

A comparative study of teaching competency of Elementary School teachers in Gaya District of Bihar

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Abstract: One of the main provisions of Right to Education act is to provide quality education to all the children up to 14 years of age. For quality education trained teachers are must. Government of India is bound to provide trained teachers to all schools. One of the main features of RTE is to provide training facility to untrained teachers. In Bihar due to large number of untrained teacher this responsibility was given first to IGNOU and then to SCERT Bihar. With the help of UNICEF in first phase around 30,000 teachers were trained and afterwards Central government with the World Bank collaboration started the much ambitious 'Teacher Education Program'. This is first of its kind in Bihar as a pilot project in which 53000 more teachers are going to be trained. Though the number of untrained teachers is very large, and the target is low but the concerned program is indeed a pilot project based on performance of the student teachers.

For training of untrained in service teachers in Bihar, Directorate of Distance Education, SCERT Bihar is playing a significant role of training teachers at DIETs, PTECs and BRCs. Since the target group is in service elementary teachers so it is kept in Open and Distance Learning mode. Its first batch was started in December 2013 and completed its two years training program in December 2015. Since this program is in Program for Result (P for R) mode i.e. performance based program and the training is given to in service untrained teachers, the final impact is directly going to the students of elementary schools. So there raises the question that is there any difference found in teaching competency of elementary school teachers, trained by the Teacher Education Institutes in regular mode and the much ambitious Teacher Education project started in ODL mode as Diploma in Elementary Education? This can be done by measuring the teaching competency of the two groups.

Therefore the study has been selected by the investigator to measure the teaching competency of in service trained elementary teachers of Gaya District of Bihar who has been trained by the Teacher Education Program in ODL mode run by SCERT and the trained elementary teachers who has been trained by DIET, Gaya in Regular mode. The study was conducted on a sample of 100 elementary school trained teachers i.e. 50 teachers trained by SCERT in ODL mode and 50 teachers trained by DIET, Gaya in regular mode. The purposive sampling method was used. The Data for the present study was collected with the

help of General Teaching Competency Scale by B. K. Passi and M. S. Lallitha. Proper Statistical Method was used to obtain the results. The study revealed that teachers trained by SCERT in ODL mode showed better teaching competency as compared to teachers who has been trained by DIET, Gaya District in Regular mode.

Keywords: *Teaching competency, ODL mode, Regular mode, Quality Education, RTE*

Introduction

Indian government is bound to provide quality education to all the children till 14 years of age. With implementation of Right to Education Act Indian government is committed for quality education and for this bound to strengthening professional excellence and training of the untrained teachers. Research confirms teacher quality as one of the most important school factors influencing school achievement contributing to the improvement of outcomes for students. A quality education is supported by three key pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments. According to Ryan (1960) an effective teacher may be understood as one who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgements and adequate personal adjustment of the students. The use of content knowledge and teaching skills determine competency of a teacher. There are two divergent approaches to define competencies. In first approach it has been defined as: a set of conscious, Trainable skills and abilities which makes a teacher effective. In the other ‘competencies’ are addressed in the context of transformation and uniqueness of each and every educational situation in which a teacher demonstrate: knowledge, ethical values and educational techniques or Pedagogical skills. It has been proved that teaching competency is not bound to any particular gender. Kaur (2002) studied teacher effectiveness in relation to teaching competency and divergent disciplinary orientations revealed that no significant gender difference exists in teaching competency of teachers. Though content knowledge is very important but without teaching skills teaching – learning process does not become effective. And for this teacher training is a must. Mishra (2007) revealed that 95% of the sampled pupil-teachers considered teacher training as an essential input for becoming a successful teacher. According to Shulman (1986) many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience,

and certification status. It has been proved that there is a positive relationship between well qualified teachers and student achievement. According to Shulman (1986) the most direct and efficient way to improve instructional quality is to improve the content pedagogical expertise of teachers through increased levels of training.” In Bihar due to large number of untrained teacher this responsibility was given first to IGNOU and then to SCERT Bihar. With the help of UNICEF in first phase around 30,000 teachers were trained and afterwards Central government with the World Bank collaboration started the much ambitious ‘Teacher Education Program’. This is first of its kind in Bihar as a pilot project in which 53000 more teachers are going to be trained. For training of untrained in service teachers in Bihar, Directorate of Distance Education, SCERT Bihar is playing a significant role. Since the target group is in service elementary teachers so it is kept in Open and Distance Learning mode. Its first batch was started in December 2013 and completed its two years training program in December 2015. Since this program is in Program for Result (P for R) mode i.e. performance based program and the training is given to in service untrained teachers, the final impact is directly going to the students of elementary schools. So there raises the question that is there any difference found in teaching competency of elementary school teachers, trained by the Teacher Education Institutes in regular mode and the much ambitious Teacher Education project started in ODL mode as Diploma in Elementary Education? This can be done by measuring the teaching competency of the two groups.

Objective of the study

The following objective has been formulated for the study for investigation:

- To study teaching competency of In-service trained elementary teachers of Gaya District of Bihar who has been trained by the Teacher Education Program in ODL mode run by SCERT and the trained elementary teachers who has been trained by DIET, Gaya in Regular mode.

Hypothesis

The following hypothesis has been formulated for the investigation:

“There is no significant difference in teaching competencies of the In-service trained elementary teachers of Gaya District of Bihar who has been trained by the Teacher Education

Program in ODL mode run by SCERT and the trained elementary teachers who has been trained by DIET, Gaya in Regular mode”.

Operational Definitions of variables

Teaching competency: For the present study teaching competency means the right way of conveying units of knowledge, application and skills to the students. It has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and class room management skills.

Elementary school teachers: The Elementary school teachers are the teachers who teach class I to VIII.

ODL mode: ODL stands for open distance learning mode.

Regular mode: In regular mode of study students are taught face to face.

Quality Education: Quality education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.

Methodology

The methodology of the following study is as follows:

Design of the study

Descriptive survey method of investigation was used in the present study. To find out the difference in teaching competency of the two groups of the teachers that is teachers trained by ODL method and teachers trained in face to face or regular mode t-test was used.

Sample

The sample for the present investigation consists of 100 in-service trained Elementary school teachers of Gaya district. The **Purposive sampling** procedure was used. Out of 100, 50 teachers were trained through ODL mode by SCERT and the other 50 teachers were trained through Regular mode at DIET.

S. No.	Teachers	No.
1.	Trained through ODL mode by SCERT	50
2.	Trained through Regular mode at DIET	50
	Total Teachers	100

Tool used

The data for the present study was collected with the help of General Teaching Competency Scale by B.K. Passi and M.S. Lallitha, 1994.

Description of the tool

The tool consists of twenty one items related to twenty one teaching skills which cover the entire teaching- learning process in class-room. These items are related to five major aspects of class-room teaching. These aspects are planning, presentation, closing, evaluation and class room management. These items are related to teacher classroom behaviour in relation to pupil behaviour. The items are on seven point rating scale measuring the teaching skills of the teachers in classroom in almost all aspects. Here '1' stands for 'not at all' to '7' for 'very much'.

Procedure

The investigator first collected the list of the in-service Elementary school teachers of Gaya district who has been trained by the Teacher Education Program in ODL mode run by SCERT and then chose 50 teachers out of that group. Then from DIET, Gaya list of the trained In-service Elementary teachers who have been trained in Regular mode was obtained. Out of the total number 50 teachers were chosen to administer the tool.

Statistical Analysis

After administrating the General Teaching Competency Scale the analysis was done by applying **Mean, S.D.** and **'t'- test.**

Analysis and interpretation of data

In order to achieve the objective formulated for the present study the data collected were statistically done by Mean, S.D. and t-test. High scores signify the presence of high competency while low scores signify the presence of low competency.

Table: Showing mean comparison of In-service trained elementary teachers, trained by the Teacher Education Program in ODL mode run by SCERT and the elementary teachers who has been trained by DIET, Gaya in Regular mode

Group	Mean	S.D.	N	t-ratio	Level of significance
Trained by ODL mode	164.1	4.3	50	3.73	Significant at 0.05
Trained by Regular Mode	160.4	5.6	50		

The above table shows that the two groups of in-service trained elementary teacher one group trained by ODL mode and other trained by Regular Mode differ significantly on teaching competency at 0.05 level of significance. The mean score of two groups differed significantly. The In-service teachers trained through ODL mode by SCERT showed good teaching competency than the teachers trained by the DIET through regular or face to face mode. The objective of the study “To study teaching competency of In-service trained elementary teachers of Gaya District of Bihar who has been trained by the Teacher Education Program in ODL mode run by SCERT and the trained elementary teachers who has been trained by DIET, Gaya in Regular mode” has been realized.

The Hypothesis which says that “There is no significant difference in teaching competencies of the In-service trained elementary teachers of Gaya District of Bihar who has been trained by the Teacher Education Program in ODL mode run by SCERT and the trained elementary teachers who has been trained by DIET, Gaya in Regular mode” has been rejected.

The objective was realised by tabulating the following data. The data revealed that the teachers trained by ODL mode by SCERT showed better teaching skills as compared to the teachers trained through Regular mode by DIET.

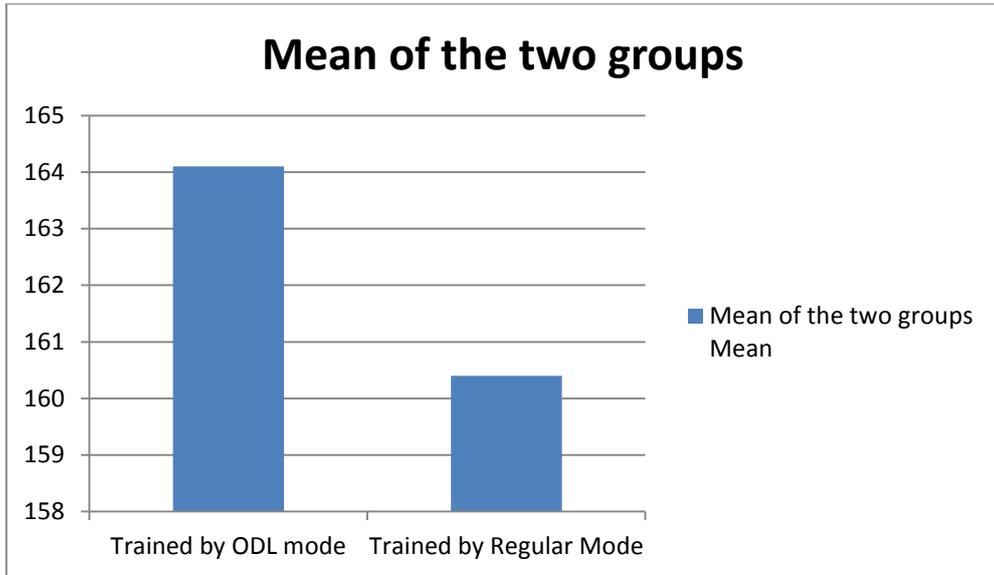


Fig. 1: Mean comparison of the two groups of elementary school teachers i.e. trained by ODL mode and Regular mode.

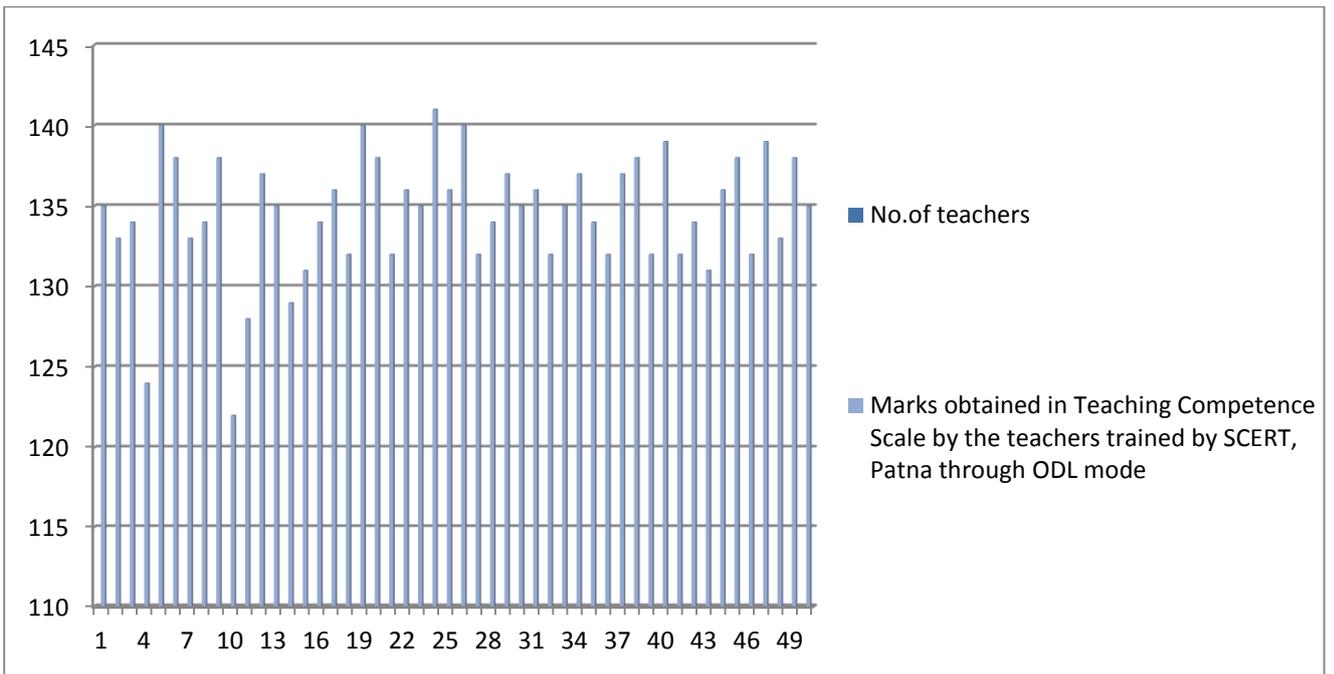


Fig. 2: Marks obtained in General Teaching Competency Scale by the Teachers trained by ODL mode

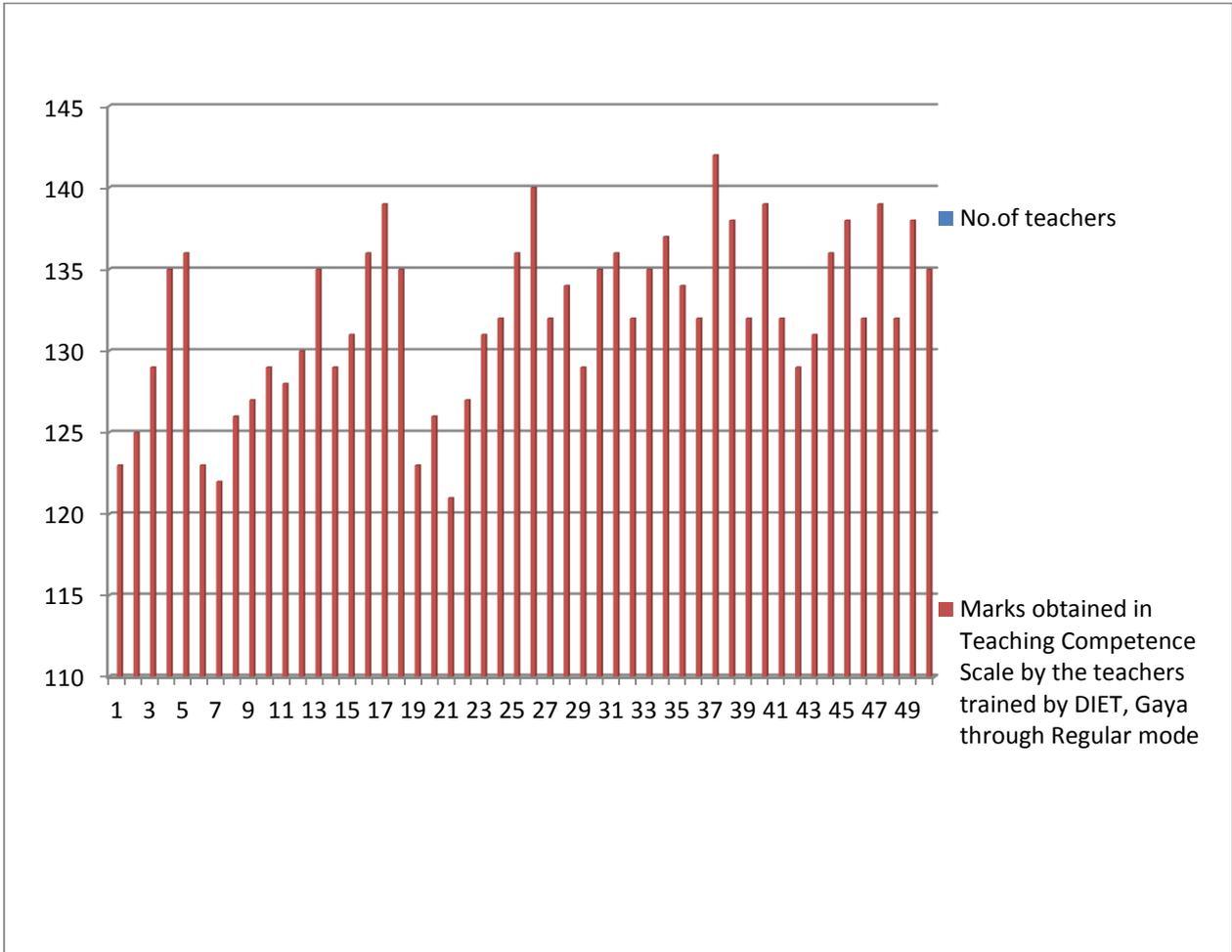


Fig. 3: Marks obtained in General Teaching Competency Scale by the Teachers trained by Regular mode

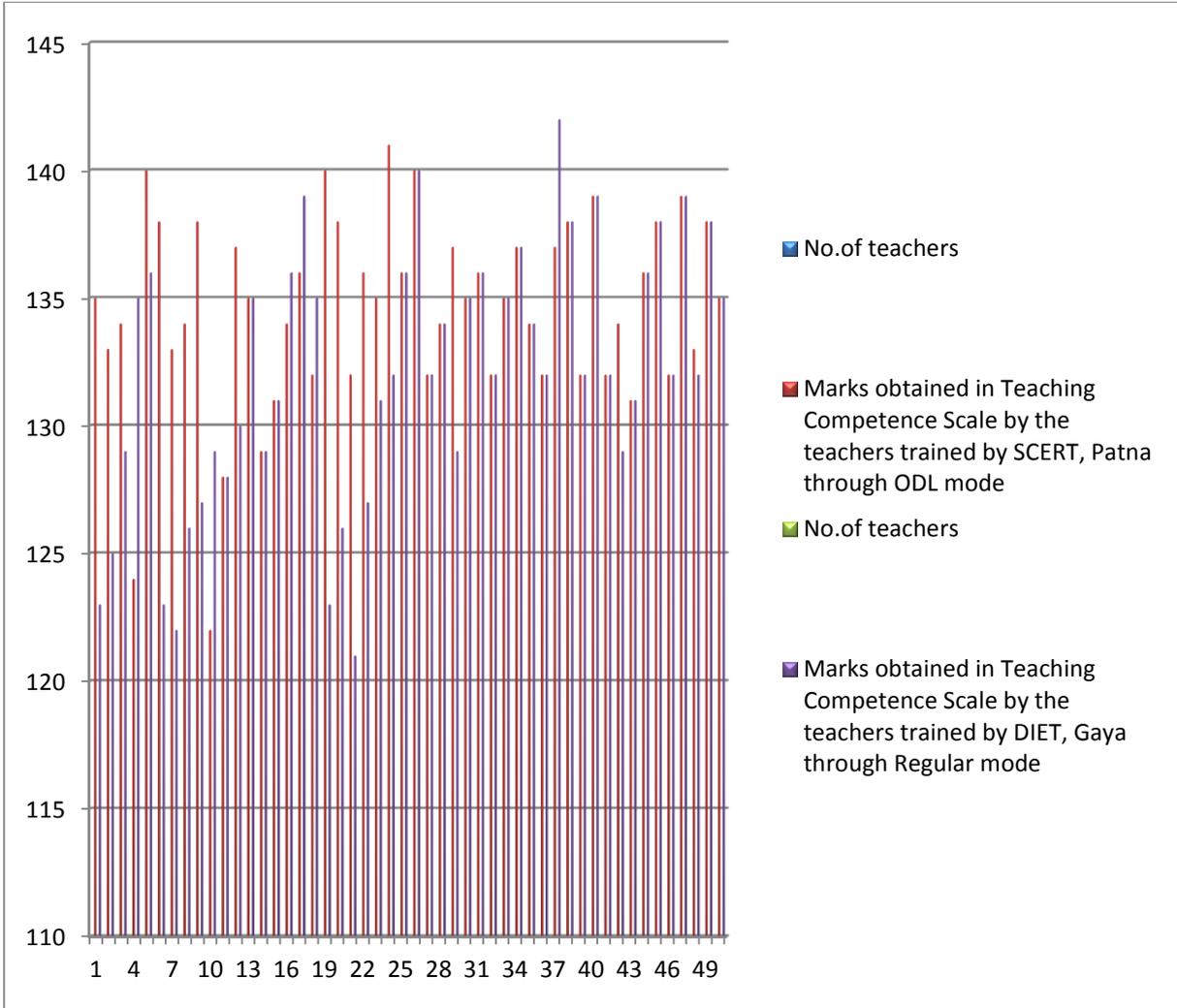


Fig. 4: Comparative Marks obtained in General Teaching Competency Scale by the Teachers trained by ODL and Regular mode

Conclusion

The following conclusion has been drawn from the present investigation:

The study reveals that teachers trained through ODL mode by SCERT showed better teaching skills than the teachers trained through Regular mode at DIET. That means teachers trained through ODL mode are much efficient than the regular mode teachers. The question raises why? Though till now we think that regular or face to face mode is much stronger way of transmitting knowledge but why in this case this theory failed? The answer lies in the way the whole curriculum was made and was delivered. The team who was carrying out the project was very dedicated. The syllabus, SLM, assignments, projects, school based activities and above all the weekend contact classes were organised timely. Efficient teacher educators were trained and then engaged for delivery of the subject matter. Everything was timely and well organised. And the result was that the ODL trained teachers surpassed in efficiency the regular mode teachers.

Suggestions for further research

In the light of the findings of the present study the following suggestions can be given:

1. A study can be done with larger samples.
2. A study can be conducted on teachers trained by SCERT through ODL mode of other districts also.
3. It can be not only a comparative but evaluative study also.
4. The different components of teaching can be taken separately to study the difference brought after training.
5. The whole methodology of the Distance Education Department, SCERT, Patna can be adopted for the effective implementation and delivery of the other courses also.

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