



TEACHING COMPETENCY IN RELATION TO EDUCATIONAL BACKGROUND AND LOCALITY OF STUDENT-TEACHERS OF DIET, LUNGLEI; MIZORAM.

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ABSTRACT

The study was conducted to find out the level of teaching competency of pre-service student-teachers based on their educational background and locality of DIET Lunglei, Mizoram. The present study is based on Descriptive Survey Method. The sample for the study consisted of 150 student-teachers comprising of 100 samples from D.El.Ed program and 50 samples from the B.Ed program respectively. A standardized General teaching Competency Scale (GTCS-PBLM) designed by B.K Passi & M.S Lalitha was used to find out the level of teaching competency among the selected samples. Analysis of data was done by testing the hypotheses of significant differences among student-teachers based on Educational Qualification and Locality. The result showed that there were no significant differences in the level of teaching competency based on Educational Qualification and Locality.

Key words: Teaching Competency, Educational Qualification, Rural, Urban, DIET, Lunglei.

I. INTRODUCTION:

The term 'Teaching Competency' includes knowledge, attitude, skill and other teacher characteristics. (Flanders and Simon, 1969) stated that pupil outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness. The concept of competency introduced by (Carr, 2000) establishes that it is the practical implementation of individual abilities characterized by practical skills and attitudes required to ensure successful professional performance. (Atkociuniene, 2010) defines competency as valuable, rare, non-replenish able and irreplaceable resources that can ensure competitive advantage for an organisation in competitive environment. According to (Straka, 2005), competency comprises the entire body of knowledge and abilities or personal traits developed through learning that cannot be immediately observed.

The competency of a teacher can be affected by educational background and locality. Reeti Chauhan and Pratibha Gupta (2014) stated that competency of urban teachers is higher than the rural competency of experienced teachers is higher than inexperienced teachers. (Dr. Jarrar Ahmad, Mohd. Ahmad Khan, 2016) found that qualification does not affect the teaching competency of secondary school teacher and science stream teachers are competent than art stream teachers. Nishtha Rana (2019) stated that teachers teaching in rural areas have better teaching competencies than teachers teaching in the urban areas. Therefore, competency level of a teacher can be determined by variables such as education and locality.

II. RATIONALE OF THE STUDY:

Teachers' trainings are conducted in order to improve their teaching skills and to get the desirable outcome in the classroom. Teachers are the most critical component of educational system. How well they teach depends on mastery over the subject, educational qualification and the environment they are brought up. Studies have been carried out in this area like "Teaching competency of secondary school teachers in relation to selected variables" Nishtha Rana (2019), "School Effectiveness and School Improvement" (Sorlie, 2011), "Competencies in teacher education: Pre-service teachers" (Necla Koksai, 2013), "Analysis of Elementary School Teacher Competency Based on Education Background" (Deitje Katuuk et al, 2019), "Becoming better Teacher Microteaching Approach" (Passi & Lalitha, 1976), "A study on Teaching Competency of Secondary School Teachers" (Passi B.K & Sharma SK, 1982), "Teaching competency of secondary school teachers in relation to emotional intelligence" (Mandeep Kaur, 2014), "A study of teaching competency of secondary school teachers in relation to their educational qualification, stream, and type of school" (Dr. Jarrar Ahmad, Mohd. Ahmad Khan, 2016). The studies mentioned above showed that there could be no consensus on the level of teaching competency based on locality and educational qualification. DIET Lunglei has been offering teacher training course since 1974 and it is the main centre for teacher's professional development for in-service and pre-service teacher in Lunglei district. The present study will find out whether the recent findings hold true for pre-service student-teachers of DIET Lunglei.

III. OBJECTIVES:

1. To compare the general teaching competency of pre-service student-teachers based on Educational Background.
2. To compare the general teaching competency of pre-service student-teachers based on Rural and Urban.

IV. HYPOTHESIS:

In order to full fill the objectives of the study, the following Null Hypotheses were stated:

1. There is no significant difference in the general teaching competency between rural and urban pre-service student-teachers.
2. There is no significant difference in the general teaching based on age of pre-service student-teachers.

V. SAMPLE OF THE STUDY:

The sample selected consisted of 100 pre-service student-teachers of D.El.Ed and 50 pre-service student-teachers of B.Ed in the Academic Session 2019-2021.

Table 1: Distribution of Sample (N=150)

VARIABLES		NUMBER STUDENTS	OF	PERCENTAGE
EDUCATIONAL QUALIFICATION	HSSLC	38		25
	GRADUATE	112		75
LOCALITY	RURAL	62		27
	URBAN	88		59
D.EL.ED		100		66
B.ED		50		33

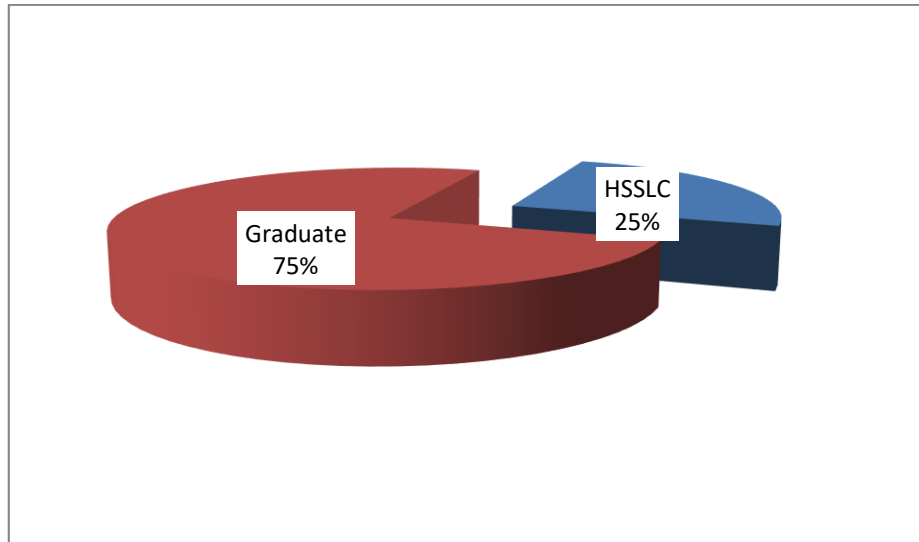


Figure 1: Pie chart showing the distribution of Graduate and HSSLC

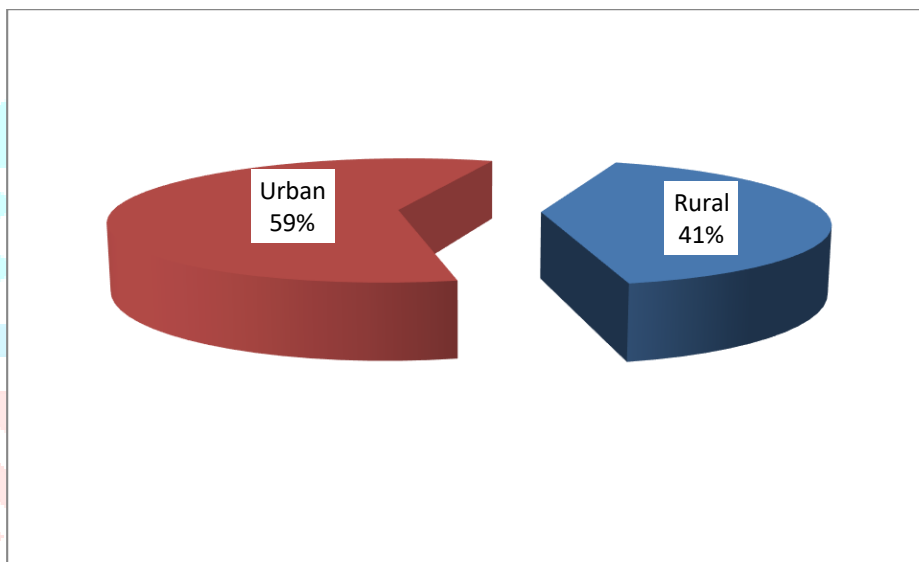


Figure 2: Pie chart showing the distribution of Urban and Rural

VI. TOOLS USED:

Data were collected during school-internship programme by means of GTCS-PBLM manual designed by B.K Passi & M.S Lalitha. The observers give the scores to each item of the five skills i.e. Planning, Presentation, Closing, Evaluation and Managerial. It is a 7-point rating scale comprising of 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom. The maximum score possible is 147 and the minimum is 21. The scale has been used for doctoral research and the reported inter-observer reliability coefficients range from 0.85 to 0.91.

VII. STATISTICAL TOOLS:

For analysing the Data, statistical tools like Means, Standard Deviation, t-Test are used.

VIII. PROCEDURE:

Data were collected by means of GTCS-PBLM manual during school-internship programme of D.El.Ed and B.Ed courses. The observers give the scores to each item to the five skills i.e. Planning, Presentation, Closing, Evaluation and Managerial.

IX. ANALYSIS AND INTERPRETATION:

For analyzing data, statistical techniques such as Mean, Standard Deviation, t- test were used among different variables. Based on the objectives formulated analysis of Data is done as shown in the followings:

Table 1: Distribution of the Mean & SD of Teaching Skills (D.El.Ed)

Sl. No	Teaching Skills	Mean	SD	Total sample
1	Planning	21.67	3.2	100
2	Presentation	57.67	6.27	
3	Closing	10.8	1.66	
4	Evaluation	10.2	1.31	
5	Managerial	10.39	1.43	
Total		110.73	8.31	

Table 2: Distribution of the Mean & SD of Teaching Skills (B.Ed)

Sl.No	Teaching Skills	Mean	SD	Total sample
1	Planning	21.46	3.29	50
2	Presentation	59.1	3.52	
3	Closing	10.9	1.72	
4	Evaluation	9.94	1.45	
5	Managerial	10.27	1.37	
Total		111.67	11.36	

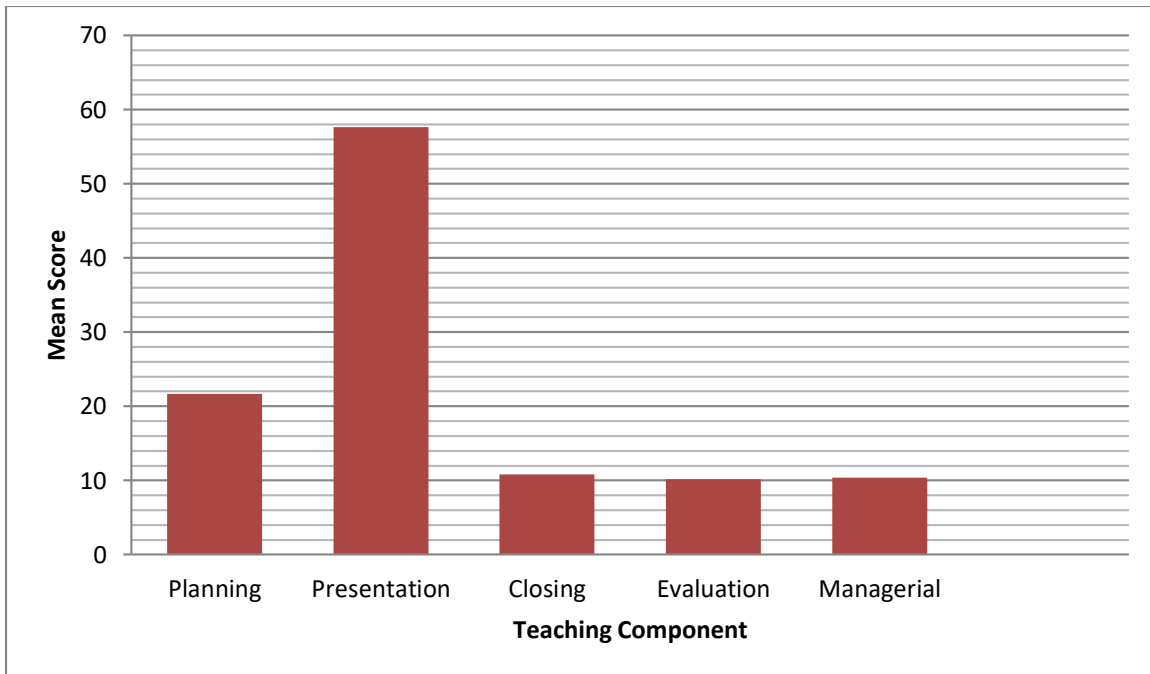


Figure 3: Showing mean score against teaching components of D.El.Ed.

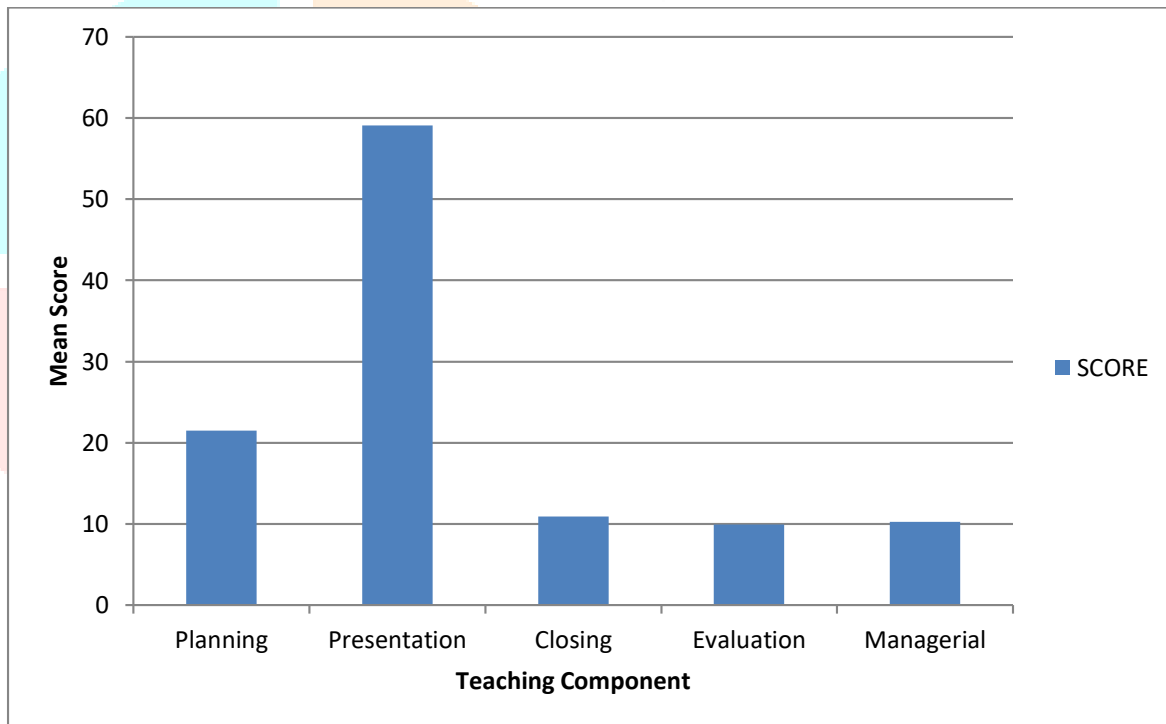


Figure 4: Showing mean score against teaching components of B.Ed.

Table 3: Distributions of the Mean & SD of Teaching Skills of D.El.Ed & B.Ed Student-Teachers.

Sl.No	Teaching Skills	Mean	SD	Total sample
1	Planning	21.6	3.22	150
2	Presentation	58.15	5.54	
3	Closing	10.85	1.67	
4	Evaluation	10.11	1.36	
5	Managerial	10.36	1.41	
Total		111.07	7.16	

Objective No.1: To compare the general teaching competency of pre-service student-teachers based on Educational Background.

Table 4: Difference in the level of teaching competency based on Educational background.

Qualification	Sample	Mean	SD	df	t-statistic	t-critical	Significance
HSSLC	38	111	8.32	148	0.14	1.98	Not Significant $p < 0.05$
Graduate	112	111	6.76				

Table 5 shows that HSSLC and Graduate Pre-service student –teachers are not differing significantly on the measure of Teaching Competency. The mean score of HSSLC is 111.21 while the Mean score of Graduate is 111.02, whereas the Standard Deviation of HSSLC is 8.32 while Graduate is 6.76. When a t- test was applied, there is no significance of difference between these two means, the value of “t” was found as 0.14 which is not significant at 0.05 level of significance and 148 degree of freedom. Hence, the Null Hypothesis is retained. This finding reveals that Qualification does not affect the Teaching Competency of pre-service student-teachers of DIET, Lunglei.

Objective No.2: To compare the general teaching competency of pre-service student-teachers based on Locality.

Table 5: Difference in the level of teaching competency based on Locality

Locality	Sample	Mean	SD	df	t-statistic	t-critical	Significant
Rural	62	109.98	8.21	148	-1.09	1.98	Not Significant $p < 0.05$
Urban	88	10.22	2.17				

Analysis of the data vide table 5 reveal that Rural and Urban Pre-service student–teachers are not differ significantly on the measure of Teaching Competency. The Mean score of Rural is 109.98 while the Mean score of Urban is 111.32, whereas the Standard Deviation of Rural is 8.21 while Urban is 6.80. When the t- test was applied to find out the no significance of difference between these two means, the value of “t” was found as 1.09 which is less than the t-critical value 1.98 at 0.05 level of significance and 148 degree of

freedom. Since $t\text{-stat} < t\text{-critical}$, hence, the Null Hypothesis is accepted. This finding reveals that Locality does not affect the Teaching Competency of pre-service student-teachers of DIET, Lunglei.

Table 5 shows that the mean Age is 26.83 and mean of GTC score is 111.07, whereas their SD's are 4.16 and 7.16 respectively. Pearson's "r" value is calculated and found to be -0.08 and compare it with 'r' critical value from Pearson's r correlation Table at 0.05 significant level (95% confident level) and was found to be 0.17. Since the calculated 'r' is less than the Table 'r,' hence, the Null Hypothesis is accepted. It is evident from the table that there is no significant difference on the General Teaching Competency based on the age of the student-teachers.

X. RESULT AND DISCUSSION:

All the results are in line with the Null Hypothesis stated. Student t-test was used to find significant difference between variables and it was found that there was no significant difference in the teaching competency based on Educational Qualification and Locality of the student-teachers. The purpose of the study was to compare the level of competency of the student-teachers based on Educational Qualification and Locality. The results showed that there was no significant difference in teaching competency with respect locality and educational background of the sampled student-teachers. Data obtained from Education Department, Government of Mizoram there are 205 Primary Schools, 155 Middle Schools in Lunglei District. DIET Lunglei has many roles in providing quality training for in-service and pre-service teachers for quality education in the district. The results will benefit policymakers, principals, and educationists in making the education system more effective and competent. It is said that teachers are the builders of the nation; hence, teaching competency is important for the effective transformation of the nation.

XI. ACKNOWLEDGEMENT:

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