

# Professional Competence VIS-À-VIS Variations of Gender and Locality

Surajit Mahanta

Ph. D. Scholar, C.M.J. University, Shillong, Meghalaya, India

**Abstract-** The present study was conducted to see the level of professional competence with the variation of gender (male and female) and locality (rural and urban). The sample comprised of 300 teachers from 50 Secondary Schools of Kokrajhar district of Assam. Percentages (%), arithmetic mean, standard deviation, and z-test from the collected data, based on 4-point scale developed by the investigator himself, were calculated out. The findings of the study clearly reveal that professional competency of the teachers varies with the variation of sex and locality. Among both the sexes, the female teachers are slightly advanced in professional competency than their male counterparts. Again, the urban school teachers are more sophisticated in professional competency than the rural ones.

**Index Terms-** Professional competence, Demographic variables, Effective teacher, Curriculum, Kokrajhar district.

## I. INTRODUCTION

Today's world is the world of great transformations. Science and technology, Globalisation, etc., are attributable for such unprecedented changes occurring in every sphere of our life. Education is no exception. Rapid changes are taking place in the field of education too on account of explosion of knowledge and information, explosion of population, and explosion of expectations. In the context of such changes, the role of today's teacher has become very critical, challenging, and multifaceted. Unlike the teachers of ancient times with simple living and high thinking, abstinence from comfort and pleasure, and strict discipline, the teachers of modern times need to perform multifarious and complex duties not only in schools but also in society and above all, in their personal and professional advancement as well. For exercising such duties and responsibilities, the today's teachers need to very dynamic and competent.

The term professional competence can be conceptualized as the process of acquiring abilities and skills which enables to discharge professional duties and responsibilities more efficiently and effectively. In teaching profession, the teacher needs to acquire three competencies, viz., instructional competence, organization competence, and evaluative competence.

The quality of education depends much on the competency of the teacher, as teacher is considered to be the hub of teaching-learning process. Thus, school's effectiveness depends directly on professional competence. Without professional competence, even the best curriculum and the best syllabus could not give the desired result. Professional competence leads to teacher effectiveness. Hence, maximizing the competence levels of teachers should be the major goal of education.

## II. ABOUT THE STUDY

It would be very interesting if we examine the level of professional competence between the demographic variables like, sex and locality. Therefore, the present study was made to know the level of professional competence between male and female teachers as well as rural and urban teachers. For that purpose, 50 secondary schools of Kokrajhar district of Assam, have been considered. The sample comprised of 300 teachers (male and female as well as rural and urban). Pertinent data and information have been gathered through questionnaires. A 4-point scale was drafted to measure the level of professional competency between male and female teachers, and rural and urban teachers. Percentages (%), arithmetic mean & standard deviation were calculated and also z-test was conducted to know the significance of difference between means of two variables.

## III. DATA ANALYSIS AND INTERPRETATION

As per table 1, out of 150 male teachers, the majority (83%) are graduates, while only 17% possess post graduate degree. Among the male teachers, the most (57%) are untrained and only 43% are trained. On the contrary, as regards female (150) teachers, the majority (82%) are graduates, while only 18% are post-graduates. Like the male teachers, the majority (77%) of the female teachers are untrained, while only 23% trained. This table clearly reveals that the male and the female teachers are almost equal in respect of academic qualifications. But in case of professional qualifications (training), there lies significance of difference between both sexes. The most of the male teachers are trained while the most of the female teachers are untrained.

**Table 1. Numbers and Percentages of Qualification and Training in respect of Male and Female Teachers**

Sex	Nos	Qualification				Training			
		Graduate		Post-graduate		Trained		Untrained	
		Nos	%	Nos	%	Nos	%	Nos	%
Male	150	125	83	25	17	65	43	85	57
Female	150	124	82	26	18	34	23	116	77
Total	300								

**Table 2. Professional Competence Vs Sex**

Sex	n	M	S.D	$\sigma_p$	z
Male	150	5.65	3.88	3.62	-2.75
Female	150	6.75	3.37		

( $H_o$  is rejected at 5% level).

As per table 2, there lies significance of difference between the means of male and female teachers. It proves that professional competency between male and female teachers differs significantly. The female teachers are slightly more advanced in professional competence than their male counterparts (as mean value of female, i.e., 6.75, is greater than the male ones, i.e., 5.65).

**Table 3. Numbers and Percentages of Qualification and Training between Male and Female teachers.**

Locality	Nos	Qualification				Training			
		Graduate		Post-graduate		Trained		Untrained	
		Nos	%	Nos	%	Nos	%	Nos	%
Rural	210	186	89	24	11	44	26	166	74
Urban	90	63	70	27	30	55	61	35	39
Total	300								

**Table 4. Professional Competency Vs Training**

Locality	n	M	S.D	$\sigma_p$	z
Rural	210	4.77	2.42	3.08	-12.23
Urban	90	9.54	3.75		

( $H_o$  is rejected at 5% level)

Among the rural (210) school teachers, the majority (89%) are graduates and only 11% are post-graduates, as revealed by the table 3. Again, the maximum (74%) rural school teachers are untrained, while only 26% are trained. Out of the urban (90) school teachers, the majority (70%) are graduates and only 30% are post-graduates. But the maximum (61%) are trained, while only 39% are untrained. This statistics also reveal that there is clear lack of highly qualified and trained teachers in the rural areas, but in the urban areas, the condition is satisfactory one. The table 4 shows that professional competence between rural and urban school teachers varies significantly, as  $H_o$  is rejected at 5% level. Compared to the rural teachers, the urban school teachers are better in professional competence, as mean score of the urban teachers (9.54) is greater than the rural ones, i.e., 4.77.

#### IV. MAJOR FINDINGS

From the study, the following major findings have been obtained:

- i) Professional competence between male and female teachers differs significantly.

- ii) Female teachers are slightly more advanced in professional competence than their male counterparts.
- iii) As regards academic qualification, both male and female teachers are almost equivalent.
- iv) In case of professional qualification (training), the difference between male and female teachers is quite prominent. Compared to female trained (23) teachers, more male teachers (65) are trained. Again, compared to male untrained (85) teachers, more female teachers (116) are untrained.
- v) Professional competence between rural and urban school teachers varies greatly.
- vi) Urban school teachers are more superior in professional competence than their rural counterparts.
- vii) In the field of academic qualification, there lies significance of difference between rural and urban school teachers.
- viii) There is abundance of teachers with graduate degree, but clear dearth of teachers with post-graduate degree in the rural areas.
- ix) The most of the rural school teachers are untrained. There is lack of trained teachers.
- x) Compared to the rural teachers, the urban school teachers are in a better position in academic and professional qualifications.

#### V. CONCLUSION AND SUGGESTIONS

The findings clearly indicate the level of professional competence that exists between male and female teachers as well as rural and urban teachers. Male and female teachers differ significantly in professional competence. The female teachers are slightly better than their male counterparts. The rural and the urban school teachers also vary as far as professional competence is concerned. The urban school teachers are more superior in competencies. Lack of alleviating environment in the school and society, lack of reward and due recognition, socio-political instability, lack of desire for self-improvement, lack of quality students, etc., are mainly responsible for low level of professional competence among the rural school teachers. Therefore, prompt and pragmatic efforts are highly needed for raising the level of professional competence among the teachers belong to the rural schools.

On the basis of the above findings, however, the following suggestions have been recommended for uplifting the level or standard of professional competence in teachers:

- i) Pre-service and in-service training should be made mandatory for every teacher irrespective of age, sex, or locality.
- ii) Study leave should be introduced in the schools for those aspiring higher studies.
- iii) Infrastructural facilities in the schools should be improved and schools should be adequately provided with A-V Aids, ICT equipments, E-learning, EDUSAT, ETC.

- iv) Some special programmes like, field trips or educational tours, community services, etc., should be arranged.
- v) Facilities in the library should be enhanced with the provision of INTERNET browsing to search the latest relevant literature.
- vi) Regular inspection and supervision by the authority concerned should be ensured.
- vii) The genuine grievances of the school teachers should be redressed at right earnest.

- [2] Dash, B.N. (2009-10), *Theories of Education & Education in Emerging Indian Society*, Dominant Publishers & Distributors, New Delhi.
- [3] Dash, M. (2004), *Education in India: Problems and Perspectives*, Atlantic Publishers and Distributors, New Delhi.
- [4] Fullan, M. (1991), *The New Meaning of Educational Change* (2<sup>nd</sup>), Teachers College Press, New York.
- [5] Kumar, T.P. (2010), *Teacher Education*, A.P.H. Publishing Corporation, New Delhi.
- [6] Venkataiah, N. (ed) (2011), *Professional Development of Teachers*, Neelkamal Publications Pvt. Ltd., Hyderabad.

#### REFERENCES

- [1] Chauhan, C.P.S. (2004), *Modern Indian Education: Policies, Progress and Problems*, Kanishka Publishers & Distributors, New Delhi.

#### AUTHORS

**First Author** – Surajit Mahanta, Qualifications: M.A., M.Ed., M.Phil., Designation: Lecturer, Govt. C.T.E., Kokrajhar, Assam (INDIA), E-mail: smgcte@gmail.com