

A STUDY OF TEACHERS' COMPETENCY AMONG CBSE AND BSE (O) AFFILIATED SCHOOLS IN ODISHA

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ABSTRACT

In the present study, an attempt has been made to study the difference in teacher's competency for CBSE and BSE (O) affiliated school teachers. The study has been carried out on a sample of 400 school teachers (200 from CBSE affiliated schools and 200 from BSE (O) affiliated schools) of Mayurbhanj and Balasore districts of Odisha. For the present study, 400 school teachers have been selected randomly from the two districts. The data have been collected through the Teacher's Competency Rating Scale (TCRS) developed by the investigators themselves. The test has been done to calculate the significance of the difference between sample means. The result of the investigation reveals that there exists a significant difference in the teaching competencies of CBSE and BSE (O) affiliated school teachers.

Keywords: Teacher, Competency, Central Board of Secondary Education (CBSE), Board of Secondary Education, Odisha (BSEO)

Introduction

Enhancing knowledge and upgrading skills in teaching for the all round growth of students is the need of the hour, and teachers barring strata have to make serious thinking in this respect. Unfortunately, the majority of the studies with respect to the competencies of teachers focus on the role of teachers inside the classrooms rather than mapping their competencies. Teacher's competencies can broadly be applied to reform in the pattern of education, developing teacher's training and education, scientific outcomes of changing pedagogy and so on.

The objective of education has witnessed a sea change, as there is a demand for more capability and skill building approaches. The previous era aimed at building stability, while the present era has focused on dealing with instability. This has a direct impact on the educational system, as teachers are operating the system. They are required to upgrade their skills and revisit their professional ethics. Therefore, as a whole teacher's competency mapping should be given due impetus from the school level as the development of human civilization depends on this.

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In this context, the teacher's competencies can broadly be divided into three types

- (i) Field competencies,
- (ii) Pedagogical competencies,
- (iii) Cultural competencies.

Review of Literature

Suryanarayan & Himabinu (1998) revealed that the teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution differ significantly.

Anbuthasan & Balakrishnan (2013) studied on teaching competency of teachers in relation to gender, age and locality. It also concluded that there is no significant difference in the age group of school teachers in their teaching competency.

Jarrar, Ahmad, and Mohd. Ahmad Khan (2016) studied a study of teaching competence of secondary school teachers in relation to their educational qualification, stream and type of school. To study the teaching competence, 447 secondary school teachers of eastern U.P were randomly selected. General Teaching Competence Scale was used as a classroom observation schedule constructed by Passi & Lalitha. To analyze and interpret the data mean, SD and t-test was used between the different demographic variables. An interesting result drawn from this study showed that government school teachers were dominating over private teachers at the secondary level on the basis of their teaching competence. It was also found that qualification of the secondary school teachers did not have an effect on teaching competence. The science stream teachers were more competent than teachers of arts stream.

Mishra (2017) in her study on Teaching Competencies among Secondary School Teachers of Sikkim found that there was a significant difference in teaching competencies among secondary school teachers in relation to gender and teaching experience, where as the difference in teaching competencies among such teachers teaching science and non-science subjects was not significant. Similarly, difference was not significant between teachers who had B.Ed. general and B.Ed. secondary qualification.

Objectives of the Study

1. To study the teachers' competency of CBSE and BSE (O) affiliated school teachers.
2. To study the difference in teacher's competency with respect to CBSE and BSE (O) affiliated school teachers.

Method of Study

The Sample and Sampling Technique: The investigators selected randomly 400 school teachers (200 from CBSE and 200 from BSE (O) affiliated schools) of Mayurbhanj and Balasore districts of Odisha as the sample of the present study.

Tool Used

For measuring the teachers' competency, the Teachers' Competency Rating Scale (TCRS) was developed by the investigators.

Procedure of Data Collection

The investigators personally visited all the schools and approached the teachers individually and requested them to fill up the questionnaire completely and return the same to the investigators at the earliest. The filled up questionnaire were collected to analyze and interpret the data so as to evaluate the necessary conclusion.

Scoring

The scoring of Teachers' Competency Rating Scale (TCRS) was done accordingly; Always -4, Frequently-3, Sometimes-2, Rarely-1 and Never-0 mark respectively.

Statistical Techniques Used

In the present study to achieve the objectives of the study various statistical techniques such as mean, S.D. and t-test were used to analyze the whole data.

Results & Discussion

The main focus of the study, as has been previously explicated, was to map the competency of CBSE and BSE (O) affiliated school teachers. For the purpose of achieving this aim, certain objectives were formulated which were translated into a specific hypothesis: **There is no significant difference between CBSE and BSE (O) affiliated school teachers with respect to their competency.**

Table-1

Significance of difference between CBSE and BSE (O) affiliated school teachers with respect to their Teacher's Competency.

Teacher's Competency	N	MEAN	S.D.	SED	t-test	Level of Significance
CBSE Affiliated School Teachers	200	76.21	18.12	1.71	3.39	0.00
BSE(O) Affiliated School Teachers	200	70.41	16.14			* * Significant

**Significant at 0.01 level of significance.

Table -1 indicates that the t-value was found to be 3.39 which is significant at 0.05 and 0.01 level. Thus, the hypothesis was rejected. It may be concluded that there exists a significant difference between CBSE and BSE (O) affiliated school teachers with respect to their teacher's competency.

Conclusion

Teachers' Competency is possible and all teachers need to do better in order to serve the cause of education. Teachers have a crucial role in nation-building by arousing among students an unending urge for a perceptual quest for true knowledge. They can also help students become honest, efficient and productive citizens of the country from the beginning. Any neglect on the part of the teachers will vitiate the process of education and harm the interest of the society at large for generations to come.

All the teachers should involve themselves in finding novel things, always try to acquire knowledge and apply it as new devices in classroom instruction, solve the illogical question of the pupil patiently, be enthusiastic in diagnosing students problems and finding remedies to them, giving maximum help to the students in the classroom, conduct test periodically, use educational psychology on the basis of pupils individual difference, prepare students to accept any challenges in life, allow them in acquiring knowledge from their fellow teachers, show equality in behaviour with the students and encourage students to participate in group discussion so that their teachers' competency will be more.

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