



Effect of Gender and Age on Teaching Competencies of the Undergraduate College Teachers

Dr. Pintu Kumar Maji

Assistant Professor, Department of Education, Sarsuna College, (Affiliated to University of Calcutta), 4/HB/A, Ho-Chi-Minh Sarani, Sarsuna Upanagari, Kolkata-700 061

Post-Doctoral Fellow, Indian Council of Social Science Research (ICSSR), New Delhi

Guest Faculty, Department of Education, Rabindra Bharati University, Kolkata

ABSTRACT

The present study is undertaken to compare the teaching competency of different groups working at under-graduate colleges' in West Bengal. The choice of quantitative research methodology with a cross-sectional survey design was appropriate for the study. A sample of 65 part-time teachers from cross sectional method was selected randomly from the government aided colleges of Kolkata. However the sample chosen was further classified into the following category namely gender (male and female), age group (below 40 years and above 40 years). One questionnaire were adapted and developed by the researcher for the purpose of collecting the main data for the study. The findings revealed female teachers are more competent in teaching than the male teachers. It is also found that competency of teacher's above 40 is higher than the teacher's ages up to 40. Thus competency of experienced teachers is higher than inexperienced teachers. Hence it can be concluded that teaching competency is a vital parameter on which the future of present and future generations depends. It also aid teachers' to develop skills needed in profession of teaching.

Key words: Teaching competency, gender, age and college teachers

INTRODUCTION

Education is often regarded as the most important foundation on which the future of the child depends. In fact it is one of the key pillars which determine the overall progress of the child. In his context, Kothari Education Commission rightly opined its report with the words that "The destiny of India is being shaped in her classroom. No wonder the teacher occupies the centre stage in the grand opera of learning, which is almost daily played in the classroom of India." It is education which brings about modification in our behavior pattern. It makes an individual decorous, refined, cultured and educated. For a cultured and socialized society, education is the only means. It caters to the all-round development of individual's personality including physical, social, emotional, intellectual and so on. Researches in the past have stated that in order for students to be successful in schools, the quality of the instruction need to be improved. It is also commonly observed that quality of instruction can only be enhanced with qualified or competent teachers. Again teacher's role is quite significant for nation building. So, competent teachers are the only answer for carrying out the task for the well fare of society and nation (Ozyar, 2003). Encouraging teachers to have certain qualities requires developing/adopting some sort of standards. Teaching competencies are one of those standards. Hence there is urgent need to develop and imbibe teacher with such competencies.

The construct teaching competency implies professional ability including both the abilities to perform specific teaching functions and the ability to demonstrate acquired knowledge and higher level conceptualizations Rajammal, T.S. (2015). Medley and Mitzel (1963) defined teaching competence as the ability of a teacher, manifested through a set of overt teacher classroom behaviour, which is a resultant of the interaction between the presage and product variables of teaching, within a social setting. Teaching competency is an umbrella term which involves the acquisition and demonstration of the composite skills required for student teaching or classroom teaching like mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. It further includes introducing a lesson, fluency in questioning, probing questions, explaining, ample pace of lesson, frequent reinforcement, understanding child psychology, recognizing behavioral pattern, classroom management, interactive session and giving assignment Shukla (2014). According to B.K. Passi & M.S. Lalitha (1994) "Teaching competency means an effective performance of all observable teacher behaviour those beings about desired pupil outcomes. A teacher is said to be competent enough if he or she possess these above mentioned teaching skills. Teaching competence also bears the marks of perception value and beliefs that the individual carries when she enters teacher training programme (Chauhan, and Gupta, 2014). According to Paquay and Wagner (2001), "Teaching Competency emphasis Common ground across different cultures on the nature of teaching, teacher learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession"

Thus in real sense, the role and responsibility of the teacher is comprehensive embracing all the above mentioned qualities Sivakumar and

Benjamin (2016). The success of the teacher is determined by not only what he does but also on what he is. A competent teacher is characterized by self-control, good teaching attitude and work oriented mind. He is dedicated to this work. In recent times, the teacher is no longer a hard task master but rather a friend, philosopher and guide. Therefore interaction session held between teacher and students is an important aspect of the educative process. This is the process of teaching of student's instructions and the process co-action, relationship between teacher separate pupils process criteria are measured in the classroom in terms of conditions, climates or type of situations involving the social interactions of students and teachers.

An Ethiopian study conducted by *Bekalo and Welford* (1999) discusses secondary pre-service teacher education and its impact on teacher's competence and confidence to teach practice work in science. The experiences of Ethiopian Science student teacher and the factors affecting their professional development were studied. It also revealed the ways in which the Ethiopian Ministry of Education might implement changes to practice in pre-service teacher education in order to meet the objective of new educational reforms. Another study on teaching competence was undertaken by *Chang* (1988). He examined teaching competency of science teacher trainees in the context of classroom practices, their perception and reflection of the teacher competence evaluation. Data related to instructional skills and changes in the growth of instructional skills was analyzed and found that teacher trainees transmit content knowledge of students only few teacher trainees used most appropriate instructional practices. Assessing the effect of teacher competency on student's achievement *Madhusudan and Yeli* (2004) investigated 1200 students and 60 teachers on the scale of achievement and teacher competency respectively. The MLL based achievement test developed by the investigator and General Teaching Competency Scale developed by *Passi et.al* (1976) was administered among the teachers. Teacher competency was found to be a significant determining factor in students' achievement. *Viswanathappa* (2005) investigated the influence of attitude towards teaching and admission test marks on teaching competence of student teachers at secondary level in Andhra Pradesh. The tools used were (i) Attitude towards teaching by *Panda* (1989) and teaching competence scale developed by *Viswanathappa and Venketaiah* (1992). Major findings were attitude of student teachers towards teaching predicts their teaching competence in lesson planning, presentation, closure of lesson and evaluation, admission test rank, age, father's occupation and father's education do not predict their teaching competence in lesson planning, presentation, closure of lesson and evaluation.

OBJECTIVE OF THE STUDY

- To assess the level of general teaching competency among undergraduate colleges teachers.
- To compare the dimensions of teaching competencies among various category (Gender and age).
- To study the effect of age and gender on general teaching competency.

HYPOTHESES OF THE STUDY

The investigator made the following null hypotheses-

H₀ 1-There is no significant difference between male and female teachers in -

- a) Total general teaching competency scores
- b) Planning dimension of the general teaching competency scores
- c) Presentation dimension of the general teaching competency scores
- d) Closing dimension of the general teaching competency scores
- e) Evaluation dimension of the general teaching competency scores
- f) Managerial dimension of the general teaching competency scores

H₀ 2-There is no significant difference between teacher's ages up to 40 and above 40 in -

- a) Total general teaching competency scores
- b) Planning dimension of the general teaching competency scores
- c) Presentation dimension of the general teaching competency scores
- d) Closing dimension of the general teaching competency scores
- e) Evaluation dimension of the general teaching competency scores
- f) Managerial dimension of the general teaching competency scores

METHODOLOGY

The choice of quantitative research methodology with a cross-sectional survey design was appropriate for the study.

Population and Sample-A sample of 65 teachers of government aided college was randomly selected and affiliated to the University of Calcutta belonging to two different ages i.e. up to 40 and above 40. The sample constituted of 65 teachers working in government aided college affiliated to the University of Calcutta. More specifically sample belonging to two different ages i.e. up to 40 and above 40 was considered. The method of random sampling was done for data collection.

Instrument-General Teaching Competency Scale is a classroom observation schedule which has been constructed by Passi & Lalitha. There are 21 items related to 21 teaching skills which encompass the entire teaching- learning process in the classroom. It is a 7-Point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from '1' for "Not at all" to '7' for "Very Much". The sum of the ratings against all 21 items constitutes the score on General Teaching Competency (GTC score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

RESULTS AND DISCUSSION

Testing Hypothesis-1

Table No.-1.1: Mean, S.D. and t-value of Teachers in General Teaching Competency regarding gender

		Gender	N	Mean	S.D.	t-value	df	Sig
Dimension of General Teaching Competency	Planning	Female	46	19.72	4.262	4.157	63	0.000
		Male	19	14.79	4.553			
	Presentation	Female	46	53.35	9.229	3.330	63	0.001
		Male	19	44.74	10.093			
	Closing	Female	46	10.13	3.052	4.400	63	0.000
		Male	19	6.58	2.714			
	Evaluation	Female	46	11.72	2.277	2.156	63	0.035
		Male	19	10.37	2.338			
	Managerial	Female	46	9.98	2.314	0.362	63	0.719
		Male	19	9.74	2.746			
General Teaching Competency		Female	46	104.89	13.132	5.242	63	0.000
		Male	19	86.21	12.904			
		Total	65					

Table No-1, shows the descriptive statistics of general teaching competency among teachers. Table indicated that general teaching competency score of the female teachers ($M = 104.89$ and $S.D. = 13.132$) are relatively higher than those of male ($M = 86.21$ and $S.D. = 12.904$). The table also revealed that female teacher's score of the five dimension general teaching competency score [Planning ($M = 19.72$ and $S.D. = 4.262$), Presentation ($M = 53.35$ and $S.D. = 9.229$), Closing ($M = 10.13$ and $S.D. = 3.052$), Evaluation ($M = 11.72$ and $S.D. = 2.277$) and Managerial ($M = 9.98$ and $S.D. = 2.314$)] are higher than those of male teachers [Planning ($M = 14.79$ and $S.D. = 4.553$), Presentation ($M = 44.74$ and $S.D. = 10.093$), Closing ($M = 6.58$ and $S.D. = 2.714$), Evaluation ($M = 10.37$ and $S.D. = 2.338$) and Managerial ($M = 9.74$ and $S.D. = 2.746$)]. However the table showed that the 't' value for general teaching competency of gender as a variable is 5.242 and it is found to be significant of the 0.01 level. From the table no - 1, for gender the 't' value for general teaching competency is 5.242 and it is found to be significant of the 0.01 level. This result reveals that there is a significant difference found between the male and female teachers with respect to their general teaching competency. Female teachers are significantly higher on general teaching competency than those of male teachers. It is concluded that there is a significant difference between male and female teachers. Female teachers are better than male teachers in their general teaching competencies. The same result of four dimension general teaching competency score [Planning ($t = 4.157$ and significant at 0.01 level), Presentation ($t = 3.330$ and significant at 0.01 level), Closing ($t = 4.400$ and significant at 0.01 level) and Evaluation ($t = 2.156$ and significant at 0.05 level) but not significant dimension Managerial ($t = 0.362$).

Researcher of the past has shown that female teachers are more aware and reflect a higher level of performance when compared to men teachers. This may be due to that the women teachers have more duty consciousness, responsibilities, commitment at higher level, dedication and professional sincerity and aspiration than men teachers. The result of the present study is supported by Amutha Ranjini and Mohanasundaram (2012) and Titus and Annaraja (2012) who reported significant difference found between male and female secondary teacher trainees in their teaching competency. Besides, similar finding was reported by Daniel and Francisca (2010) who revealed significant difference in teaching competency between primary school teachers with reference to gender. Again in a similar study conducted by Daniel and Francisca (2010) reported that in context to gender, significant difference in teaching competency between primary school teachers was observed.

Testing Hypothesis-2**Table No.-1.1: Mean, S.D. and t-value of Teachers in Teaching Competency regarding age**

		Age	N	Mean	S.D.	t-value	df	Sig
Dimension of General Teaching Competency	Planning	Up to 40	29	16.72	3.999	-2.391	63	0.020
		Above 40	36	19.53	5.191			
	Presentation	Up to 40	29	48.03	10.946	-2.031	63	0.046
		Above 40	36	53.08	9.101			
	Closing	Up to 40	29	7.97	3.610	-2.529	63	0.014
		Above 40	36	10.00	2.878			
	Evaluation	Up to 40	29	10.66	2.595	-2.103	63	0.040
		Above 40	36	11.86	2.031			
	Managerial	Up to 40	29	9.69	2.206	-.647	63	0.520
		Above 40	36	10.08	2.612			
General Teaching Competency		Up to 40	29	93.07	16.127	-3.165	63	0.002
		Above 40	36	104.56	13.146			

Table no-2 revealed that general teaching competency score of the teachers' age up to 40 (M = 93.07 and S.D. = 16.127) are lower than those of teachers' age above 40 (M = 104.56 and S.D. = 13.146). Table no-2 revealed that general teaching competency score of the teachers' age above 40 (M = 104.56 and S.D. = 13.146) are higher than those of age up to 40 (M = 93.07 and S.D. = 16.127). Also table indicated that teachers' age above 40 score of the five dimension general teaching competency score [Planning (M = 19.53 and S.D. = 5.191), Presentation (M = 48.03 and S.D. = 10.946), Closing (M = 10.00 and S.D. = 2.878), Evaluation (M = 11.86 and S.D. = 2.031) and Managerial (M = 10.08 and S.D. = 2.612)] are higher than those of age up to 40 [Planning (M = 16.72 and S.D. = 3.999), Presentation (M = 48.03 and S.D. = 10.946), Closing (M = 7.97 and S.D. = 3.610), Evaluation (M = 10.66 and S.D. = 2.595) and Managerial (M = 9.69 and S.D. = 2.206)]

Also it is known from table no – 2, while studying gender as a sub category variable that the 't' value for general teaching competency is -3.165 and it is found to be significant of the 0.02 level. This result reveals that there is a significant difference found between the teachers' age up to 40 ages and above 40 with respect to their general teaching competency. The same result of four dimension general teaching competency score [Planning (t = -2.391 and significant at 0.02 level), Presentation (t = -2.031 and significant at 0.05 level), Closing (t = -2.529 and significant at 0.05 level) and Evaluation (t = -2.103 and significant at 0.05 level) but not significant dimension Managerial (t = -0.647).

CONCLUSION

On the basis of analysis and assessment of data it may be summed up that competency of female teachers is higher than the male teachers. It may be due to the basic nature of females as they are very altruistic, caring, understand child psychology better and expert in handling children. It is also found that competency of teacher's above 40 is higher than the teacher's ages up to 40. It is also found that competency of experienced teachers is higher than inexperienced teachers. It may be due to the old proverb, "practice makes a man perfect". Their experience makes them more competent and skilled in their work, but all of these differences are marginal in nature. Gender influenced the teaching competency of college teachers. This shows that male teachers are less competent than female teachers. Age influences on the teaching competency of college teachers with reference to their Leading.

The study could be extended to other parts of country and differ educational institutions. It is desirable for exploring the relationship of teacher effectiveness with institutions variable to compare different school systems. Studies could be designed to find out and identify the barriers and remedies of teaching competency. The teaching competency is usually based on the self perceptions and self assessment of teachers. Learning outcomes could be a useful measure of teaching competency, and hence a study could be conducted to find out the relationship between teaching competency and student achievement, etc.

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