

Teaching Competency of Secondary School Teachers of Jammu & Kashmir and Ladakh: A Comparative Study

Firdoos Ahmad Tantry and Tasleema Jan
Department of Education, University of Kashmir, Srinagar, India

Keywords: Teaching Competency, Stratified Sampling, Secondary School Teachers.

Abstract: The goal of the present research is to assess the teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh. This study is descriptive-survey in nature. 600 teachers were selected randomly from different secondary schools in Jammu & Kashmir and Ladakh by using a stratified random sampling technique. Out of these 600 secondary school teachers, 300 from Jammu & Kashmir and 300 from Ladakh were selected. The General teaching competency scale developed and standardised by B.K.Passi and Lalitha was used to collect the data. Inferential statistics were used to examine the data. The data showed that 19.64% of Jammu & Kashmir and 13.66% of Ladakhi secondary school teachers have high teaching competency. The data further reveals that a good percentage of 64.33 secondary school teachers in Jammu & Kashmir and 61.66% of Ladakhi secondary school teachers were found to have medium teaching competency. The data also shows that 16% of secondary school teachers in Jammu & Kashmir and 24.66% of secondary school teachers in Ladakh have a low level of teaching competency. The data further reveals that there is no significant difference between Jammu & Kashmir and Ladakhi secondary school teachers on composite scores of Teaching Competency.

1 INTRODUCTION

A competent teacher helps us overcome the shortcomings of our educational system. Only an effective teacher can ensure that students receive high-quality learning. The provision of high-quality learning is only achievable through the employment of qualified educators. The accomplishments of pupils are a testament to the excellent work of teachers. "The educator can foster in children the capability for investigation and enquiry, as well as the ability to employ cutting-edge information and the ability to exercise true integrity." (A. P. J. Abdul Kalam, 2015).

There are two main interpretations of the term "competence." The very first characteristic is the capacity to finish the work. In the restricted definition of the competency framework, the specific list of responsibilities assigned to an instructor is separated from the occupational activities of the educator. However, according to the comprehensive view, competency is expressed considering information, capabilities, experiences, and dispositions that are demonstrated in the setting of a specially picked set

of actual occupational duties, because of the widespread use of technology, times change in each sphere of life. As a result, the teaching and learning processes have changed as well, and they must take advantage of these advancements. According to the United Nations Educational, Scientific, and Cultural Organization (2008), a professional educator must know a lot about his or her subject and be able to use technology in the classroom.

Teaching competency is defined by Haskew (1956), Wilson (1973), and Biddle (1964) as the ability of a teacher to operate in a way that result in the intended outcomes of a method being used. As defined by Rama (1979), teaching competency can be defined as an instructor's ability to present her or himself in the school through a succession of overt teacher-led school activities. To put it another way, this is a set of quantifiable acts taken by teachers which promote the learning outcomes of pupils. Consequently, for the sake of this research, "teaching competency" where have been defined as "good achievement of all quantifiable teacher tasks that result in acceptable results for teacher trainees." Many researchers, teachers, and organizations that are now engaged in the development of standards for

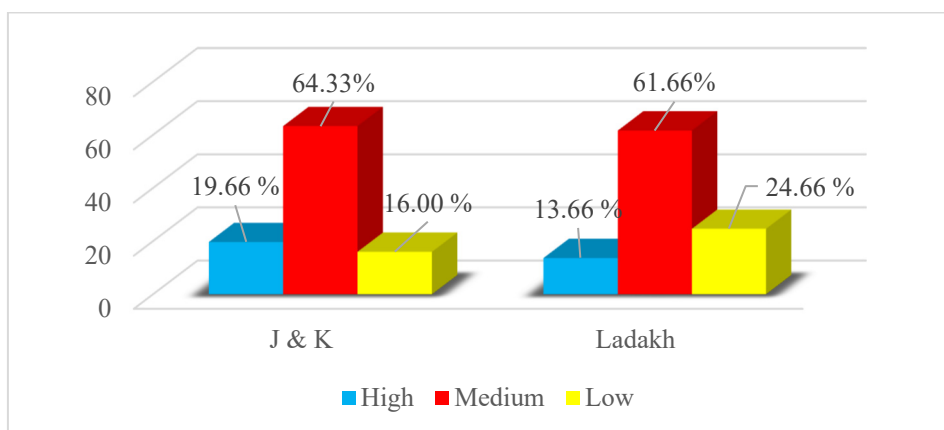


Figure 1: Showing the percentage distribution of Teaching competency of secondary school teachers of Jammu and Kashmir and Ladakh.

the content and professional development of teachers have attempted to explain the effectiveness of teachers considering the aspect of "competency" that is at play. Because educational procedures are based on relationships between people, this idea is important in all fields of work, but especially in research in education.

Competencies refer to the broad variety of abilities and information that a teacher is supposed to possess in addition to enhancing the benefits of learning. It is necessary for teachers to have competence in a broad range of abilities for them to be effectively prepared for the tasks ahead of them. These skills will help them solve important problems that need to be solved in order to have a good educational environment (Jackson, 1990).

2 DIMENSIONS OF TEACHING COMPETENCY

There are various aspects of teaching competency, but five of them are particularly important: These are now the following:

2.1 Planning

This refers to the pre-instruction stage. It includes choosing the goals, subject matter, and organization of the subject matter, as well as audio and video equipment that will be used.

2.2 Presentation

In this section, we will talk about how to introduce a lesson, what questions you should ask, and how to

make sure your students are paying attention. We will also talk about how fast you should present and how you should reinforce what you are saying with both verbal and non-verbal methods.

2.3 Closing

This pertains to the right way to end a lesson as well as giving the students assigned tasks that are suitable for them and pertinent to what they learned. All the important parts of a teaching moment have been grouped together. This includes current information and understanding that were learned before, and what will be learned in the long run.

2.4 Managerial

This relates to how the students come and go, how the classroom is run, and so on. A teacher was able to see that some of the students did not show up for class.

2.5 Evaluation

In the teaching-learning process, evaluation is one of the most important things to keep an eye on. The main goal of assessment is to help the kids and make them more convenient if they are taught and learn about skills and discrepancies in their learning are found. Thus, the assessment process has played a big role in the high attrition rates in schools. It can be seen that these aspects, as well as components, have a big impact on how well teachers can explain (Sarmah, 2016).

The primary goal of teachers is to ensure that pupils learn successfully and quickly. In order to accomplish this, a teacher must perform several tasks, including properly planning lessons, delivering

effective teaching, and assessing students' progress using acceptable methods and procedures. This means the teacher must engage in a variety of tasks both within and outside the classroom setting. The effectiveness (or ineffectiveness) of teaching is very closely linked to the abilities of the people who teach (Soundari, 2018).

3 SOME RELATED STUDIES

Ratheeswari (2020) concluded that the medium of instruction, gender, teaching subject, type of institution, area of school, and teaching experience of high school teachers shows an average level of teaching competency, and no significant difference was found among sub samples like area of school, gender, medium of instruction, kind of school, teaching experience, and teaching subject of high school teachers in terms of teaching competency. Bhullar (2019) found that private and government secondary school teachers differ significantly on self-efficacy and teaching competency. Sahay (2019) concluded that male and female secondary school teachers not differ significantly on teaching competence but differ significantly on multiple intelligence, private and public secondary school teachers not differ significantly on multiple intelligence, but private and public secondary school teachers differ significantly on teaching competency and self-esteem, also significant positive relationship was found between multiple-intelligence and teacher competency, multiple intelligence and self-esteem, and teacher competency and self-esteem of secondary school teachers. Mishra (2017) found that significant difference among teachers on teaching competencies based on teaching experience and gender, but no significant difference was found between teachers teaching science and non-science courses. Kaur (2017) showed that rural and urban high school teachers differ significantly on teacher efficacy and teaching competency. Das & Nalinilatha (2017) concluded that teachers with a high level of socio-economic status had higher levels of teaching competency than teachers with a moderate level of socio-economic status. The data also revealed that teachers working in private schools that did not receive any outside assistance had higher levels of teaching competency than those teachers working in public schools. It was also shown that male and female secondary school teachers not differ significantly on teaching competency.

4 RATIONAL AND OBJECTIVES OF THE STUDY

The most important aspect of the educational process is teaching. Teaching competence relates to the cognitive expertise of teachers that must have an impact on children's achievement in order to be effective. The words "competency-based teaching" as well as "learning" can also be used to refer to this type of teaching. An approach in teaching and learning which tries to prepare pupils for specialized class competencies is referred to here as the "teaching capabilities paradigm" in relation to teaching abilities. It entails the application of instructional approaches like the process of communication, research, microteaching, simulations, and so on. Kumari and Srivastava (2005) say that a great teacher shows that he or she can teach well, know a lot of information, and be able to interact with his or her students through his or her actions (Jakson, 1990). The primary goal of teachers is to ensure that pupils learn successfully and quickly. In order to accomplish this, a teacher must perform several tasks, including properly planning lessons, delivering effective teaching, and assessing students' progress using acceptable methods and procedures. This means the teacher must engage in a variety of tasks both within and outside the classroom setting. The effectiveness (or ineffectiveness) of teaching is very closely linked to the abilities of the people who teach (Soundari, 2018). A comprehensive understanding of the material is required for teaching competencies. The techniques, a comprehension of student psychology, and the process of learning are the primary components that make up a teacher's competency. It is claimed that the ability to adapt theory to practical settings is one of the most important aspects of teaching proficiency. The ever-increasing complexity of our educational system has resulted in the emergence of new dimensions, and as a direct consequence, the function of the educator has undergone significant expansion and taken on a new significance. The cutthroat rivalry that exists in every aspect of modern life necessitates highly qualified educators who can equip pupils with the tools necessary to meet the ever-evolving demands of a globalized world. Competency in teaching is a function of a few different variables, including gender, teaching subject, teaching experience, kind of school, location of school, whether the school is run by the government or privately, qualification, and so on. The influence of these factors on the teaching competence of secondary school teachers has been analyzed using the tool GTCS's five teaching skills to

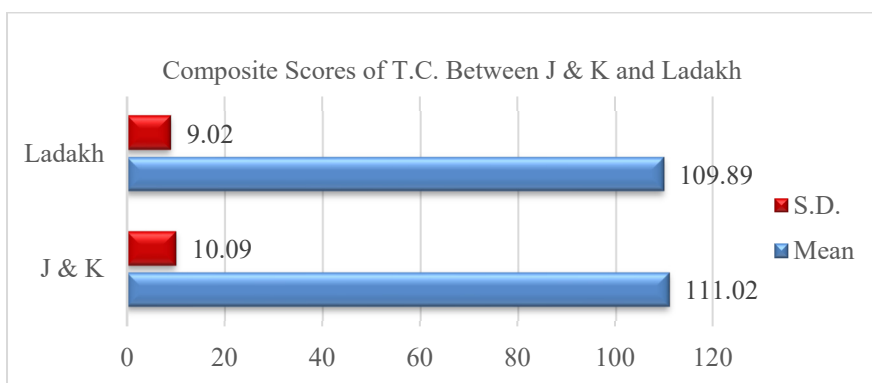


Figure 2: Showing the mean comparison among secondary school teachers of Jammu & Kashmir and Ladakh on composite scores of Teaching Competency.

make this determination planning, presentation, closing, evaluation, and managerial skills (Shivani, 2019). Hence, the current study aims to assess the teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh based upon the following objectives:

1. To study the teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh.
2. To compare the teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh (factor wise and on composite scores).

5 HYPOTHESES

The following hypothesis were formulated for this research:

H₁. Secondary school teachers of Jammu & Kashmir and Ladakh differ significantly on Teaching Competency (factor wise).

H₂. Secondary school teachers of Jammu & Kashmir and Ladakh differ significantly on Teaching competency (composite scores).

Table 1. Showing the percentage distribution of Teaching competency of secondary school teachers of J&K and Ladakh.

Construct	J&K		Ladakh		Category
	N	Percentage	N	Percentage	
Teaching competency	59	19.66	41	13.66	High
	193	64.33	185	61.66	Medium
	48	16.00	74	24.66	Low

6 METHODOLOGICAL FRAMEWORK

The present research study was conducted by using descriptive method of research. The study was conducted to assess the teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh. In this study, the secondary school teachers of Jammu & Kashmir and Ladakh consists the sample for the present investigation. The sample of 600 secondary school teachers was selected randomly from different secondary schools of Jammu & Kashmir and Ladakh by using stratified random sampling technique.

The General Teaching Competency Scale developed by Passi and Lalitha was used by the researcher to collect the data. The data was collected through the personal visit of these schools with the help of above- mentioned scale. The data was put into a table as per the manual of the scale. The investigator used percentage statistics, mean, S.D. and t-test to analysis the data and draw the inferences.

The above table 1 shows the level of teaching competency of secondary school teachers of Jammu & Kashmir and Ladakh. The statistical data reveals that 19.66% of Jammu & Kashmir and 13.66% of Ladakhi secondary school teachers have high teaching competency. The data further reveals that a good percentage of 64.33 secondary school teachers in Jammu & Kashmir and 61.66% Ladakhi secondary school teachers were found to have medium teaching competency. The data also shows that 16% of secondary school teachers in Jammu & Kashmir and 24.66% of secondary school teachers in Ladakh have low level of teaching competency. The above table 2 shows the mean compression among secondary school teachers of Jammu & Kashmir and Ladakh on

Table 2. Showing the mean comparison among secondary school teachers of Jammu & Kashmir and Ladakh on factor wise of Teaching Competency.

Variable	Factors	Groups	N	Mean	S.D.	t-value	Level of significance
Teaching Competency	Planning	J & K	300	21.32	4.31	2.18	Significant at 0.05 level.
		Ladakh	300	20.60	4.08		
	Presentation	J & K	300	61.08	8.94	1.91	Not significant
		Ladakh	300	59.80	7.88		
	Closing	J & K	300	9.21	1.89	1.78	Not significant
		Ladakh	300	8.96	1.74		
	Evaluation	J & K	300	10.20	2.31	2.14	Significant at 0.05 level.
		Ladakh	300	9.90	1.94		
	Managerial	J & K	300	10.10	1.21	2.22	Significant at 0.05 level.
		Ladakh	300	9.90	1.26		

factors wise of teaching competency. The data reveals that there is a significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups differ significantly on **Planning factor** of teaching at 0.05 level of significance. Though the mean difference favours the secondary school teachers of Jammu & Kashmir, which means that these teachers have better planning of teaching as compared to secondary school teachers of Ladakh. On the **Presentation factor** of teaching competency, the statistical data shows that there is no significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups have almost similar presentation skills of teaching. Though the mean difference favours the Jammu & Kashmir secondary school teachers, but the difference failed to arrive at any level of confidence. On the **Closing factor** the statistical data shows that there is no significant mean difference between Jammu & Kashmir and Ladakh, which confirms that, both the groups have closing skills of teaching. Though the mean difference favours the Jammu & Kashmir secondary school teachers, but the difference failed to arrive at any level of confidence. On the **Evaluation factor** the statistical data shows that there is a significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups differ significantly on evaluation skills of teaching at 0.05 level of significance. Though the mean difference favours the Jammu & Kashmir secondary school teachers, which means that these teachers are better on evaluation skills of teaching as compared to the secondary school teachers of Ladakh. On the **Managerial factor** the data reveals that there is a significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups differ significantly on management related activities of teaching at 0.05 level of significance. Though the mean difference favours the secondary school teachers of Jammu & Kashmir, which means that these teachers have better management related

activities of teaching as compared to secondary school teachers of Ladakh.

Table 3. Showing the mean comparison among secondary school teachers of Jammu & Kashmir and Ladakh on composite scores of Teaching Competency.

Group	N	Mean	S.D.	t-value	Level of significance
J&K	300	111.02	10.09	1.88	Not significant
Ladakh	300	109.89	9.02		

The above table 3 shows the mean difference between secondary school teachers of Jammu & Kashmir and Ladakh on composite scores of teaching competency. The statistical data reveals that there is no insignificant mean difference between Jammu & Kashmir and Ladakh secondary school teachers, which implies that both the groups are equally similar on composite scores of teaching competency.

7 CONCLUSION

On the basis of the statistical data, the following conclusion have been drawn from the present investigation:

In this study, table 1 shows the result that 19.66% of Jammu & Kashmir and 13.66% of Ladakhi secondary school teachers have high teaching competency. The data further reveals that a good percentage of 64.33 secondary school teachers in Jammu & Kashmir and 61.66% Ladakhi secondary school teachers were found to have medium teaching competency. The data also shows that 16% of secondary school teachers in Jammu & Kashmir and 24.66% of secondary school teachers in Ladakh have low level of teaching competency.

The table 2 factor 1 shows the results that there is a significant difference between Jammu & Kashmir and

Ladakh, which confirms that both the groups differ significantly on planning of teaching at 0.05 level of significance. On the second factor of teaching competency the result showed that there is no significant mean difference between Jammu & Kashmir, which confirms that both the groups have almost same presentation skills of teaching. On the third factor of teaching competency the result showed that there is no significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups have better closing skills of teaching. On the fourth factor the result showed that there is a significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups differ significantly on Evaluation skills of teaching at 0.05 level of significance. On the fifth factor the result showed that there is a significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups differ significantly on management related skills of teaching at 0.05 level of significance.

The table 3 showed the result that there is no significant mean difference between Jammu & Kashmir and Ladakh, which confirms that both the groups are equally similar on composite scores of teaching competency.

7.1 Educational Implications

1. This study provides practical facts to plan, construct, and improve teaching practices through practice teaching and internship.
2. The results will help teachers comprehend the dynamic nature of teaching and how to be flexible in the classroom.
3. This research will help to identify competency-based course outcomes and learner-specific outcomes.
4. The study is helpful to train the teachers according to the new paradigm of teacher education for developing learner centric competencies.
5. It will aid in the inculcation of the desired competences in teachers, enabling them to become competent educators, and give administrators and faculty of school education with instructions for enhancing the teaching effectiveness.

REFERENCES

- Kalam, B. R. D. A. A. (2015). Health for all The Mission of the People's resident. *Indian Journal of Community & Family Medicine*, 1(02).
- Jackson, J. (1990). En route to adulthood: A high school transition program for adolescents with disabilities. *Occupational Therapy in Health Care*, 6(4), 33-51.
- Sarmah, N. (2016). *Teaching competency and teachers' attitude towards teaching a study on the test qualified teachers in Sonitpur District of Assam*, (Ph.D. thesis, University of Gauhati). <http://hdl.handle.net/10603/179259>.
- Soundari, M. (2018) *Teaching competency of postgraduate teachers in relation to organizational climate and attitude towards teaching*, (Ph.D. thesis, Tamil Nadu Teacher Education university, Chennai 600-097). <http://hdl.handle.net/10603/346837>.
- Ratheswari, K. (2020). ICT: A boon to teacher education. *journal of natural remedies*, 21(3), 157-159.
- Bhullar, K. (2019). Teaching competency of secondary school teachers in relation to their self-efficacy. *IOSR J Humanities and Soc Sci*, 24, 58-62.
- Sahay, M. (2019). Relationship between multiple intelligence, self-esteem, and teacher competency among secondary school teachers. *People: International Journal of Social Sciences*, 5(1), 460-475.
- Mishra, S. (2017). Teaching Competencies among Secondary School Teachers of Sikkim. *Pedagogy of Learning*, 3(1), 17-26.
- Kaur, P. (2017). Study of teacher Efficacy of Secondary School Teachers in Relation to Their Teaching Competency, *International educational & Research Journal*, 3 (4).
- Das, S., and Nalinilatha, M. (2017). A Study on Teaching Competency of Secondary School Teachers. *International Journal of Research-GRANTHAALAYAH*, 5(6), 508-513.
- Shivani, N., R., (2019). Teaching Competency of Secondary School Teachers in relation to selected variables, *Journal of research in education* 1(7), 2347-56762