers’ perceptions, competency and use of computers”, to elucidate teachers’ perceptions and competency in relation to actual use computers in classroom teaching. Self-administered questionnaire was employed among 134 secondary school teachers.. The major findings of the study revealed that no significant difference in perception of computer in terms of gender and no significant difference between male and female teachers was observed which suggests that gender plays no role in use of computers for teaching.

Sunil, et.al. (2014) examined “A comparative study on the teaching competency between Novice and Veteran teachers in the teaching learning process of secondary school of Bilaspur City Chhattisgarh” on 40 teachers, 20 veterans and 20 novice teachers including under categorization of 10 male and 10 female in both the novice and veteran teachers group. The findings indicated that significant difference due to effect of generation gap in the teaching competency of private novice and private veteran teachers and significant difference due to effect of generation gap on in the teaching competency of government novice and government veteran teachers. Chandramma, M. (2015) conducted “A study of Attitude of Secondary School Teachers towards Teaching Profession”, among 300 secondary school teachers comprising 150 male and 150 female teachers in Chittoor district of Andhra Pradesh. The investigator found out that teaching experience, sex, and management highly influenced the attitude of secondary school teachers towards teaching Profession and private teachers having more favourable attitude towards teaching profession when compared with government teachers. Ratheeswari (2020) examined Teaching competency of secondary school teachers on a sample of 300 teachers. The major finding of the study revealed gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers shows average level of teaching competency and no significant difference between sub-samples such as gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers towards teaching competency.

Teaching competency implies an efficient and effective performance of teacher in the school premises for bringing about desirable outcomes of the students.

There is a growing realization that the role of the teacher has changed the vast changes occurring in the socio-economic, political and technological scenario of the present world. The teacher is treated as the transmitter of knowledge who fills the minds of the learner with the content of learning. Learners are becoming the active partners in the process of constructing knowledge. The teacher’s role is mainly as a facilitator in the process of knowledge construction. The competency of a teacher involves problems and needs related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching tasks exploring the possibility of generating human as well as physical resources from the community for educational purpose. In addition to a mastery of basic skills, effective teachers are expected to demonstrate through understanding of the content of their curricular areas, pedagogical capabilities, communication skill and professionalism. Keeping in view, various national and international commissions and committees have accepted the importance of teacher’s competency in determining the quality of the teaching learning process. Professional developments are essential prerequisites for improvement of the school system. Therefore, all progressive societies give top priority to teachers to invest rich dividends in terms of skilled human resources.

2. RATIONALE OF THE STUDY:

A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today’s world aims at divulging positive learning outcomes and meeting the needs of a learners in order to become productive and informed member of a society. Therefore, redefining of teacher’s professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching towards globalization, teacher acts as mediator for learning and to foster skills needed towards students so as to become a global citizen.

Teacher competency is considered as the single most crucial factor which determines the quality of education. It is said that ninety (90) percent of the student’s success in academic and life time achievement depends upon the teachers’ competencies. Whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society. Quality and relevance have become the catch words of 21st century.

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From the review of the related studies, the present study of teaching competency is a burning issue for bringing quality education which is also envisaged in the New Education Policy 2020 as it is a relevant problem for study and applicable findings that more researches should be conducted in this specific area in order to find out the effective measures to provide the necessary moral, spiritual upliftment and coping skills among the teachers. Therefore, the present research, “A Study of Teaching Competency of Higher Secondary School Teachers in Mizoram”, is an important device to identify the emerging factors associated with the teachers in performing their job as teachers always play a pivotal role in the enlightenment of human societies through the process of education and contributed to development in shaping and reshaping the society and in determining the quality of life of the people by providing innovative and quality education for the upliftment of the citizens.

3. OBJECTIVES OF THE STUDY:

- To identify the level of teaching competency of higher secondary school teachers in Mizoram.
- To compare the level of teaching competency of higher secondary school teachers with reference to type of management.
- To compare the level of teaching competency of higher secondary school teachers with reference to gender.
- To compare the level of teaching competency of higher secondary school teachers with reference to stream of study.

3.1 HYPOTHESES OF THE STUDY:

- There is no significant difference in teaching competency of higher secondary school teachers with reference to type of management.
- There is no significant difference in teaching competency of higher secondary school teachers with reference to gender.
- There is no significant difference in teaching competency of higher secondary school teachers with reference to stream of study.

4. METHODOLOGY:

The study is descriptive survey method in nature based on applying mixed approach - quantitative and qualitative approach. The study aims to investigate the level of spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram. It also attempted to compare and establish the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study. The study is also concerned with testing the hypotheses for arriving generalizations.

4.1 SAMPLE OF THE STUDY:

Stratified random sampling was used for the study. Six hundred (600) samples comprising three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary school teachers in Mizoram from Aizawl district, Lunglei district and Champhai district were selected for the study

4.2 TOOL EMPLOYED FOR DATA COLLECTION:

Teaching Competency Scale

For assessing teaching competency of teachers, the investigator developed Teaching Competency Scale.

4.3 PROCEDURE OF DATA COLLECTION:

The investigator personally visited government and private higher secondary schools in Aizawl district. After taking permission from the Principal, the investigator requested the teachers to kindly give responses to the statements. When all the teachers have completed the statements, the investigator went again to collect the responses from all the administering schools. In the other districts, the investigator sent the statements by mail. The scores of the three variables were calculated and tabulated.

4.4 STATISTICAL TECHNIQUES USED:

Percentages, Mean, Standard Deviation, ‘t’ test, Analysis of Variance (ANOVA) and were used for the study.

5. RESULTS AND DISCUSSIONS:

Statistically analyzed of the obtained results were shown in the following tables and figures:

Objective 1: To identify the level of teaching competency of higher secondary teachers in Mizoram.

The first objective includes the tables, figural representations and the descriptions of the overall mean and standard deviation of teaching competency of higher secondary school teachers in Mizoram.

Table: 1

Overall Mean of Teaching Competency of Higher Secondary School Teachers in Mizoram

Variable	Numbers	Mean	Standard Deviation
Teaching Competency	600	120.37	11.74

From the given table-1, out of the six hundred (600) respondents, the mean score and standard deviation of teaching competency of teachers in Mizoram were found to be 120.37 and 11.74 respectively. Therefore, the overall mean score indicated that the higher secondary school teachers in Mizoram have average level of teaching competency.

Table: 2

Overall level of Teaching Competency of Higher Secondary School Teachers in Mizoram

Level of Teaching Competency	Score
Superior 140 – 160	38 (6.33%)
Above Average 119 - 139	296 (49.33%)
Average 98 – 118	259 (43.16%)
Below Average 77 – 97	7 (1.16%)
Poor 56 – 76	Nil

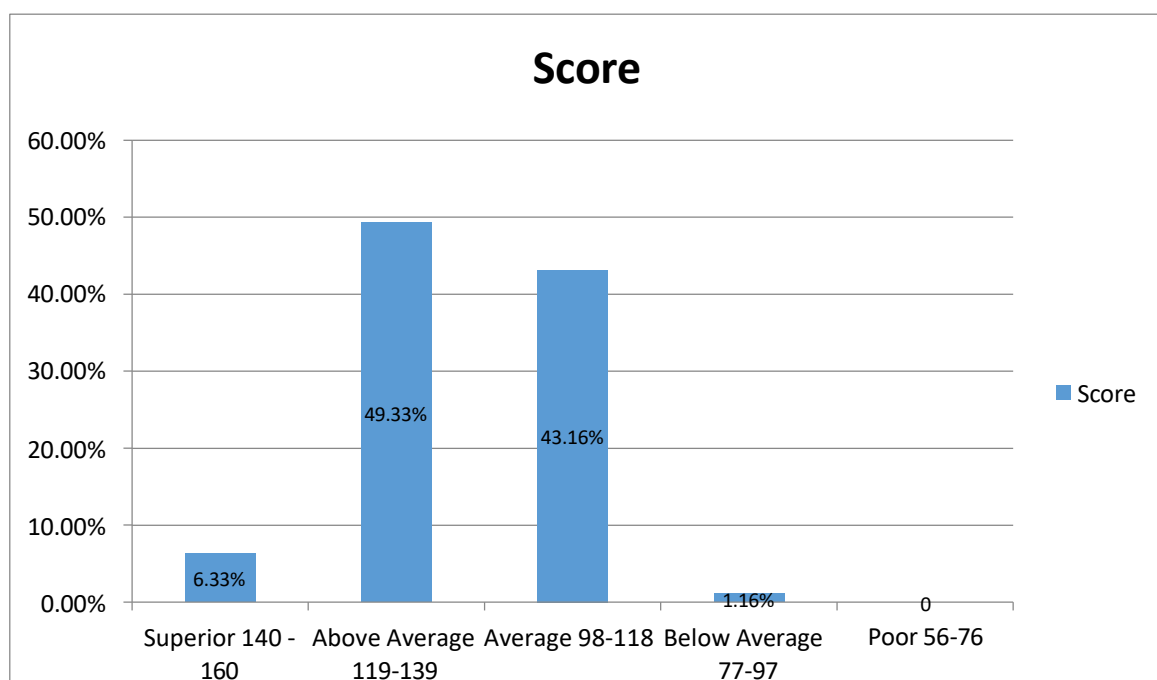


Figure 1: Overall teaching competency level of higher secondary school teachers in Mizoram.

From the table 2 and figure 1, out of six hundred (600) higher secondary school teachers in Mizoram, no teacher was found to have poor teaching competency, only 38 (6.33%) teachers were found to have superior level of teaching competency, 296 (49.33 %) teachers were also found to have above average level of teaching competency while 259 (43.16%) are in average level of teaching competency and only 7 (1.16%) teachers were having below average level of teaching competency.

Objective 2: To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 2. There is no significant difference in teaching competency of higher secondary school teachers with reference to type of management.

Table: 3

Comparison of teaching competency based on type of management of the school

Variables	Type of Management of School	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Teaching Competency	Government	300	119.47	11.76	0.67906	1.89	P>0.05
	Private	300	121.28	11.66	0.67332		

Table 3 is concerned with describing the mean and standard deviation on teaching competency. The obtained t-value

1.89 denotes that there were no significant differences between teachers of both government and private higher secondary schools in Mizoram.

Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers with reference to type of management is accepted.

Objective 3: To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was framed as:

Hypothesis 2. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.

Table: 4

Comparison of teaching competency based on gender

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Teaching Competency	Male	310	121.11	11.990	0.68118	1.59	p>0.05
	Female	290	119.58	11.43	0.67087		

To describe the mean and standard deviation on teaching competency, it is seen from table 4 that the obtained t-value

1.59 denotes no significant difference between male and female teachers among the higher secondary school teachers of Mizoram.

Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender is accepted.

Objective 4: To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

In order to find out the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 3: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

Table: 5

Post hoc comparison – Teaching Competency versus Stream

Dependent Variable	(I) stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Arts	Commerce	-0.77576	1.40263	0.858	-4.2177	2.6662
		Science	3.16*	1.05117	0.011	0.5766	5.7356

Teaching Competency	Commerce	Arts	0.77576	1.40263	0.858	-2.6662	4.2177
		Science	3.93187*	1.47843	0.03	0.3039	7.5598
	Science	Arts	-3.15611*	1.05117	0.011	-5.7356	-0.5766
		Commerce	-3.93*	1.47843	0.03	-7.5598	-0.3039

It is evident from table 5 that significant difference was found at 0.05 level between arts and science higher secondary school teachers (mean difference=3.16, $p < 0.05$) in teaching competency. It is also seen from table 5 significant difference was found at 0.05 level between science and commerce higher secondary school teachers (mean difference=3.93, $p < 0.05$) in teaching competency.

The null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study is rejected as significant differences were found between the pairs Arts and Science teachers and Science and Commerce teachers of higher secondary schools in their teaching competency.

6. EDUCATIONAL IMPLICATIONS:

The research findings have important educational implications for the teachers, policy planners and administrators of the concerned department. It is said that the best teachers teach from the heart not from the book. Therefore, it is not enough to teach the child only the bookish knowledge rather students need to inculcate the moral values of human life. Teaching competency of a teacher is utmost necessary while transacting the pedagogical analysis, the teachers must equip with the various skills of classroom behaviour like in communication skills - rapport building, active listening, attending, speaking, questioning skills etc., non-judgemental skills like to respect the individuality of the students in their values and beliefs as well as possessing empathic skills play important roles for the teachers while dealing with the youngsters. The knowledge of essential qualities of a teacher and the practical experience in teaching served a fruitful result. So, teaching competency of a teacher is utmost necessary and is practicable in the educational institutions. In teaching profession, collaboration is very important as all subjects are interlinked. Therefore, teachers need to possess interpersonal as well as intrapersonal skills.

7. CONCLUSIONS:

On the basis of data obtained, the hypotheses were tested and the following conclusions were drawn.

- The overall mean score of 120.37 and standard deviation of 11.74 among 600 sample of higher secondary school teachers in Mizoram indicated that higher secondary school teachers in Mizoram have an average level of teaching competency.
- There were none who falls in the lowest level of poor competency teaching among higher secondary school teachers in Mizoram.
- In teaching competency, no significant difference was found between teachers of government higher secondary school and private higher secondary school teachers in Mizoram.
- There exists no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
- No significant difference was found between male and female teachers in their teaching competency among the higher secondary school teachers in Mizoram with respect to gender.
- Significant difference was found between the pairs Arts and Science teachers and Science and Commerce teachers of higher secondary schools in Mizoram with respect to their teaching competency.

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