

A Study on Teaching Competency of Secondary School Teachers within Siaha Town in relation to type of School Management and Educational Qualification of the Teachers

Mr. C. Laitha*, **Dr. Vanlaltanpuii****, **Mr. Zoramsanga*****

*Lecturer, District Institute of Education and Training, Saiha, Siaha District, Mizoram.

**Associate Professor, IASE, Aizawl, Mizoram.

***Assistant Professor, IASE, Aizawl, Mizoram

Cite this paper as: Mr. C. Laitha, Dr. Vanlaltanpuii, Mr. Zoramsanga (2024). A Study on Teaching Competency of Secondary School Teachers within Siaha Town in relation to type of School Management and Educational Qualification of the Teachers. *Frontiers in Health Informatics*, 13 (8) 275-280

Abstract

Teachers' teaching competency refers to the professional ability and skillset of the teachers to manage the teaching-learning process. While teaching is a professional job, there are certain professional educational qualifications required to be able to perform as a teacher at different levels of education offered in a given place. However, even teaching at the same level of education, teachers may have different levels of teaching competency. Therefore, for the present study, the investigators have taken a sample of 116 secondary school teachers which is the total number of secondary school teachers within Siaha Town; and the investigators have taken variables like type of school management and educational qualification as independent variables that could influence the dependent variable i.e. teaching competency of the teachers. The result of the investigation noted no significant difference in the level of teaching competency among secondary school teachers of Siaha Town in relation to type of school management (Government VS Private) and educational qualification (undergraduates VS Postgraduates).

Keywords: Teaching Competency, Secondary School Teachers, Type of School Management, Educational Qualification.

INTRODUCTION

To understand the concept of teaching competency, first let us understand the meaning of 'Teaching'. Teaching is a process that involves the transfer of knowledge from a teacher to the taught; the teacher guides, counsels, mentors, transfers his/her knowledge to the ones being taught. There are different methods and strategies that a teacher can employ to make the teaching more effective. The know-how that a teacher has in performing the duties and responsibilities of a teacher in a successful and efficient manner is referred to as teacher competency. Therefore, teaching competencies of a teacher would ideally reflect the experience, skills, education and personality traits (Indeed Editorial Team, 2024) of a teacher that added to successful performance of his/her teaching responsibilities.

Teachers require different educational qualification to be able to perform their duty as a teacher at different levels of education – Elementary Level, Secondary Level, and Higher Education Level. The required qualification needed for teachers, over and above the TET (Teacher's Eligibility Test) certification are – at the elementary level would be a class-xii passed individual with D.El.Ed (Diploma in Elementary Education) or

B.El.Ed (Bachelor of Elementary Education), at the lower secondary school level (cl-ix and cl-x) the qualification for a teacher would require graduates with a B.Ed (Bachelor of Education) degree. At the higher secondary level (cl-xi and cl-xii), the teachers must possess a Master degree with B.Ed (Bachelor of Education) and the teachers are referred to as lecturers. At the higher education level, the teachers are referred to as assistant professors, associate professors and professors; the minimum requirement to teach at the higher education level would be: **1)** For the academic line, a Master degree and National Eligibility Test (NET) for Asst. Professors for the said discipline is required. **2)** For the professional line, a Master degree in academics and Master degree of their specific professional line along with the National Eligibility Test (NET) meant for the specific discipline are the requirements.

While the basic qualification (for different levels of education) gives the teachers the license to teach at certain levels of education, it does not guarantee that all the teachers' competency would be at the same level. This shows that there are certain variables that could have an effect on the teaching competencies of the teachers. For the present study, the researchers looked into different variables like the type of school management (government VS private) and educational background (undergraduates VS Postgraduates) as having a potential that could determine the level of the teaching competencies of secondary school teachers in Siaha town.

LITERATURE REVIEW

Chinliansiam and Fanai (April, 2022) in their investigation titled "Teaching Competency in Relation to Educational Background and Locality of Student-Teachers of Diet, Lunglei; Mizoram" took educational background of the pre-service student-teachers and locale as variables that could influence the level of teaching competency. The investigators noted no significant differences in the level of teaching competency among student-teachers in relation to educational background and locale.

Ahmad and Khan (2016) conducted an investigation on "A Study of Teaching Competency of Secondary School Teachers in relation to their Educational Qualification, Stream and Type of School" in which the sample consisted of a total of 447 secondary school teachers of eastern U.P selected via simple random sampling. The results noted a significant difference in the level of teaching competency among secondary school teachers in relation to the type of school management. The secondary school teachers working in a government school set-up have a higher level of teaching competency. However, no significant difference was noted in relation to secondary school teachers and their educational qualification (under-graduates VS post-graduates) – though the mean scores of post-graduate teachers are higher, the difference is not wide enough to be statistically significant.

Niwas (2018) studied teaching competency in his investigation titled "A Study of Teaching Competency in Relation with Attitude towards Creative Teaching of B.Ed. Trainee-teachers" in which the sample consisted of trainee-teachers from Dehradun district selected by using of simple random method for lottery sampling. The total no of sample amounted to 264 trainee-teachers from 18 teacher training institutions those affiliated to H.N.B. Garhwal University. The researcher looked into variables like base of Pedagogy, Gender, Caste, Locality and Qualifications. The study noted no significant differences on gender, caste, locality and qualification. However, a significant difference was noted between trainee-teachers basis their pedagogy – Humanities and Science at the .01 level. The difference is in favor of trainee-teachers from Humanities pedagogy.

Pratibha (Jan, 2017) in her research article titled "Teaching Competency of Primary School Teachers in relation to Their Sex and Educational Qualification" noted no significant difference in the level of teaching competency among primary school teachers in relation to their gender and educational qualification. The sample

constituted of 300 primary school teachers from Uttar Pradesh selected via simple random sampling technique.

Das and N (2017) conducted “A Study on Teaching Competency of Secondary School Teachers” and their sample constituted of 300 secondary school teachers selected via simple random sampling from eight various secondary schools located at Palakkad district, Kerala. The investigators noted no significant difference in teaching competencies of the teachers in relation to their gender, marital status, educational qualification, type of management and teaching experience.

OBJECTIVES OF THE STUDY

The objectives of the present study as formulated by the investigators are given below:

1. To study the teaching competency of Secondary School Teachers of Siahia Town in relation to the type of school management (Government VS Private) they work in.
2. To examine the teaching competency of Secondary School Teachers of Siahia Town in relation to their educational qualification (Graduates VS Post-Graduates).

NULL HYPOTHESES

For the purpose of analysis, the investigators have divided the type of school management into Government and Private Managed institutions; and the educational qualification of the teachers were bifurcated into 2 – undergraduates and post graduates. The researchers have formulated the following null hypotheses to be tested:

1. There is no significant difference in the level of teaching competency of secondary school teachers working in government schools and secondary school teachers working in private schools within Siahia Town.
2. There is no significant difference in the level of teaching competency of Undergraduate and Postgraduate secondary school teachers within Siahia Town.

RESEARCH METHODOLOGY, PROCEDURE AND DESIGN

The investigator used a quantitative method of study and performed a descriptive analysis for the interpretation. Mean and Standard Deviation were calculated and ‘t’ test was applied to find out the significant differences, if any.

POPULATION AND SAMPLE

In the present study, population and sample comprises of all the Secondary School teachers teaching in government and private Secondary Schools within Siahia town; therefore, cluster sampling was used. The sample consisted of 116 teachers, which is the whole population of Secondary School teachers within Siahia town.

TOOL:

General Teaching Competency Scale (GTCS-PBLM) designed by B.K Passi & M.S Lalitha was used as the tool for data collection. There are 21 items related to 21 teaching skills which encompasses the entire teaching learning process in the classroom.

FINDINGS AND INTERPRETATION

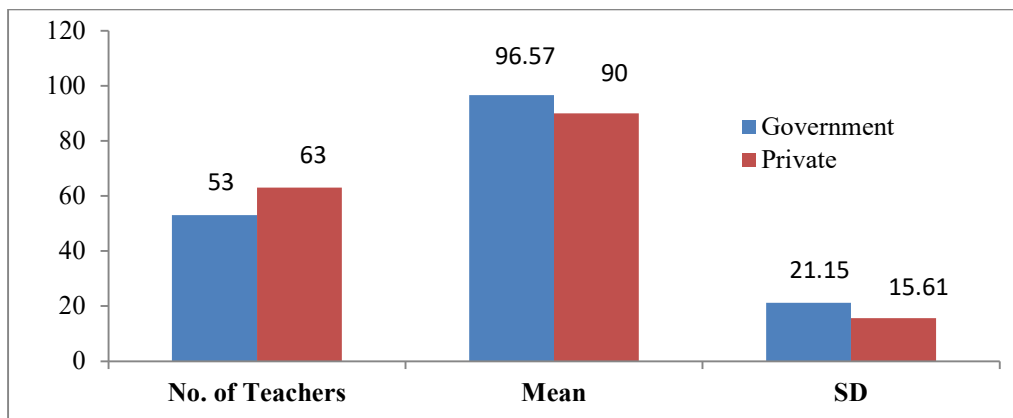
The present study attempts to find out the level of teaching competency of Secondary School Teachers of Siaha Town in relation to the type of School Management (Government VS Private) and the Educational Qualification of the Secondary School Teachers in Siaha Town. The findings of the present study may be examined as follows:

i) Findings and interpretation on the level of teaching competency between Secondary School Teachers from Government Schools and Secondary School Teachers from Private Schools in Siaha Town.

Table-1: *t*-test of significant difference on teaching competency of Secondary School Teachers of Siaha Town with respect to type of school management.

Type of School	Sample	Mean	SD	df	Calculated t-value	Level of Significance
Government	53	96.57	21.15	114	1.87	Not Significant
Private	63	90	15.61			

Fig 1: Graphical representation of the total number of Secondary School Teachers in Siaha Town, mean scores and standard deviation obtained with reference to the teaching competency of the aforementioned teachers in relation to type of school management – Government VS Private.



As seen on **Table-1**, the calculated ‘t’-value is 1.87; however, the required ‘t’ value to be significant at .05 and .01 are 1.98 and 2.62 respectively as seen on the ‘t’ table. Since the calculated ‘t’ value is still smaller than the table value of ‘t’ even at the .05 level, it may be understood that there is no significant difference in the level of teaching competency among secondary school teachers within Siaha town in relation to the type of management of the schools. Though the level of teaching competency of both groups of teachers are not exactly at the same level, the difference is not wide enough to be significant.

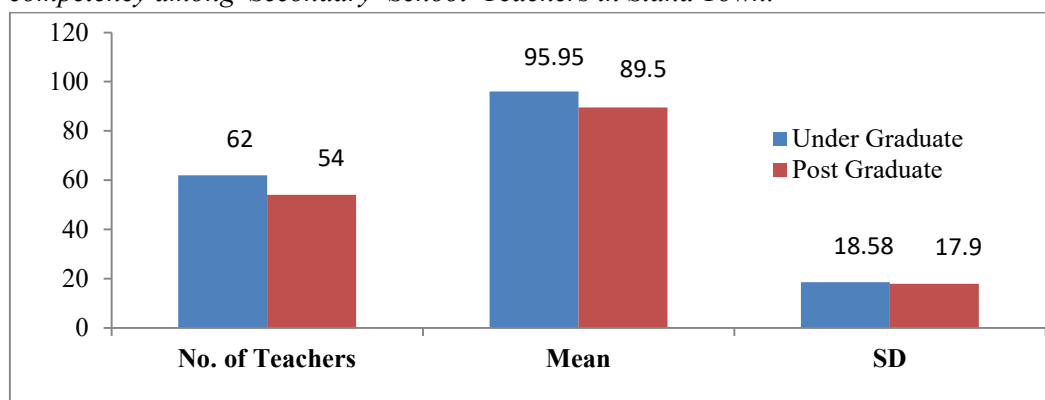
ii) Findings and interpretation on the level of teaching competency between Secondary School Teachers who are Post-graduates and Secondary School Teachers who are under-graduates in Siaha Town.

Table 2: *Significant difference in the level of Teaching Competency among Secondary School Teachers who*

are Undergraduates and Secondary School Teachers who are Postgraduates in Siaha Town.

Qualification	N	Mean	SD	df	Calculated 't' value	Level of Significance
Under Graduate	62	95.95	18.58	114	1.90	Not Significant
Post Graduate	54	89.5	17.9			

Fig 2: Graphical representation of the total number of teachers who are undergraduates and those who are postgraduates, the Mean value and the Standard Deviation obtained with regards to the level of teaching competency among Secondary School Teachers in Siaha Town.



Perusal of the data vide **Table-2** shows that the calculated 't' value is 1.90. The 't' value required to be significant at either .05 and .01 are 1.98 and 2.62 respectively. Since the calculated 't' value is smaller than the critical 't' value seen on the 't' table at the .05, it may be concluded that there is no significant difference in the level of teaching competency among secondary school teachers within Siaha town. The mean value of secondary school teachers who are under-graduates is higher than their counterpart; but the difference is not big enough to be statistically significant.

DISCUSSION.

The findings of the present study suggest that there is no significant difference among secondary school teachers of Siaha town in relation to the type of school management. This finding is consistent with the findings made by Das and M (2017) where they also noted no significant difference in the level of teaching competencies on the basis of the type of school management that the teachers work in (Government, Government Aided and Private). However, Ahmad and Khan (2016) contradicted this finding as they noted a statistically significant difference in the teaching competency of teachers from government schools and teachers from private schools in their study that was conducted in Kerala. Though the findings contradicted, it is noteworthy that even in the present study, teachers from government schools have a higher level of teaching competencies as noted by Ahmad and Khan (2016) in their study, it is only that the difference noted in the present study is not wide enough to be statistically significant.

With regards to the teaching competencies of teachers in relation to their educational qualification, the present study did not find a significant difference between under-graduate teachers and post-graduate teachers in Siaha

town. This finding is consistent with the findings made by Chinliansiam and Fanai (April, 2022), Ahmad and Khan (2016), Niwas (2018), Pratibha (Jan, 2017) and Das and N (2017) where all of them noted no significant difference in the teaching aptitude of the teachers on the basis of their educational qualification. Therefore, from the findings of the present study and the previous studies conducted by other investigators, the trend seems to imply that educational qualification of the teachers is not a variable that could have an effect on the teaching competencies of teachers.

One hypothetical reason as to why educational qualification has not created any significant difference could be that, irrespective of their educational qualification, all teachers have to undergo the same rigorous training to become a teacher which makes the work of the teachers a professional job. It is during this course of training that the trainee teachers are molded in their thinking and behaviour towards teaching and the skills required to be a teacher are acquired during the teacher training course.

CONCLUSION

As per the findings made by the investigators, it may be concluded that there is no significant difference in the level of teaching competency of Secondary School Teachers within Siaha Town in relation to Educational Qualification (Post graduates and Under graduates) and the type of School Management (Government managed Schools and Privately Managed Schools).

RECOMMENDATIONS FOR FURTHER STUDIES.

1. To study the relationship between teaching competency and teachers' training courses.
2. To study teaching competency in relation to teachers from different districts and locale.
3. To study the teaching competency of teachers from a tribal community and teachers from a non-tribal community.

REFERENCES:

- Chinliansiam, H., & Fanai, L. (April, 2022). Teaching Competency in Relation to Educational Background and Locality of Student-Teachers of Diet, Lunglei; Mizoram. *IJCRT*, 10(4), a675-a681. <https://ijcrt.org/papers/IJCRT2204082.pdf>
- Ahmad, J., & Khan, M. A. (2016). A Study Of Teaching Competency of Secondary School Teachers in relation to Their Educational Qualification, Stream and Type of School. *International Journal of Applied Research*, 2(2), 68-72. <https://www.allresearchjournal.com/archives/2016/vol2issue2/PartB/2-1-36.pdf>
- Niwas, R. (2018). A Study of Teaching Competency in Relation with Attitude towards Creative Teaching of B.Ed. Trainee-teachers. *Journal of Education and Practice*, 9(4), 66-72. <https://core.ac.uk/download/pdf/234641372.pdf>
- Pratibha, P. (Jan, 2017). Teaching Competency of Primary School Teachers in relation to Their Sex and Educational Qualification. *Abhinav-National Monthly Refereed Journal of Research in Arts & Education*, 6, 13-20. <https://api.semanticscholar.org/CorpusID:56402043>
- Das, S., & M, N. (2017). A Study on Teaching Competency of Secondary School Teachers. *International Journal of Research -Granthaalayah*, 5(6), 508–513. <https://doi.org/10.29121/granthaalayah.v5.i6.2017.2063>
- Indeed Editorial Team (Mar, 2024). Teacher Qualifications And Skills (With Different Types). Indeed.com. <https://in.indeed.com/career-advice/finding-a-job/teacher-qualifications>