



TEACHING COMPETENCY OF TEACHER EDUCATORS IN JHARKHAND

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Abstract

The quality of education is directly associated to the quality of teaching in classroom. Teacher educators are directly responsible for the better educational system. So, they must require strong and proficient educational competencies. The most significant aspect of putting all educational innovations into effect at the basic level is the teacher educator's competence. This paper intends to identify the level of teaching competency of teacher educators at secondary level and compare the level of teaching competency of teacher educators in relation to gender, experience and qualification in Jharkhand. The method used was descriptive survey. The sample for the study was 120 teacher educators selected randomly from 40 teacher education institutes. The data was collected by using observation schedule. The analysis was done by using SPSS and various non-parametric tests. The study found that there is no significant difference in teaching competency of teacher educators with reference to gender, age, experience and stream. But there is a significant difference in the teaching effectiveness of educators with regard to qualifications. This study suggested for conducting more and more capacity building, workshop, seminar, training, self-study, online courses etc. for improving teaching competency of educators.

Keywords: Teaching Competency, Content Knowledge, Observation Schedule, Teacher Educator.

Conceptualisation of the Problem

Education is considered as one of the most important social institutions. It is an important tool and strength for bringing about the preferred and desired future, and it is expected that this strength would be able produce better generations, attaining the desired dreams. It assists students in making career decisions or pursuing higher education by graduating from university/higher education institutions. Education in a particular field helps people to think, feel, and behave in ways that contribute to their success and increase not only their personal pleasure but also their community. Academics is not only one aspect of learning. Great educators understand how to stimulate children and arouse their interest in the world around them. It is about teaching students the skills they will need

to be successful both inside and outside of the classroom in an ever-changing world. Educators strive to improve the quality of education and infuse the curriculum with life and vitality. They are considered as foundation of teaching learning process, so the quality of education greatly depends on their competency. The entire spectrum of the profession lies in the hands of educators, which includes different roles and responsibilities towards the overall development of the students and their primary objectives revolve around providing a friendly environment in which pupils feel encouraged to learn. Teacher educators has great role to play in the making of quality teachers.

Effective teacher educators should be well-versed in the subject matter that are pertinent to teaching. They should be able to efficiently and clearly convey this knowledge to their students, building a solid basis for both intellectual and moral understanding. They are resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, research and writing, catalyst for change and learner. Medley and Shannon (1994) defined the term teaching competency as the competence to teach is defined in terms of possession of two kinds of knowledge, knowledge of subject matter and professional knowledge. They describe teacher educator's competence as the abilities, beliefs and knowledge a teacher acquires and adapts to the teaching situation. Vankataiah (2000) states that competency in teaching, requires performance skills as well as knowledge and higher level of conceptualization. Singh (2002) revealed that teaching competence would mean effective performance of all observable teacher behaviours that bring about desired pupil outputs. Selvi (2017) stressed that to develop 21st century skills in students the faculty members are expected to possess competencies such as personal efficiency, communication, fostering conducive environment for learning, organisation of the curriculum, continuous learning and effective learning experience. It can be said that teacher educator must possess adequate knowledge, understanding and skills in the different philosophical, psychological, sociological, pedagogical, technological areas. They must able to integrate these areas of knowledge and apply in the classroom situation. Teacher educator must be able to empower trainees to plan, execute and assess learning and teaching.

Rationale of the Study

Teaching competency is a broad notion with a variety of components, including subject matter expertise, increased student interest, presenting, planning, and evaluation skills, as well as classroom management abilities. It is thought that a teacher educators can be a competent if they possess all of these abilities to a decent degree. In a nutshell, a teacher educator's competency mostly entails methods, a grasp of student psychology, and the learning process. A researcher makes use of the information that has amassed over time as a result of continuous human endeavour. It can never be done independently of the research that has already been put forth by a researcher. One of the crucial elements in the preparation of any research is a thorough examination of the research journals, books, dissertations, theses, and other sources of information on the issue to be examined. Some of the relevant research studies are discussed in following paragraphs.

Yan (2023) demonstrated that how an excellent university teacher functions as a learning facilitator and pedagogical specialist who is passionate about the teaching profession has in-depth knowledge of the academic

field and uses a variety of teaching methods that supports students learning. Mandal (2021) stated that majority of teacher educators are competent towards ICT and there is no significant difference between male and female teacher educators towards ICT. Vidushy and Kishor (2020) pointed that there is a substantial correlation between teaching competency and teaching experience among secondary school teachers but there is no significant effect on teaching competence. Hirsto and Negi (2020) found that a competent university teacher had a broad knowledge foundation, a variety of professional positions and was constantly working to improve their professional competency. Honagudi and Shinde (2019) inferred that there is no significant difference towards teaching competency among teacher educators with respect to gender, qualification and teaching experience. Amhag et al. (2019) reflected that teacher educators do not use digital tools primarily for pedagogical purposes. Rajeswari and Sree (2017) reported that there is no significant difference in the teaching competency of teacher educators with regard to gender. Chauhan and Gupta (2014) revealed that teaching competency of urban teachers are better than rural teachers and competency of experienced educators is higher than less experienced.

The review of literature suggest that few studies have been conducted on teaching competency of educators in India and researcher did not find any study on teaching competency of teacher educators in Jharkhand, hence conducting this research in Jharkhand is relevant.

Objectives

- To study and compare the teaching competency of teacher educators in relation to gender, qualification, experience, age and stream.

Hypotheses

1. There will be no significant difference in the teaching competency of male and female teacher educators.
2. There will be no significant difference in the teaching competency of teacher educators in relation to qualification.
3. There will be no significant difference in the teaching competency of teacher educators in relation to experience.
4. There will be no significant difference in the teaching competency of teacher educators in relation to age.
5. There will be no significant difference in the teaching competency of teacher educators in relation to stream.

Methodology

The researcher adopted survey method to execute this research. The population of the study was all the secondary teacher educators working in the affiliated and constituent colleges and state Universities of Jharkhand, India. The sample selected for the study were 120 teacher educators selected randomly from 40 teacher education institutes, 3 from each college. The tool used to collect data was self-developed observation schedule to measure the teaching competency of educators. The tool was divided into five sections consisting of content knowledge,

instructional strategies, classroom strategies, student's engagement, integration of ICT in teaching, assessment and feedback of students. The content validity of the tool was ensured by taking experts feedback and comments. The collected data were entered and processed through SPSS and interpretations were made.

Data Analysis and Interpretation

The data was analysed as per the objectives and hypotheses of the study. The researcher used non-parametric statistics such as Mean rank and Mann Whitney test for data analysis and interpretation which are presented in the following paragraphs.

Table-1. Teaching competency of male and female teacher educators

Variable	N	Mean Rank	Mann Whitney	Z	Sig.	Remarks
Male	73	59.73	1659.50	.301	.763	NS*
Female	47	61.69				

*not significant

The table-1 reflected that the mean rank of teaching competency of male teachers is 59.73 and female is 61.69. The Z value of Mann Whitney is .301 and estimated significance is .763. Therefore, the null hypothesis there is no significant difference in teaching competency of male and female teacher educators not rejected at 0.05 levels. It can be concluded that both male and female teacher educators have same level of teaching competency.

Table-2. Teaching competency as per qualification

Category	N	Mean Rank	Kruskal Wallis	df	Sig	Remarks
PG/M.Ed with Net	34	70.65	6.175	2	.046	Significance
PG/M.Ed	46	52.38				
Ph.D	40	62.36				

It is clear from the table- 2 that mean rank of teaching competency of educators with qualification PG with NET is 70.65, Ph.D is 62.36 and only PG holders carries 52.38. The value inferred from Kruskal Wallis test is 6.175 and significance value 0.46. Hence, the null hypothesis there is no significant difference among educators in teaching competency as per qualification hypothesis is rejected at 0.05 level. It can be generalized that teacher educators with higher qualification have better teaching competency.

Table- 3. Teaching competency as per experience

Category	N	Mean Rank	Kruskal Wallis	df	Sig	Remarks
Up to 10 Years	94	62.64	2.290	2	.318	NS*
11-20 Years	19	56.11				
Above 21 Years	7	43.71				

*not significant

It is depicted from table- 3 that the calculated mean rank of teaching competency is 62.64 which is highest among teacher educators carries teaching experience up to 10 years and mean rank of teaching competency is 56.11 among educators having 11-20 years of teaching experience. The mean rank of teaching competency among teacher educators having teaching experience above 21 years is 43.71. The estimated Kruskal Wallis value is 2.290 with significance value .318. Therefore, the null hypothesis “there is no significant difference in teaching competency of teacher educators as per experience” not rejected at 0.05 levels.

Table-4. Teaching competency as per age

Category	N	Mean Rank	Kruskal Wallis	df	Sig.	Remarks
Upto 40 years	87	58.13	1.995	2	.369	NS*
41-50 Years	30	68.13				
Above 51 years	3	52.83				

*not significant

The table-4 indicated that mean rank of teaching competency of teacher educators between 41-50 years of age is 68.13 and upto 40 avails 58.13. Again, above 51 years age group reflected that mean rank of teaching competency of educators is 52.83. The calculated Kruskal Wallis value is 1.995 and estimated significance value is .369. Thus, the results shows that the “there is no significant difference in teaching competency of educators as per age” and null hypothesis is not rejected at 0.05 level.

Table-5. Teaching competency as per stream

Category	N	Mean Rank	Kruskal Wallis	df	Sig	Remarks
Arts	76	58.59	1.444	2	.486	NS*
Science	31	60.74				
Commerce	13	71.12				

*not significant

The table-5 reveals that calculated mean rank of teaching competency of teacher educators of commerce stream is 71.12, science 60.74 and arts is 58.59. The estimated Kruskal Wallis value is 1.444 and significance is .486. Therefore, the null hypothesis “there is no significant difference in teaching competency of teacher educators as per stream” not rejected at 0.05 level. It can be concluded that teacher educators with different streams have similar level of teaching competency.

Major Findings

- There is no significant difference in teaching competency of male and female teacher educators at 0.05 levels. It can be concluded that both male and female teacher educators have same level of teaching competency.

- There is a significant difference in teaching competency of teacher educators in teaching with reference to qualification at 0.05 levels. It can be generalized that teacher educators with higher qualification have better teaching competency.
- There is no significant difference in teaching competency of teacher educators as per experience not rejected at 0.05 levels. Teacher educators with different range of experience have similar teaching competency.
- There is no significant difference in teaching competency of educators as per age at 0.05 levels. The age has no statistical impact on the teaching competency of teacher educators.
- There is no significant difference in teaching competency of teacher educators as per stream at 0.05 level. It can be concluded that teacher educators with different streams have similar level of teaching competency.

Discussion of Result

The findings reported that there is no significant difference in teaching competency of male and female teacher educators. This result is supported by Mandal (2021) but in case of using ICT. Further, this result is contrary to the findings of Rajeswari and Sree (2017) as they are of the view that male teachers are more competent than female. Again, it is inferred that there is no significant difference in teaching competency as per experience and this study is supported by Vidushy and Kishor (2020). Chauhan and Gupta (2014) had different views on teaching competency of teacher educators in relation to experience. There is no significant difference in teaching competency of teacher educators as per age and gender which is supported by Honagudi and Shinde (2019). The result may be due to the fact that teacher educators with higher qualification can teach better than teacher educator with lower qualification.

Conclusion

Teaching competency includes a variety of skills, including a comprehensive knowledge foundation, adaptable personality traits, the ability to fill a variety of professional responsibilities, and a willingness to advance professional competence. Educators are the pillars of any institution and students are the roof. So, it is very important for the educators to be strong enough in all the areas to provide a better support to the roof for becoming the better version of him/herself. In an especially dynamic setting where hundreds of important decisions must be made every day in order to enhance student learning, teachers must be knowledgeable in a wide range of competencies (Jackson, 1990). This study has implications for teacher educators, Principals, education policy makers and trainers. Further workshop, seminar and training programmes should be organised for better improvement in teaching competency of educators.

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