

TEACHING COMPETENCY OF PRIMARY SCHOOL TEACHERS IN THE INCLUSIVE SETUP

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Teaching is considered as one of the oldest professions as well as noble profession. Every Teacher is expected to be an ideal man imbued with a high moral character. Professionally he is supposed to have rapport with all concerned with his profession. Hence he is expected to be committed to his profession, to learner, to society and to high human values. Quality education cannot be achieved without the sincere efforts of dedicated and competent teachers. It is the competent teachers, who can inculcate values, nurture values and help students to internalize values. Thus, it is the competent teachers who can make the Indian Education System survive (*Sharma, 2010*). Education is the most powerful instrument whose effective use requires the strength of will, dedicated work and sacrifice. Since this instrument is in the hands of teachers, they must possess above mentioned qualities for its effective use. Education develops desirable habits, skills and attitudes which make an individual a good citizen.

A competent and committed teacher is in demand for today's revolutionary era. Such teachers have been identified as one of the most crucial factor for the success of the education and schools. Inclusive education methods are child-centered, employing active and participative learning techniques that improve teachers' capacity to teach children both with and without disabilities. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children. So the role of teachers in the inclusive setup is quite essential. This paper deals with the teaching competency of primary school teachers in the inclusive set up.

Need and Significance of the Study

The quality of Education and the standards of achievement are interrelated with quality of teacher. Teacher competence and occupational commitment is very important in education. It is in the teachers' hand to make the students future bright. Teaching competency is usually used to refer to an integrated cluster of knowledge skills and attitudes which are necessary to fulfill specific tasks at a required level (*Binulal, 2013*). Competency of a teacher can be determined by her way of teaching, punctuality, giving illustrations, creativity, interest, proper motivation, encouragement, kindness and being helpful all the way (*Sigaravelu, 2008*). Teacher in the inclusive setup has to be more competent than dealing with normal setup. The teacher has to provide high quality, holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding and networking. Since a teacher will be a role model for the students, the competence, commitment of a teacher becomes very vital in

the field of education. Thus the researcher felt the need to investigate the teaching competence of primary school teachers in the inclusive setup.

Objectives of the Study

The investigator has framed the following objectives for the study

1. To find out the level of teaching competency of primary school teachers in the inclusive setup.
2. To find out the significant difference if any, in the teaching competency of primary school teachers with respect to gender, and year of experience.

Hypotheses of the Study

1. The level of teaching competency of primary school teachers in the inclusive setup is moderate.
2. There is no significant difference between male and female primary school teachers in their teaching competency.
3. There is no significant difference among primary school teachers in their teaching competency with respect year of experience.

Method of Research

The normative survey method was used for the present study. The investigator used the stratified random sampling technique to select a sample of 500 primary teachers from the schools of four districts.

Tool Used

The investigator has used the following tool for the investigation of the problem. A tool for measuring the teaching competency of primary school teachers in the inclusive setup was developed and validated by the investigator.

Statistical Techniques Used

The investigator used mean, standard deviation, t-test and ANOVA to analyse the data collected.

Analysis and Interpretation of Data

Hypothesis 1

The level of teaching competency of primary school teachers is moderate

Table 1 Level of Teaching Competency of Primary School Teachers

Dimensions of teaching competency	Level	Frequency	Percentage
Subject Mastery	Low	55	11.0
	Moderate	378	75.6
	High	65	13.4
Motivation and introduction	Low	88	17.6
	Moderate	344	68.8
	High	68	13.6

Use of methods and skills	Low	106	21.2
	Moderate	315	53
	High	79	15.8
Communication	Low	46	9.8
	Moderate	369	73.8
	High	82	16.4
Classroom Management	Low	91	18.2
	Moderate	321	65.6
	High	81	16.4
Teachers' Guidance	Low	52	10.4
	Moderate	389	77.8
	High	59	11.8

From the table (1) it is inferred that, out of the 500 sample 11 percent have low level. 75.6 percent have average level and 13.4 percent have high level of subject mastery competency; 17.6 percent have low level. 68.8 percent have average level and 13.6 percent have high level of motivation and introduction competency; 21.2 percent have low level, 63 percent have average level and 15 percent have high level of use of methods and skills competency of primary school teachers; 9.8 percent have low level. 73.8 percent have average level and 16.4 percent have high level of communication competency of primary school teachers; 18.2 percent have low level. 65.6 percent have average level and 16.2 percent have high level of classroom management competency among primary school teachers; 10.4 percent have low level 77.8 percent have average level and 11.8 percent have high level of guidance competency.

Further it is concluded that a good percent of primary school teachers have average level of teaching competency

Hypothesis 2

There is no significant difference between male and female primary school teachers in their teaching competency and its dimensions.

Table 2 Difference between Male and Female Primary School Teachers in their Teaching Competency

Dimensions of teaching competency	Gender	N	Mean	Std. Deviation	P-value	t-value	Level of Significance
Subject Mastery	Male	179	45.08	5.49	0.00	2.9	S**
	Female	321	44.88	5.31			
Motivation and introduction	Male	179	33.36	8.39	2.08	0.04	NS
	Female	321	34.83	7.1			
Use of methods and skills	Male	179	52.49	8.14	0.92	0.1	NS
	Female	321	52.42	7.64			
Communication	Male	179	39.85	8.64	2.07	0.04	NS
	Female	321	41.37	7.32			
Classroom	Male	179	35.61	8.13	0.00	3.92	S**

Management	Female	321	38.27	6.76			
Teachers' Guidance	Male	179	42.18	10.57	0.00	6.22	S**
	Female	321	46.83	6.15			

** Significant at 0.01 level

From the table (2), it is known that the calculated P values for the dimension of subject mastery, classroom management and teachers' guidance are less than 0.01 at 1 percent level of significance, hence the null hypothesis, "there is no significant difference in the teaching of primary school teachers with respect to gender" is partially rejected. Hence there is significant difference in subject mastery, classroom management and teachers' guidance competencies.

While comparing the mean scores of male ($\bar{X} = 45.08$) and female ($\bar{X} = 44.88$) primary school teachers in their subject mastery competency, male teachers are better than female teachers.

While comparing the mean scores of male ($\bar{X} = 35.61$) and female ($\bar{X} = 38.27$) primary school teachers in their classroom management competency, female teachers are better than male teachers.

While comparing the mean scores of male ($\bar{X} = 42.18$) and female ($\bar{X} = 46.83$) primary school teachers in their guidance competency, female teachers are better than male teacher.

Hypothesis 3

There is no significant difference among primary school teachers in their teaching competency and its dimension with respect to year of experience

Table 3 Sum of Scores and Mean Square Variance of Teaching Competency and its Dimensions of Primary School Teachers with Respect to year of Experience and Calculated 'F' values

Dimensions of teaching competency	Year of experience	Variance	Sum of scores	Mean square	Df	F	P	Remarks
Subject Mastery	Below 5 yrs	Between	313.452	156.726	2			
	5-20 yrs					3.00	0.05	S*
	Above 20 yrs	Within	25916.748	52.146	497			
Motivation and introduction	Below 5 yrs	Between	18.93	9.47	2			
	5-20 yrs					0.32	0.72	NS
	Above 20 yrs	Within	14540.50	29.26	497			
Use of methods And skills	Below 5 yrs	Between	65.41	32.71	2			
	5-20 yrs					0.53	0.59	NS
	Above 20 yrs	Within	30400.02	61.17	497			
Communication	Below 5 yrs	Between	54.34	27.17	2			
	5-20 yrs					0.47	0.62	NS
	Above 20 yrs	Within	28599.84	57.54	497			
Classroom	Below 5 yrs	Between	161.57	80.79	2			

Management	5-20 yrs					1.87	0.15	NS
	Above 20 yrs	Within	21455.16	43.17	497			
Teachers' Guidance	Below 5 yrs	Between	358.636	195.318	2			
	5-20 yrs					2.65	0.05	S*
	Above 20 yrs	Within	19499.954	73.594	497			
Teaching competency As a whole	Below 5 yrs	Between	475.82	237.91	2			
	5-20 yrs					0.25	0.78	NS
	Above 20 yrs	Within	476083.98	957.92	497			

S*- Significant at 0.05 level

From the table (3), it is known that the calculated P values for the dimensions subject mastery and teachers' guidance are less than 0.05 at 5 percent level of significance, hence the null hypothesis, "there is no significant difference in the teaching competency of primary school teachers with respect to year of experience" is partially rejected. Hence there is significant difference in teaching competency of primary school teachers with respect to year of experience. To find out the significant difference among the group, Post-Hoc Scheffes' test is applied.

Post Hoc Scheffe's test-Subject Mastery

Table 4 Mean, Standard Deviation and Scheffe's P of Subject Mastery Competency of Primary School Teachers Working with Respect to Year of Experience

Years of Experience	N	Mean	Std. Deviation	Pair	Scheffe's pair	Level
Below 5 yrs (A)	239	43.20	7.70	A vs B	0.05	S*
5-20 yrs (B)	173	44.83	5.47	B vs C	0.99	NS
Above 20yrs (C)	88	43.07	8.75	A vs C	0.90	NS

From the table (4), it is clear that primary school teachers having below 5yrs and 5-20 years of experience do not differ in their subject mastery competency, but primary school teachers having above 20 yrs differ in their subject mastery competency at 0.05 level.

While comparing the mean scores of teachers having below 5 years of experience ($X = 43.20$) and teachers having 5-20 years of experience ($X = 44.83$) in their subject mastery competency, primary school teachers with 5-20 years of experience are better than teachers with below 5 years of experience.

Post hoc Scheffe's test- Teachers' Guidance

Table 5 Mean, Standard Deviation and Scheffe's P of Teachers' Guidance Competency of Primary School Teachers Working with Respect to Year of Experience

Years of Experience	N	Mean	Std. Deviation	Pair	Scheffe's Pair	LOS
Below 5 yrs	239	44.96	8.44	A vs B	0.97	NS
5-20 yrs	173	44.75	7.92	B vs C	0.04	S*
Above 20 yrs	88	42.66	10.06	A vs C	0.18	NS

From the table (5), it is clear that primary school teachers having below 5yrs , 5-20 yrs and above 20 yrs, below 5yrs of experience do not differ in their guidance competency, but primary school teachers having 5-20 yrs and above 20 yrs differ in their guidance competency at 0.05 level.

While comparing the mean scores of teachers having 5-20 years of experience ($\bar{X}= 44.75$) and teachers having above 20 years of experience ($\bar{X}=42.66$) in their guidance competency primary school teachers with 5-20 years of experience are better than teachers with above 20 years of experience.

Findings of the Study

1. The level of teaching competency of primary school teachers is moderate.
2. There is significant difference between male and female primary school teachers in their subject mastery, communication competency, classroom management competency and teacher guidance competency. Male teachers are better than female teachers in their subject mastery competency. Female teachers are better than male teachers in their classroom management and guidance competency.
3. There is significant difference in teaching competency of primary school teachers with respect to year of experience. Primary school teachers with 5-20 years of experience are better than teachers with below 5 years of experience in their subject mastery competency. Primary school teachers with 5-20 years of experience are better than teachers with above 20 years of experience in their teachers' guidance competency.

Recommendations

Teaching competency of primary school teachers is said to be moderate. Competency can be improved by providing the teachers with necessary training. Teachers can be given orientation classes frequently to make them familiarise with the new methodology and the upcoming skills. Teachers should not be hesitant to apply the acquired skills in the classroom. Teachers should be trained in communicative skills and counselling skills through seminars and workshops Whatever training a teacher gets he/she should have a genuine interest to apply it in his/her classrooms.

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