A study on the General Teaching Competency of Pre-service Student-teachers of DIET, Lunglei; Mizoram

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ABSTRACT

The study was conducted to find out the level of the general teaching competency of pre-service student-teachers of DIET Lunglei, Mizoram. The present study is based on the 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 Gender. The study found that out of the 150 samples, 73% of the student-teachers have an Average Level of Teaching Competency. The result showed that there were no significant differences in the level of teaching competency based on Gender.

Key words: *Teaching Competency, Pre-service, Student-teachers, DIET, Lunglei.*

INTRODUCTION:

Teaching constitutes one of the major tasks of a teacher. Competency over this task is the core of a successful education system. The development of teaching competency among teachers demands a clear understanding of the term as well as the method for its assessment. The term 'competency' has also been a debatable term. It refers to the criteria that determine teacher effectiveness. Although the reviews of research on teacher effectiveness (Ebel, 1969) point out the futility of efforts in identifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism (R. Tosenshine, 1971). It can now be stated with fairly high confidence that pupil; outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness (Flanders and Simon, 1969).

The concept of competency introduced by (Carr, 2000) establishes that it is practical implementation of individual abilities characterized by practical skills and attitudes required to ensure successful professional performance. (Jovaisa, 1993) offers perhaps, the most comprehensive characteristic of an individual related with higher quality performance in specific job or situation; individual characteristic highlighting the versatility of competencies, ensuring sustainability of personality and making predictions for forecasting behaviour of a person in various situations of 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 lack of consensus of the term "teaching competency" highlights the difficulty of its measurement. If measurement of teaching competency has to be valid, objective and reliable one has to delimit to such variables that can be subjected to scientific study.

The term 'Teaching Competency' includes knowledge, attitude, skill and other teacher characteristics. Teacher competency also means the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting. Teaching process is determined by knowledge, a set of abilities, attitudes and skills (presage variables) which in turn determine pupil outcomes.

RATIONALE OF THE STUDY:

In an education system, the competency of teachers is one of the factors in determining school effectiveness and learning outcomes. Naik (1998) explains that teaching is a noble but demanding occupation. For teachers to maintain a high level of professional performance under these conditions, they must assume personal responsibility for their performance, growth, and development. Teachers are the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude. Teachers must be a part of the solution, not part of the problem.

Various studies have been carried out in this area like "Professional competency and its impact on professional pleasure" (Bella Joseph, 1999), "School Effectiveness and School Improvement" (Sorlie, 2011), "Competencies in teacher education: Pre-service teachers" (Necla Koksal, 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), "A study of the Teacher Effectiveness under NGOPA BRCC, Champhai District, Mizoram" (Lushai Lalremruati & Dr. Fanai Lallianzuali, 2019).

The literature mentioned above showed that there could be no consensus on the level of teaching competency based on gender. Further, no study has been conducted on the level of teaching competency of Pre-service student-teachers as far as DIET Lunglei is concerned. The study will reveal the level of competency of the pre-service trainees of DIET, Lunglei. The findings will help identify the gap in teaching skills where improvement needs to be met for teacher-educators. The study will help in identifying the general standard of the student-teachers. It will be helpful to policymakers, teachers, teacher educators, principals, and educationists in grooming up their teaching skills.

OBJECTIVES:

1. To find out the general teaching competency of pre-service student-teacher of DIET,　　Lunglei.
2. To compare the general teaching competency of pre-service student-teachers based on Gender.

HYPOTHESIS: There is no significant difference in the general teaching competency between male and female pre-service student-teachers.

SAMPLE OF THE STUDY: The area of the study was delimited to 150 pre-service student-teachers of DIET Lunglei in the Academic Session 2019-2021.

Table 1: Distribution of Sample (N=150)

NUMBER OF STUDENTS	VARIABLES		PERCENTAGE
150	MALE	72	48%
	FEMALE	78	52%

TOOLS USED:

GTCS-PBLM manual designed by B.K Passi & M.S Lalitha was used. 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.

STATISTICAL TOOLS:

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

PROCEDURE:

GTCS-PBLM tool was administered to the samples. The observers give the scores to each item i.e. Planning, Presentation, Closing, Evaluation and Managerial.

ANALYSIS AND INTERPRETATION:

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

Objective No.1: *To find out the general teaching competency of pre-service student-teacher of DIET, Lunglei.*

In order to find the level of teaching competency, the mean, standard deviation and z-score of the samples were calculated and then compared with a standardised z-score Norms.
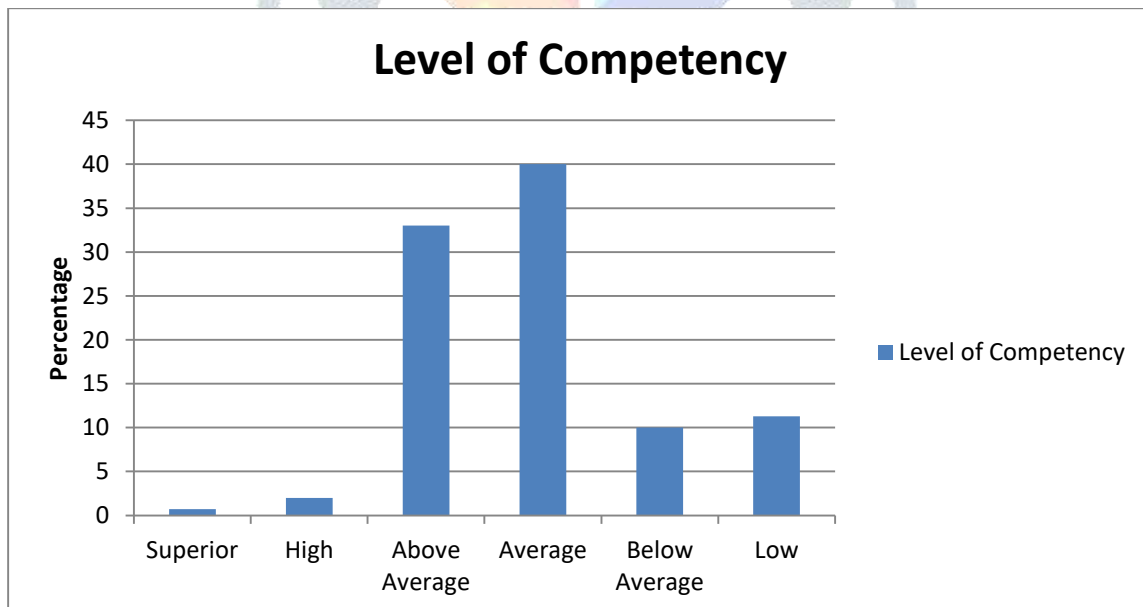
Table 1: Standardized Norms for Interpretation of Teaching competency Level

Sl. No	Range of Z- Score	Grade	Teaching Competency & Skill Level
1	+2.01 and above	A	Superior
2	+1.26 to +2.00	B	High
3	+0.51 to +1.25	C	Above Average
4	-0.50 to +0.50	D	Average/Moderate
5	-0.51 to -1.25	E	Below average
6	-1.26 to -2.00	F	Low
7	-2.01 and above	G	Inferior

Table 3: Level of teaching competency of the samples

Sl. No	Sample (N)	z-score range	Number of Students	Percentage	Grade
1		+2.01 and above	1	0.7	Superior
2		+1.26 to +2.00	3	2	High
3		+0.51 to +1.25	49	33	Above average
4	150	-0.50 to +0.50	60	40	Average
5		-0.51 to -1.25	15	10	Below Average
6		-1.26 to -2.00	17	11.3	Low
7		-2.01 and above	5	3	Inferior

Figure 1: Percentage of teaching competency among the samples.

Looking at the data vide table 3, maximum number of samples fall within a standardized z-score range of -0.50 to +0.50 which is Grade D in the standardised z-score norms indicating "average" level of competency. Figure 1 showed that 0.7% of the sample is superior, 2% are high, 33% are above average, 40% are average, 10% are below average and 11.3% are low. It is evident that 75.7% of the student-teachers have competency level equal to or higher than average grade and 24.3% of the student-teacher's teaching competency level is below the average grade.

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

Table 4: Difference in the level of teaching competency based on Gender

Gender	Sample	Mean	SD	df	t-statistic	t-critical	Significant α=0.05
Male	72	22.12	3.71	148	0.04	1.98	Not Significant
Female	78	21.04	2.61				

It is clear from the table that the Mean score of Male student-teachers is 11.72 and Female student-teachers is 110.36, whereas their Standard Deviation are 8.1 and 5.95 respectively. When a t-test was applied to find out the significance of difference between these two Means, the value of "t" was found as 1.16 which is less than the t-critical value at 0.05 level of significance and 148 degree of freedom. The calculated t-value is less than the t-critical value. Hence, the Null Hypothesis is retained. Therefore, the level of teaching competency does not vary based on Gender.

DISCUSSION:

The results are in line with the Null Hypothesis stated. The z-scores results showed that the teaching competency levels of 75% of the student-teachers are "Above Average", 25 % of the student-teachers are "Below Average" and 3% of the student-teachers fall into the Inferior grade. 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 Gender.

CONCLUSION:

The purpose of the study was to know the general teaching competency level of the student-teachers. The study reflects the teaching competency level of DIET, Lunglei. Analysis of the statistical data concluded that the General Teaching Competency of Pre-service Student-Teachers of DIET, Lunglei is an Average. The results showed that there was no significant difference in teaching competency with respect to gender. As per 2021 data obtained from BRC, Samagra Siksha Abhiyan, Lunglei, there are 205 Primary Schools, 155 Middle Schools, 58 High Schools, and 3 Higher Secondary Schools in Lunglei District. DIET Lunglei play roles in providing quality training for in-service and pre-service teachers for quality education in the district. The findings will help in the introspection of teacher-educators. 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.

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