

**A COMPARATIVE STUDY OF INSTRUCTIONAL  
COMPETENCIES OF TEACHERS IN PUBLIC  
SECONDARY SCHOOLS IN PAKISTAN AND  
MAURITIUS**



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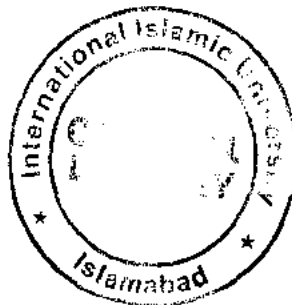
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**Bibi Shameema Woodally Farjan  
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A thesis submitted in partial fulfillment of the requirements  
of the degree of

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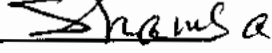
**A Comparative Study of Instructional Competencies of Teachers in Public  
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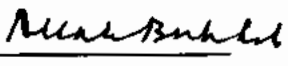
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## ABSTRACT

The study was conducted to investigate the competencies of secondary schools teachers working in Pakistan and to compare those to that of Mauritius. The sample of the study included randomly selected teachers and students from schools of both the places, including Pakistan and Mauritius respectively. The data were collected with the help of separate questionnaires, from students as well as concerned teachers. The questionnaires were constructed to measure teacher efficiency, delivery and methodology of teaching. After careful study and analysis conclusion of the teachers' performance and effectiveness may be of considerable help to better equip the schools for the success in Education for both Pakistan and Mauritius. The study included the public secondary schools in Pakistan and Mauritius that were used as sample. There were approximately 76 public secondary schools in Islamabad and 7 in Port-Louis, while the number of teachers is 2911 and 364 respectively. And the number of students was 51,495 and 16,780 accordingly. The number of principals was relevantly same as the number of schools. The researcher selected 15 Public secondary schools from Pakistan and 7 from Mauritius respectively. Mainly, 220 teachers including 150 teachers from Pakistan and 70 from Mauritius were taken as a sample of study. A total of 22 principals were taken as sample from both countries. As far as students were concerned 220 students were selected, 150 students from Islamabad and 70 from Mauritius. 10 teachers and 10 students were selected from each school randomly. t-test was used to analyze the sample.

## ACKNOWLEDGEMENTS

Praise to Almighty Allah, The Most Gracious and Merciful who showered on the researcher His divine favor in finishing this arduous work. Blessings of Allah be on our last Prophet of Islam (PBUH).

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**BIBI SHAMEEMA WOODALLY FARJAN**

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## FORWARDING SHEET

The thesis entitled: **A Comparative Study of Instructional Competencies of Teachers in Public Secondary Schools in Pakistan and Mauritius**

Submitted by **Bibi Shameema Woodally Farjan** in partial fulfillment of MS degree in "Education" (MS) has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this thesis for further process of as per IFU rules & regulations.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



(Dr. Samina Yasmeen Malik)

# **CHAPTER 1**

## **INTRODUCTION**

With the emergence of the new era, there has been enormous revamping in the system of education. It is the process of sharing, imparting and acquiring knowledge through instruction. To educate a learner, specific and accurate competencies are required to transmit the philosophy of understanding.

Students are guided by teachers to recognize different theories and notions that can monitor them to move ahead in order to acquire sufficient knowledge to reach higher levels of intellect. They also instruct them the proper way to approach apply, scrutinize and amalgamate, to generate awareness, and resolve new problems. In this context, it is a prerequisite for teachers to identify the challenge to proceed beyond knowledge of effective teaching. Therefore, in order to accommodate different types of learners, it necessitates updated strategies, analyzing what works and take measures to amend their abilities (Motah, 2004).

Both students and teachers are linked to the learning community. The former take advantages from active instructional approaches within and outside the classroom, and so do the teachers who engage themselves in enlightening their wisdom (Corcoran 1998).

Helping students to learn is a major challenge for teachers. It requires assessment of the effectiveness of the current teaching style and methods and application of new strategies (Russell 1997).

To be a competent teacher, it is essential to possess relevant knowledge, expertise, and talents to fulfill all that is needed. This reflects the difference between teachers' and students' expectations, their importance and professional development. This gives effect to the emergence of specific characteristic such as clinically competent, efficient organizers, group communicators and person centered (Wealthall, 2012). The mindfulness and talents defined the competencies required for knowledge and skills needed to perform magnificently in educational surroundings.

The basic need is to promote effective learning. In order to maintain so, the instructor needs to abide by a number of undertakings including adequate preparation to be able to deliver appropriate instructions and continuously appraising the updated learning strategies via suitable means and procedures. It goes without saying that an instructor has to accomplish multiple activities within and outside the school environment. Certainly, the success of teaching is diligently related to teachers' competencies. A proficient teacher is qualified to improve the conditions of the classroom environment, therefore managing diligently to enhance favorable learning (Wealthall and Hennings, 2012).

The importance of instructional competencies play crucial role in teachers professional career as they are means to measure the teaching abilities for teachers. It is as well difficult to select which instructional competencies to choose as there are hundreds of methods that are made available to the trainee teacher (Pearson, 2006). These capabilities are mainly focused for common classroom teachers and it basically consists of a definite area where these teachers have to pay more attention. It is also a means or

educational career path that teachers can follow to bring innovation and quality to their work.

Islamabad, the capital city of Pakistan and Port-Louis, the capital city of Mauritius are sought to be compared in this study because they bear practically the same standard of life and living and have a population that is worth to carry this comparison work. It is as well important noting that they both have almost similar environments that are very important for the smooth growth of the education.

Mauritius is a small island in the South West of Indian Ocean, with a population of approximately 1.5 million people. It has an economic and political stability and a good system to promote education which gives a literacy rate of 80% at the School Certificate and Higher School certificate level. Further effort is being done to enhance the rate of literacy and to bring forward a professional and equal teaching standard in the country so that students with different background and society benefit from an equal opportunity to obtain education and standard of living. However, it need further research to see, evaluate and bring changes for the attainment of the objectives of education in a country (The Mauritius Rodrigues Visitor's Guide (1998).

This study is meant to understand the progress and its difficulties and compare the same to Islamabad so as to help benefit the educational revolution here. And at the same time, Mauritius can benefit to prevent itself to return to a worst situation in its educational program by understanding what does not work in Islamabad as it hardly carries a literacy rate of 40% to 50% in the capital city of Pakistan (The Mauritius Rodrigues Visitor's Guide, 1998).

Islamabad is the capital city of Pakistan, but it has a very distinct environment and standard of living than any other part of this country. As compared to Mauritius, it shares to some extent positive similarities with Mauritius which could prove beneficial to bring forward a comparative study of both the country's education system that could help to review, revise and improve its literacy rate and education level. Contrary to Mauritius where the level of education is universal, Islamabad bears a big disparity in its education among its population.

### **1.1 Statement of the Problem**

Instructional competencies play crucial role in the system of education. Quality Education depends mostly on the competencies of teachers. The aim of the study was to compare the instructional competencies of secondary school teachers of Pakistan and Mauritius. Similarities and contrast were focused with respect to the key aspects related to the instructional competencies adopted by secondary school teachers. The researcher investigated some relevant issues from teachers and students regarding instructional competencies at secondary level from both countries respectively.

### **1.2 Objectives**

The study was focused on the following objectives:

1. To identify how instructional competencies are being hindered in the system of education in Pakistan and Mauritius.
2. To compare the distinction among the instructional competencies of secondary school teachers in Pakistan and Mauritius respectively.

### **1.3 Research Questions**

1. What are the instructional competencies applied by secondary school teachers in Mauritius and Pakistan?
2. To what extent are these discrepancies between the instructional competencies of secondary school teachers in Pakistan and Mauritius?
3. How far are these competencies practiced in classroom?

### **1.4 Hypotheses**

Based on the above research questions, the following hypotheses were derived:

$H_{01}$ : There is no significant difference between the instructional competencies of secondary school teachers of Pakistan and Mauritius.

$H_{02}$ : There is no significant difference between the perceptions of students concerning different aspects of teachers' competencies in secondary schools of Pakistan and Mauritius.

### **1.5 Significance of the study**

Generally, this research disclosed facts and evidences about instructional competencies, along with the exactitude and efficacy about diverse disciplines that surely have dynamic significance for teachers belonging to different categories, mainly related to the secondary school teachers. In addition, the study might be used as a tool to direct educators in discovering adequate and relevant techniques for teaching.

The result of this study can help clarify the mode of instructional competencies employed by teachers of secondary schools of Pakistan and Mauritius. In this context, ideas could be formulated to modify the competencies of teachers towards a better approach in educating their students. Thus, this study can be of immense help for secondary institutions where their respective teachers can enhance their competencies, techniques and styles of teaching more accurately.

## **1.6 Methodology**

This study was basically a mixed approach of that was adopted for the research. Both techniques were used, qualitative as well as quantitative approach. Quantitative data were collected through questionnaire while qualitative data was collected by observation.

### **1.6.1 Population**

There are approximately 76 public secondary schools in Islamabad and 7 in Port-Louis, while the number of teachers is 2911 and 364 respectively. And the number of students is 51,495 and 16,780 accordingly. The number of principals is relevantly same as the number of schools.

### **1.6.2 Sample and Sampling**

The study included the public secondary schools in Pakistan/Rawalpindi and Mauritius that were used as sample. The researcher selected 15 Public secondary schools from Pakistan and 7 from Mauritius respectively. Mainly, 220 teachers including 150 teachers from Pakistan and 70 from Mauritius were taken as a sample of study. A total of 22 principals were considered from both countries. As far as students are concerned 220 students were selected, 150 students from Islamabad and 70 from Mauritius. 10 teachers

and 10 students were selected from each school randomly. t-test was used to analyze the sample.

### **1.6.3 Research Instrument**

After consulting literature available on teacher competencies, three tools were developed. Five point Likert scale for measuring Instructional competencies of teachers. Three point Likert scale for assessing the different types of competencies of teachers and Observation questionnaire was also used by the researcher to evaluate the specific instructional competencies of teachers.

### **1.7 Data Analysis**

The data collected via specific tools were arranged, while the basic information were shown in profiles that were displayed in various categories such as sex, academic qualifications, experience and finally their age.

Data collected were interpreted, presented, studied and finally tabulated accordingly. Statistical techniques were used to calculate the percentage. Data collected through questionnaire were tabulated and analyzed by using t-test.

### **1.8 Delimitation of the Study**

There are large numbers of secondary schools in Pakistan and Mauritius. Due to limited time frame and resources, the study was only confined to 15 Public secondary schools from the capital city of Pakistan (Islamabad) and 7 from that of Mauritius (Port-Louis).



## CHAPTER 2

### LITERATURE REVIEW

For centuries, educational development has gained the vital credit of reforming life. It is only through education that mankind has been able to improve and progress. Today, literacy is considered to be the basic requirement for the advancement of the world. It cannot be denied that education is the sole social institution of all countries which provides mental, physical, ideological and moral training to people. This tiny island of Mauritius has also recognized the perennial obligation of educational improvement in order to promote its manpower and development. Noticing the close linkage between education, economic and social progress, the people of Mauritius place a high recognition on education. As such there has always been a high social demand for education in Mauritius. Education meant better employment and a higher standard of living (The Mauritius Rodrigues Visitor's Guide, 1998).

Mauritius is a small island in the South West of Indian Ocean, with a population of approximately 1.5 million people. It has an economic and political stability and a good system to promote education which gives a literacy rate of 80% at the School Certificate and Higher School certificate level. Further effort is seen being done to enhance the rate of literacy and to bring forward a professional and equal teaching standard in the country so that students with different background and society benefit from an equal opportunity to obtain education and standard of living. However, it need further research to see, evaluate and bring changes for the attainment of the objectives of education in a country.

This study is meant to understand the progress and its difficulties and compare the same to Pakistan so as to help benefit the educational revolution here. And at the same time, Mauritius can benefit to prevent itself to return to a worst situation in its educational program by understanding what has work in Islamabad, the capital city of Pakistan, which is the only city in this country that has a literacy rate of above 80%, while overall Pakistan literacy rate is at 50% or below. According to the United Nation, Pakistan is ranking at the 113<sup>th</sup> position from a total of 120 countries under Evaluation (Raffay, 2012). While, for the private observers Pakistan rates of literacy differs considerably and it turns around 50 %. As far as Islamabad is concerned, it is known to possess the most advanced educational establishments with the literacy rate of 87%, which is the highest in Pakistan (Roberts, 2012). It was stated by the Government of Pakistan that the literacy rate of Pakistan will attain 60% by 2015 (Raffay, 2012).

Islamabad is the capital city of Pakistan, but it has a very distinct environment and standard of living than any other part of this country. As compared to Mauritius, it shares to some extent positive similarities with Mauritius which could prove beneficial to bring forward a comparative study of both the country's education system that could help to review, revise and improve its literacy rate and education level. Contrary to Mauritius where the level of education is universal, Islamabad bears a big disparity in its education among its population. There are schools which only elites can afford and the level of education and other facilities are as well far apart. Hence, there is no equal opportunity that is provided to the student to their education. In rank private schools comes first with a good standard of education and the Christian semi government schools and in the national schools are at a worst situation. And existing research shows that teachers need

special attention so that they can deliver their maximum in the struggle to educate Islamabad and Pakistan in general (Gujjar, 2010).

Learning is a training that is full of principles for all types of individuals. This educational process, develop the abilities and therefore inculcate different traits and create a culture that is transmitted from one generation to the other. Intellectually as well as socially, one is able to adapt himself either as a member of social group or as a student individually, as education is the basic of moulding the ethical, traditional, intellectual and social characteristics of a human being (Khalid, 1998).

The key to success in the system of education mostly rely on the quality of teachers. The latter is not a replaceable material but it is the pivotal factor leading to success of an educational system. There are very dimensions where teachers are bound to and they deserve more than what is usually talked about (Deen, 2000).

According to existing researches conducted, it is not possible for any effective teacher to possess all set of competencies. Teacher competence includes value judgments and it depends mostly on the situation. It goes without saying that teacher and students characteristics, including classroom environment also matters a lot. Particular setting regarding culture, tradition and moral values plays important role in defining teacher competence (AEL, 2005).

According to (Shrestha, 2014) directly introduces the core problem which is as the quote indicates:

“A competent teacher needs both content mastery and pedagogical competency. Content mastery provides knowledge about what to present in the class whereas pedagogical competency provides knowledge as well as skills in how to present the content.

Pedagogy is the art of teaching that brings effectiveness in teaching-learning. Effective pedagogical practice promotes the achievement of students and builds up confidence of the teachers in teaching. It contributes in bringing quality of learning and teaching in the classrooms”.

It is a fact that in our school teachers are not chosen for their teaching ability, rather the choice is based on their degree they are holding. In consequence, neither the teachers are seen interested in further developing their skills and art of teaching nor are they able to inculcate in the students the interest for studies, Hence, the priority for imparting knowledge is departed from the very beginning. Prof. Shrestha’s work can somehow be of certain importance to guide how to proceed and prepare the research adequately.

In an attempt to prepare future teachers, The Employment Studies Institute (ESI) (2011) has this to say in its very start of their study: huge amount of activities are carried out by the teachers within the school environment. It requires that teachers should be proficient enough to be able to tackle and maintain their status within the system of education.

Competencies vary from each other. It can be skill, attitude, knowledge or performance, different teachers possess various limitations and abilities of certain competencies which cannot be measured adequately. An effective institution should ensure that a balance should be regulated between the various competencies so that students can receive the exact message with regard to the learning aspects. For this to materialize proper steps and reformation of teachers are necessary. Therefore the article

presented by the ESI could be of prime importance for this research work to achieve its goal.

Many researchers believe that handling classroom is a tough job. The condition for effective instructional process highly depends on good classroom management, where conditions are adequately fulfilled. If this is not maintained, the teacher will have to tactically alter and modify his way of proceeding through classroom management by using his exceptional skills and talents. In such case Marzano (2003) work could be of utmost importance that can guide teachers and facilitate them to manage classroom. He believes that teachers should join book clubs that will help teachers to gather knowledge of different classroom students and different teachers experience of how they tackle problems. They learn principles and formulate ideologies from each other experience. An eventually they became confident, capable and fearless as they come to understand that they are not alone to face classroom problems. In order to fulfill his role professionally, teachers need to change strategies in such a way that will fit into the classroom realities Marzano (2003).

Various researches have proved that rote learning and other similar methods are no longer recommended. Rather, analytical skills in different areas are required. In an attempt to come up with a solution for these problems further researches are being carried throughout the world. The following is what a research from Columbia University shows that prosperous education encompasses content delivery and traditional learning. Higher order skills and knowledge need to be enhanced to inculcate students to criticize, analyze, develop and formulate new ideas (Columbia University 2007).

## **2.1 Role of Teacher in Educative Process**

A teacher is known to be a preacher who is supposed not to go against his words but practice whatever he addresses, presenting himself as a role model for his students. In this context, fulfilling his words will raise the self-esteem of the teacher causing his students to gain his favor (Khan, 1996). The teacher needs to be alert while delivering his speech and must also be mindful of his comportment and ways of communicating with the students. All should be accordingly planned to ensure the stability of the classroom environment and as well as students behavior (Airasian, 1994).

In the system of education, as said earlier, teacher plays fundamental role in providing sufficient and worthwhile experiences. Commonly known to be child centered, the system of education rely a lot on the effectiveness, dedication and compelling personality of the teacher. The latter needs to be appropriate and must possess a never failing attitude over his lessons and the reactions of students (Airasian, 1994).

It goes without saying that Education is a discipline that aims at illuminating organized and technical results in order to fulfill the requirements of humanity. There is a need for further research to be brought forward in regard to the system of education. In order to be successful in this process, the notion of teachers' competencies is generally discussed in different magnitudes. In equivalence to the emerging progresses in diverse fields, the variations occurring in human life is causing problems in describing and attaining the abilities related to teacher competencies.

For the past twenty five to thirty years environmental competencies were not an issue to be discussed as a field. Somehow, people have experience different problems due to the environment, therefore, this has been a discussing issue as being a new field of competency for teachers. With the evolution of emerging developments in teaching profession, it was also proposed that curriculum competencies should be included among the core competencies. As such, curriculum is a concern for many teachers, where they have difficulty in implementing and understanding it. To certain extent, the curriculum is either neglected or not well defined. The curriculum includes a variety of branches, therefore understanding its philosophy implies success in the professional career of teaching. Curriculum consists of models and designs, teaching and learning methodologies that are related to micro and macro level of curriculum designs. Its implementation and development is very important, consequently, there should be adequate communication between curriculum development team and teachers during curriculum studies (Shkedi, 2011).

In the near future it seems that teacher-regulated approach is tending to be very significant. Implementation of school-based curriculum should be enhanced by teachers' researches so that teachers can become more dynamic towards curriculum development (Shkedi, 2011). For this purpose, curriculum theorists and teachers should collaboratively propose curriculum studies so as to intensify teacher's work (Bulajeva, 2010). Teacher competencies regarding curriculum is of great significance for enhancing their performance in their profession, where they need to apply it technically as well as practically.

In order to improve their professional performance, teachers' competencies based on other sciences and society that form part in professional development. Nowadays, internationalization of curriculum is a reformed study ensuring changes by implementing new concepts. Being a subject of great value and importance, teacher competencies is tending towards international developments. Therefore it becomes more than necessary to implement the curriculum wisely by training and enhancing teachers to be well prepared in fulfilling this responsibility. In parallel to the changes and reform in studies, teachers' competencies should be revised. The main role of the teacher is to transmit modification into the system of education where they must adjust to all types of changes adequately (Avery, 2012).

The teacher is known to play the pivotal role in the system of education as in most cases, either it is failure or success; both of them mostly depend on him. If they are intellectuals and have keen passion for their work, success is guaranteed. Unfortunately, if they are not up to the mark; in other words, not properly trained, the system of education is surely to decline. Hence, it can promptly be said that teacher is a vital element in the system of education.

The dynamic force within the school environment is the teacher. The latter's role and responsibility is fully integrated in the teaching and learning process in order to guide the students and make their future meaningful.

## **2.2 Meaning of Instructional Competencies**

The word competency is broadly used by various people in diverse circumstances. It is the basic requirement that include aptitude, attitude, professionalism and expertise of



a teacher. Usually, it contains various types of skills that a teacher must prove showing his mastery that would be apparent and noticeable. Instructional competency is related to different domains. The eligibility to teach appropriately, therefore assessing students learning development and at the same time fulfilling all variables are related to teaching and learning process (Corcoran, 1988).

The pre-requisites of professional tasks, determine the level of self-development leading to the promotion of teacher competencies. It goes without saying that it is undoubtedly the tantamount to adjust with various circumstances. Analyzing competencies with respect to teachers' interaction with students are important factors that need to be considered. This is core dimension that needs to be considered (Corcoran 1988).

### **2.2.1 Professional Competency**

The dynamic changes in the education system totally depend on the environment where teachers can demonstrate their talents, wisdom and expertise. From primary to secondary schools, it is a fact that mostly students are closely involved with their teachers, respecting their skills and attitudes as a role model. These tendencies are inculcated in the students, where they carry this esteem in their future life towards the society. It goes without saying that all teachers cannot be role models but somehow or the other different teachers possess various abilities where it can be appreciated by different students in different aspects (Saphier & Gower, 1997).

Being considered as the hub of educational system, the qualities of teaching deeply rely on the competency of the teacher (Siddiqui, 2007). It goes without saying that teachers should be in familiar terms with academics and must be talented enough to cultivate the personality of students (Kohl, 1992).

The qualifications of teaching staffs have been a major issue as it is obvious that the professional competence of the teacher will undoubtedly depend on the qualifications of the teacher which guarantee their effectiveness. According to recent studies, it has been revealed that the manner in which the teacher conveys his tasks is solely determined by the combination of his personalities and knowledge acquired. Therefore, with continuous training, his abilities and professionalism can be further nurtured (Malikow 2005, Harslett et al. 2000).

The teacher's attitudes and principles in education affect the manner he selects, appraises and understands the knowledge attained, as well as the mode he takes advantages from this practical knowledge, as this very exercise is molded by that knowledge (Feiman-Nemser 1990, Schön 1983, Zeichner & Liston 1996). The approaches of teachers have an effect on the degree of their commitment, their teaching approach and the treatment with their students, as well as how they identify and show their expertise (Chen & Rovegno 2000, Darling-Hammond 2000).

Devoted teachers usually have great hopes in regard to their students; therefore, they tend to be more insistent towards promoting learning. Effectiveness of teachers also is another factor that contributes to education as there is a sense of commitment to the job. According to McBer (2000), it is identified that from a series of consultations, it was identified that personality traits and individual approaches, can be categorized

differently, including the character of being a professional where commitment, confidence, sense of responsibility and esteem are part of it. Secondly, the thinking skills are mainly consisted of conceptual and logical thinking. Furthermore, the prospects and expectations should mainly be based on acquiring high objectives there should be a disposal for an everlasting understanding of realism and initiatives. As far as leadership is concerned, it needs to be connected with a passion for learning as well as being accountable for every actions and flexibility. The last but not least is that there should be ample involvement and fruitful interactions within and outside the educational system meant for proper understanding and management. However, teachers' contribution and cooperation should not be meant for students only as interactions with parents and colleagues are also primordial. Therefore, it must be assured that this communication fills the gap and add up to strengthen the education system (Jasman, 2002). To sum up, efficiency, to a great range, relies on the approach and manners to classroom problems. Research indicates that teachers with better abilities usually retain all goings-on in check, as they are always alert and prepared to face any situation. They implement desirable ways to tackle the situations with the students (Everston and Randolph 1999, Wang et al. 1999).

Development of students with respect to different development such as biological, social, cognitive and psychological improvement, need to be taken into consideration. Learning difficulties and motivation should be promoted without pointing out individually. Therefore, behavioral issues related to different groups can be worked out too. The schematic demonstration of instructions by the teacher shows to what extent the teaching methodology is applied. The teacher is the one to transform the teaching material into

teachable knowledge. This process can only be successful when the teacher pre-plan lesson activities by organizing the content into thematic units. Therefore defining methodological organization, time management, and categorization of evaluation process and teaching goals (Vic Jaras, 2005). Curriculum is the pivotal tool which determines the instructive varieties of the teacher. Knowledge with reference to the textbooks, guidelines and instructions should be correctly applied (Shulman, 1986). With the evolution of the new era, there is a call from the society with regard to curriculum as well as the relevant adaptation to the requirements deriving from the demands of society today call for a critical approach to the curriculum and its adaptation to the needs deriving from environment. As far as pedagogical knowledge is concerned, it consists classroom organization, motivation of students, theories of learning, amalgamating of resources and finally, framing of pedagogical theories. According to Shulman, he refers to “principles and strategic classroom management and organization, which exceed the knowledge of specific subjects” (Shulman, 1986). This knowledge requires appropriate understanding and clarification of education. It acts as a guide in didactic theories for teachers. It goes without saying that pedagogical knowledge is an essential element in lesson planning (Ernest, 1989).

### **2.3 Qualities of a Teacher**

Committed, trained and dedicated teachers can bring lots of changes to the society. Without their contributions, the citizens of tomorrow cannot be educated. It

immensely relies on the quality of education and support of teachers (Govt. of Pakistan, 1977).

Teachers are the builders of the educational system. All credits go to the devoted teachers, who undoubtedly cannot be replaced by any means. They are surely the pivotal factor leading to the success of any educational institution. There are many scopes and magnitudes where teachers can help students in enhancing learning (Deen, 2000). Therefore, in order to maintain the high level of education, recruitment of quality teachers is of incumbent need.

As stated above, correct identification of teaching staff is primordial. The head of the institutions should make sure to appoint relevant staff as the quality of education is highly dependable on them. It is known that quality teachers provide quality education, where they provide convenient support to each and every student according to the latter's needs and requirements (Sadker and Sadker, 1997).

According to J. Anitha, 2013, there are huge varieties of teacher abilities can help to realize the aims and goals in the system of education. Expectations are high in promoting education. It is expected that only trained and teachers with high levels of competencies can make it out (Rao, 1989). S. Kothari believes that the national development is significantly dependable on teachers (Kothari, 1966).

To be genuinely professional, it is not really enough for teachers to be just friendly and helpful, but needs to possess other abilities to be effective. Without being arrogant, a professional teacher needs to be confident. Naturally, it cannot be expected

that a teacher should be answerable to all the questions of the students. Therefore, there is a tactical way of avoiding this embarrassing situation. Appropriate planning is another fundamental obligation of professionalism. Before entering the classroom, teachers' lesson plan and related materials should be ready. When the teacher enters the classroom she should have all the relevant materials.

Equal contribution should be given to each and every student thus promoting interactions in the classroom. Somehow, if need be, the teacher is required to be flexible enough, firm and fair at the same time. Indeed, employing contingency technique is also important. School directors need to encourage professional teachers by backing them up in all the difficulties they encountered within the school. They should not be neglected in terms of support as this definitely contributes to their boost up in performance. Professionalism does not only refer to abilities and skills but teacher's personality also plays crucial role in this aspect. A teacher needs to be attractive and pleasant as it gives good impression and therefore, students are also not bored with the teacher (Vic Jaras, 2005).

It is also very important for teachers to control and master the minds of the students. Therefore, this capacity is essential, along with that, tolerance should also be there to some extent. Naturally, students are prone to make mistakes mainly due to immaturity and frailty. Another significant point is that a teacher needs to be consistently aware of his intellectual abilities, interests and limitations. It goes without saying that the role a teacher has to play might sometimes be artificial; he should be a bit of an actor. His feelings should not be obvious, that is he has to mould himself according to the current situation.

Professional teachers must be very prompt and quick for any action that they have to react. However, sometimes, taking wrong decision might go against them, though they are undoubtedly trying to act professionally. Infinite patience is of utmost importance. Teachers are not born like that, but dealing with children, adults have to endure innumerable irritations. Teaching have huge demands on nervous energy, therefore, teachers need to be resilient.

The last but not least is that a teacher should possess an inquisitive mind that is fond of learning so as to promote himself in his career as well as gaining more wisdom. The field of teaching requires learning and learning. Education is best acquired with total vigor and an energetic co-operation among the one that is learning and as well as the teacher.

#### **2.4 The concept / Repertoire of Teacher Competencies**

In order to ameliorate their teaching abilities, proficient teachers alter their ways and procedures with respect the teaching procedures that can fit the classroom environment. Sometimes, they also tend to follow a process where they try certain types of experiment analyzing and measuring the extent to which they are attaining their goals in promoting quality education. This effort of theirs proved to be a pre-requisite standard in the field of education.

It is believed that instructional competencies are specifically aimed at the following strategies below:

## **Planning**

Planning is an activity that is usually carried out before the lesson starts. The teacher organizes and prepares a strategy where he can articulate a course of action. All procedures related to teaching are formally accomplished in the absence of the students. The teacher analyses and formulates various tactics that can help him in maintain classroom discipline to deliver his lecture appropriately. Therefore, the teacher is confident enough about his content and is certain of having enough knowledge and skills for good learning (Russell, 1997).

Planning refer to a future course of action where future work is determined with respect to priorities, instant requirements and objectives that needs to be accomplished within a specific span of time, therefore reflecting cost-effectiveness choices. It is only through proper planning that a teacher can ensure whether the teaching progress is efficiently and smoothly being carried out. Consequently, effective management will be carried out and the teacher will definitely exercise control over all classroom activities (Russell, 1997).

Teacher ensures that teaching progress is running smoothly and efficiently. Ramsey (1999) says, "The role of an effective manager is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving". Concerned teachers ensure the pattern of communication and are always vigilant about the kind of learning that he is promoting. Teaching aids and other requirements for the educational tasks to be carried are taken into consideration beforehand.



### **Management function and classroom interaction**

The teacher plays a managerial part, where he is responsible to master the classroom discipline, including the organization of the teaching learning abilities of the students, evaluation and also ensuring control over classroom management.

Bukhari (2008) defines management as:

Educational management is social a process where teamwork, contribution, involvement and intervention for achieving programmed objectives. According to Butt, Ahmad, & Ghazala (2010), "Classroom management is the process of working with and through students effectively and efficiently to achieve educational objectives".

To begin with, time allotted to the teacher and the way it is being used is primordial. Effective teachers usually ensure smooth handling of routine work. They also try to spend time in repetitive activities (Butt, Ahmad, & Ghazala 2010). Keeping the momentum and smoothness while teaching, projects a significant categorization of ideas. Engaging students within the transition from one lesson to the other, needs to be brought forward very wisely. The students should be alert and aware that the instructor knows each and every movement of theirs with respect to the allotted classroom activities (Charles, 1985).

Classroom interaction is an important condition among the various classifications of competencies. This is mainly to be obtained by taking charge of the classroom management and discipline. It is possible only if the teacher and students interaction are in conformity with each other. The teacher plays the pivotal role in this regard as he has to ensure learning by providing facilities to his students. In this regard, he can employ various modes where he can easily motivate them via different teaching abilities.

Teachers are qualified to be good when they prove themselves to be sincere in their profession, therefore, performing all their work with devotion, commitment and with great enthusiasm. Within the society, there is a set of values that are promoted while others are declined. Either consciously or unconsciously, virtues are promoted while vices are wiped out. This hazardous situation creates confusion for the young students who are confused about this reality. The latter should be made aware of such realities and facts in order to adjust in the environment. The areas of responsibilities that a teacher should shoulder, includes positive and effective learning and, also, by precisely catering about each and every student with respect to their abilities and interest respectively. There should also be setting of realistic and interesting academic standards with respect to student performance.

#### **Instructional function**

There are various ways where a teacher can demonstrate his instructional abilities. The use of additional materials to enhance learning is promoted such as audio visual aids, smart-boards, projectors and other tools to promote learning. Added to that, while presenting the topics, the teacher needs to ascertain that he is applying relevant method. These may include, questions answers sessions, moralizing, clarifying, sensationalizing, translation and other mode of communication style.

#### **Subject Knowledge & Methodological Competence**

To perform with expertise, it is required that the teacher is fully equipped with the basic ideas related to the content areas. It is not sufficient to just collect data and facts regarding the content, but he needs to master the topic in such a way that he is able to

deliver his lesson with perfection. Certainly, somehow or the other, the principles and philosophies of the subject rely a lot on the way it is monitored by the teacher.

Teachers are usually equipped to teach specific subjects where they are mastering the subject knowledge. It is very rare that some particular teacher may be qualified to teach a series of subjects mainly in secondary level. However, it is fundamentally required to familiarize with the scientific knowledge of the subject being taught. Here, each field has a different approach of teaching where the job duties and description need precise comprehension and at the same time managing its dimension accordingly.

Kennedy 1990 is of the idea that facts and principles related to the subject should be dealt with relevant examples and the presentation made to students should be well defined. Methodology of transmitting the subject knowledge is finally the teacher's choice. Specific question related to the topic should be formulated showing its link with the social issues and values with respect to everyday life. Interdisciplinary approach should be in such a manner so that students are able to understand the subject being taught. In addition, teachers' opinion related to the subject they teach is related to their beliefs (Askew, 1998). Furthermore, teachers possessing more "holistic" view on the topics they teach and therefore tend to be more active (Turner-Bisset, 2001).

### **Pedagogical Capabilities**

To fulfill the requirements of the students, multiple methods of teaching should be diversely employed. The teacher should understand the stages of human development and should be aware and skilled at inspiring learners for further achievements. Being conscious of his responsibilities, the teacher needs to use a variety of methods to communicate with his students to gain their attention, therefore, he will be able to get

them in his command. Group work and communication among the students should be observed so that the flaws could be identified if any. On the contrary, the students should be appreciated and stimulated for successful interactions among each other (Loughran, 2006)

Pedagogical skills and knowledge need procurement of routines that each and every teacher to make his work significant therefore saving time and energy where they can refer to theoretical values leading to a wide range of practices and approaches thus depending on circumstances. According to a plethora of associated studies demonstrate explicit activities by instructors which can be reflected features for their efficacy.

With regard to the teaching tactics, it seems that the professional teachers (Anderson 2004) used to establish certain accurate objectives where they try to motivate students towards studies by employing specific teaching strategies. They are able to diagnose and identify the individual differences among students. Consequently, they adopt certain approach that will suit students according to their needs and interests (Harslett, 2000).

### **Communication Skills**

Communication is the basic skill required to clear all the concepts and ideas. Either in regard to students or teachers or head of the school or administrators or even parents, teachers should be social. Conveying information is of great importance. It is verbal or written; it brings a sense of understanding and closeness towards each other. Contemporary approaches such as email, collaborating websites are enhanced. Students' journals and circulars are also means of conveying messages (Singh, 2010).

**Professionalism**

Continual progress via professional hard work and competence shows the excellence of the teacher's ability. Appreciating the value of a variety of students with different background and believing in them is very important. A professional teacher is identified by his working spirit. The manner in which he presents his work, skills and attitude employed in collaborating and demonstrating his knowledge. (Robin and Rosie, 2003)

**Interpersonal competence**

Awareness regarding proficiency and expertise need not to be neglected as they contribute to the interpersonal competence of the teacher. Being conscious and responsive towards his students, the teacher should use strategies and tactics to communicate to his students in a positive manner. This encounter realizes the goal where the educator is successful in stimulating progressive report, maintaining a good social interaction and also responding to them by taking into account all the conventions in the students (Rao, 1992).

**Organizational competence**

The sufficiency of being organized in all sphere related to the teaching learning process is of great necessity. The knowledge and skills possessed by the teacher should be well planned and organized so that he can apply his procedures relevantly in accordance to task oriented, professionalism and systematically. Once organized, the learning process will be ensured.

### **Collaboration with colleagues**

To maintain positive environment within school establishment requires professional involvement and respectable working relations for an encouraging setup of the school. Discussions with colleagues should be encouraged, so that there is unity and collaboration among each other. Managing records of every detail regarding both his personal data and the students' needs are primordial.

### **Collaboration with the working environment**

Parents are known to be the partners of teachers and the school. Without their understanding and contributions, the school will not be able to function well. The teacher should be able to keep in touch with parents in a constructive manner, where they are made aware of the progress and problems leading to the education of their children. Collaboration with the working environment absolutely contributes to the welfare of the students.

### **Reflection and development**

Analyses and develops his/her views on the profession and his/her competences as a teacher, and makes them explicit. Makes explicit what is important in being a teacher, and explains the basis for his/her professional views; The teacher needs to be aware of his/her strengths and weaknesses, formulates learning questions and works on those systematically.

### **Appraisal**

The process of evaluating students is one of the major factors that contribute to the competency of the teacher. The latter cautiously analyze and observe the evolution of the students in various occasions so that he can evaluate whether the students will be able

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to achieve the expected outcome by the end of the session. There are many ways and procedures that are attempted by the teacher mainly for evaluation. Measurement of the skills needs to be wisely identified by the teacher (Saphier & Gower, 1997).

## **2.5 Classification of Instructional Teacher Competencies**

Singh (2010) states that according to National Council for Teacher Education, it classifies teacher competencies as shown below:

- Competencies employed with respect to circumstances.
- Theoretical tactics of competence.
- Abilities and proficiencies related to the content.
- Know-how linked to different educational undertakings.
- Assessment competencies
- Competency in dealing with the society
- Competency related to the Management
- Operational competencies

Teaching is a holy job where teachers deal with human development, they are therefore known to be 'doctors of education' and therefore, creating a hope for changes all throughout the world. Believing on teachers' competence is an important fact that cannot be denied as the axiom says that "without teachers, we are useless". It indicates that teachers have specific abilities or competencies required to direct learners so that the latter is able to deal with all kinds of situations.

Within and outside the classroom, there are various instructional activities are carried out by teachers. Certainly, they all differ from one type to the other. In order for an organization to function adequately, teachers are required to possess an adequate amount of knowledge, skills and attitudes. The combinations of all these qualities are merged to produce competence. It can be similarly said that "the right way of conveying units of knowledge, application and skills to students". Competencies of teachers rely on specific settings, environment including culture, traditions, values and way of life of the community.

Certainly, this is not the only characteristics as it also depends on the quantity of teachers and students with respect to classroom context. If certain necessary competencies in a given circumstances is correctly applied, this is judged to be on the basis of the quality production of certain effects. Consequently, there are different ways of identifying whether the effect is being effective or not as different people have different ways of judging. Sometimes the expectations differs from each other, therefore, value judgments and decisions with respect to teaching should be implemented.

Researches have so far proved that there are different sets of competencies that are possessed by effective teachers and definitely, the lacking of the ineffective ones. Somehow or the other, the concept of teacher competencies is based on contingency, thus depending on the situation and circumstances. It also relies on the effective relation with respect to all kinds of learners.



## **2.6 Teacher Education**

### **2.6.1 Definition and Meaning of Teacher Education**

Teacher education is known to be a significant investment agent for the qualitative progress of education. Meaning and definition of teacher education according to Smith (1969) is as follows:

“One of the chief differences between a teacher who is theoretically trained and one who is not, is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from pedagogical field itself. The teacher who is not theoretically trained will interpret events and objects in terms of common sense concepts that have come from the experience of the race permeated with outmoded ideas about human behavior.”

Teacher education has always been a crucial and symbolically significant field of education policy. Globally, teacher education is a major concern of every country provided by different ways and means. It is only through the evolution of teacher education that the entire system of education is able to respond to the changing circumstances, along with the needs of the students as well as the volatile nature of the society in which we are living (Al-Afendi, 1980).

It is widely acknowledged that the deliberate development of teacher education evidently leads to better quality of education. Teacher education is mainly aimed at providing knowledge, understanding of theories, principles, laws, philosophy, techniques and other activities concerning the teaching learning process. To fulfill the demands of teacher education, the trainee teachers are acquainted with theoretical knowledge and skills and their practical application in real classroom situation under the aegis of highly

qualified teachers. To maintain and develop the education system, it critically depends on the attitudinal necessities along with the professional abilities in the teaching profession (Nergney, 1981).

Teacher education is commonly said to be the main pillar of education. Therefore, to deal effectively with the new social forces, according to the demands and needs of the up to date knowledge, the position of teachers need to be developed. (McCarty, 1973)

Development of competence and professional skills are the very heart of the programs of teacher education. Thus, teachers should be provided with various facilities to deal with the basic requirements of educating people. The basic concern of today is to provide teacher education for the sake of educating the educators to make them a complete man. To fulfill the demands of the current era, teachers have to possess the whole ingredient of a balanced personality to meet the needs of the sophisticated and cultured generation (Furlong, 2000).

## **2.6.2 Types of Teacher Education**

Generally, there are two types of teacher education that are commonly organized; the pre-service teachers' education and in-service education.

### **2.6.2.1 Pre-service Teacher education**

The need for teacher education is the prior requirement for preparing the teachers. The pre-service teachers' education is of enormous importance in anticipating future demands and roles of trainee teachers (McCarthy, 1973).

Before entry in the profession of teaching, pre-service training is arranged to train teachers. Thus, enabling them to be equipped with the necessary skills, concepts, school

organization, psychology of learning and other practices related to the education system. Pre-service programs are meant to direct the trainees towards reconstituting their personalities and attitudes so that they are better molded for the job (Bell, 1996).

The pre-service education also accommodates the trainee to the real class room situation which hopefully develops familiar attitudes that encourages the former to make advancement in their professional education (Thomas, 2002).

#### **2.6.2.1 In-service Teacher Education**

The single significant way to specialize the categories of teachers is through in-service teacher education program. It is organized during the career of the teachers. This program provides golden opportunities of adopting innovative concepts, methods and applying them after judging their reliability through research (Russell and Loughran 2007).

In-service teacher education programs are commonly organized to fulfill the necessities of teachers thus familiarizing them with the emerging knowledge, ideas, concepts, trends and principles. These continuous educations of teachers generally familiarize them with fruitful courses meant to broaden their mental outlook, promoting their professional efficiencies along with acquainting them with the whole ingredients of teaching. Consequently, contributing to the qualitative progress of education, it is only through in-service teacher education program that the lifelong process of education can be established and reformed (Iqbal, 1996).

The periodic in-service training is essential in order to compensate for the short comings or lack of training of those who are in the field along with keeping them refreshed about recent pedagogical development (Rao, 2004).

The last, but not least is that teachers' role in the educational process play very important role in this context. Therefore, it goes without saying that teachers' competencies should be properly balanced to ascertain quality education. Among the various types of competencies, instructional competency needs to be emphasized as it is among the basic competency that is required in the system of education. It goes without saying that teachers should possess a wide variety of positive characteristics that they can be entitled and able up to the mark for proper transmission or delivery of lessons. Instructional competencies have been in different ways; therefore, all these should be closely identified and followed wisely. Teacher educational programs, whether pre-service or in-service, need to be promoted and strictly followed, in order to encourage teacher to use the ideal application in their classrooms. If adequacy is maintained in teaching competencies, consequently, results will be positive, in the sense of transmitting purposeful information to students.

## CHAPTER 3

### RESEARCH METHODOLOGY

This research was undertaken to compare instructional competencies of the Public Secondary School teachers of Pakistan and Mauritius. The nature of the research is a mixed method approach. However, people from different sectors were approached for their thinking but were not retained in the thesis. However, their ideas were considered when evaluating works that have been accomplished and what is ought to be done. Libraries and schools were visited for evaluation and comparison.

#### 3.1 Population of the study

There are approximately 76 public secondary schools in Islamabad and 7 in Port-Louis, while the number of teachers is 2911 and 364 respectively. And the number of students is 51,495 and 16,780 accordingly. The number of principals is relevantly same as the number of schools.

**Table 3.1: Target Population**

Category	Public secondary schools Islamabad	Public secondary schools Port-Louis
Total Schools	76	7
Heads/Principal	76	7
Teachers	2911	364
Students	51,495	16,780

### 3.2 Sampling Procedure

The study included the public secondary schools in Pakistan and Mauritius that were used as sample. The researcher selected 15 Public secondary schools from Pakistan and 7 from Mauritius respectively. Mainly, 220 teachers including 150 teachers from Pakistan and 70 from Mauritius were taken as a sample of study. A total of 22 principals were considered from both countries. As far as students are concerned 220 students were selected, 150 students from Islamabad and 70 from Mauritius. 10 teachers and 10 students were selected from each school randomly. t-test was used to analyze the sample.

**Table 3.2: Sample for Study**

	Teachers	Teachers	Students	Students	Principals	Principals
Population	Public secondary schools Islamabad  2911	Public secondary schools Port-Louis  364	Public secondary schools Islamabad  51,495	Public secondary schools Port-Louis  16,780	Public secondary schools Islamabad  15	Public secondary schools Port-Louis  7
Sample	150	70	150	70	15	7
Total	150	70	150	70	15	7

### 3.3 Research Instruments

After consulting literature available on teacher competencies, three tools were developed. Three and five point Likert scale was filled by teachers and students for measuring Instructional competencies of Secondary School teachers. Observation sheet was also used by the researcher.

Three instruments were used for data collection (Appendix A, B and C), the first one consisted of a variety of questions that were mainly filled by secondary level students. In this questionnaire, views of students regarding competencies of students were analyzed and assessed according to three point Likert scale. The weightage were as follows:

**Table 3.3: Weightage of Scale**

	<b>Abbreviation</b>	<b>Weightage</b>
Strongly agreed	SA	5
Agreed	A	4
Undecided	UD	3
Disagreed	DA	2
Strongly disagreed	SDA	1

As far as the second questionnaire is concerned, it was mainly designed to measure secondary school teachers from Secondary Schools teachers. The following aspects regarding teachers' competencies were observed and evaluated via the following aspects

Questionnaire for teachers of secondary schools included the headings related to

1. Methodological Competencies
2. Motivational Competencies
3. Material Utilization Competencies
4. Instructional Process Competencies
5. Teaching Evaluation Competencies
6. Interaction Process Competencies

The observation sheet consisted of the same items and categories that were filled by secondary school teachers and students. Secondary school teachers were thoroughly observed by the researcher herself. She observed the teachers during teaching session from different classes from the secondary schools of Islamabad and Port-Louis respectively

### **3.4 Validation of the Research Tools**

The validity of observations form was checked by experts. To check the reliability, it was piloted before the final use of tool. In the process of pilot testing for reliability, 15 teachers were randomly selected to fill the questionnaire. Subsequently, after the development of first draft, these tools were amended under the administration of the advisor and two experts from the relevant field. The tools were pre-tested to make certain of the validity and reliability of study instruments. In the light of the feedback, some statements were annulled and some were revised. They also developed the items in format and language to set it in a further rational direction. Before conducting the research, the researcher did pilot testing. In order to validate the questionnaires, it was



distributed among 15 secondary school teachers from Pakistan and Mauritius respectively. After gathering the responses of the particular sample, the survey was restructured for using on a larger scale on the basis of pilot testing. Reliability of the questionnaire items is specified as under by using computer software SPSS version 20.0. The alpha value for reliability was 0.64.

### **3.5 Data Collection**

The researcher individually visited the public secondary schools to get hold of the data from the selected sample of study. Data were collected through observation and questionnaire from students and teachers. The researcher took help from professionals and also personally contributed to the classroom observations. Being experienced enough, it goes without saying that the researcher is working as secondary school teacher for almost 6 years in an International school in Bahria Town. She is quite alert and aware of the circumstances related to competencies of teachers.

Observations were used to find out the similarities and differences in applying instructional competencies which are being carried out in the two countries. Along with interviews, the researcher employed the observational form, (Appendix B) where teachers were evaluated on their competencies.

Systematically, the researcher analyzed the materials and documents available on teachers' competencies. As stated previously, the data collection tools included classroom observations, questionnaire (Appendix C, Part A and Part B), and focused group discussion were employed. The questionnaires were dispatched by proper channels, via

the help of the principals of each school. Telephonic requests were also be made to return the questionnaire.

In order to familiarize with the concerned participants; the researcher had a brief visit in the locations before the study. She had a brief talk with the concerned teachers and principals. The Researcher is aware of biasness and misconceptions. Therefore, basing on her personal experiences she tried avoiding subjectivity in the process of data collection. Therefore, all factors leading to any inconveniences were tackled beforehand in order not to influence the data collected.

### **3.6 Data Analysis**

The data collected via specific tools were arranged, while the basic information were shown in profiles that were displayed in various categories such as sex, academic qualifications, experience and finally their age.

Data collected were interpreted, presented, studied and finally tabulated accordingly. Statistical techniques were used to calculate the percentage. Data collected through questionnaire were tabulated and analyzed by using t-test. The qualitative data were analysis accordingly. It goes without saying that t-tests were also be used to compare the competencies of teachers from the two countries. There were five responses including strongly agreed, agreed, undecided, disagreed and strongly agreed. Each of them was rated from 1-5 points respectively. Finally all the data received were tabulated and relevant calculations were carried out diligently.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

In this chapter, Data Analysis will be presented. The basic data and information will be presented in profiles and the data collected through different tools will be projected in tabulated forms, in the very first part of the chapter. Detailed discussions of the data collected will be mentioned in the second part of the chapter.

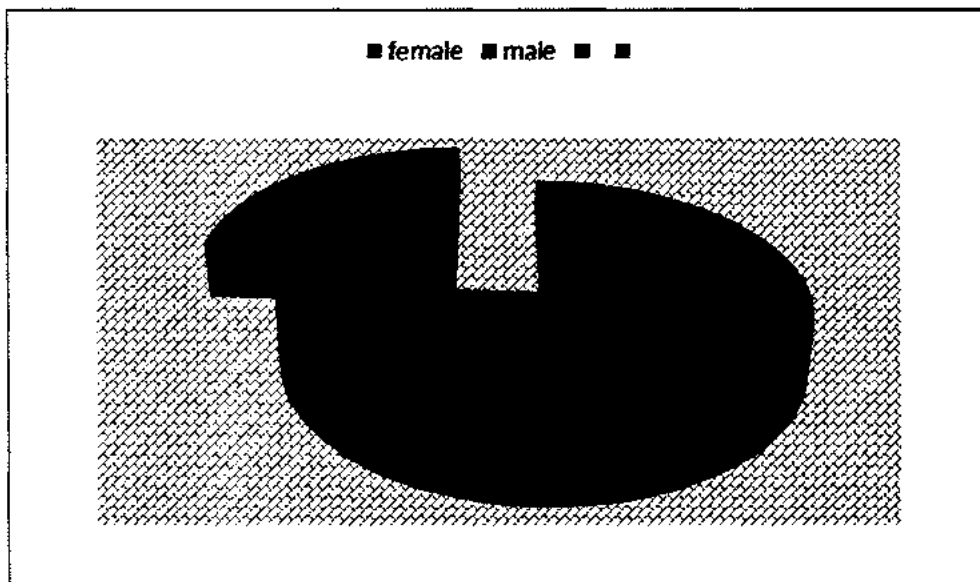
#### 4.1 PROFILES

Facts acquired from the samples of principals' and teachers' profiles of different classifications, were made. They were all categorized and the basic information is shown in profiles that will be displayed in various categories such as sex, academic qualifications, experience and age.

**Table 4.1.1: Gender wise ratio (Pakistan)**

Gender	N	%age
Female	106	75.7
Male	34	24.3
Total	140	100

Table 4.1.1 shows that the sample of the study comprised (75.7%) of female and (24.3%) of male. This is also presented in the figure 4.1.1.

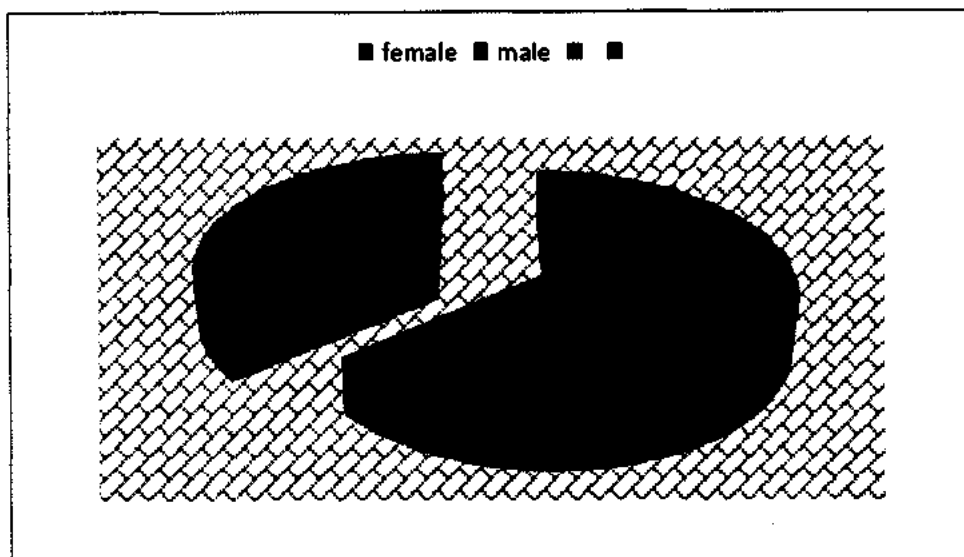


**Fig. 4.1.1. Male and female teachers' ratio (Pakistan)**

**Table 4.1.2: Gender wise ratio (Mauritius)**

Gender	N	%age
Female	32	64
Male	18	36
Total	50	100

Table 4.1.2 shows that the sample of the study comprised (64%) of female and (36%) of male. This is also presented in figure 4.2.1.

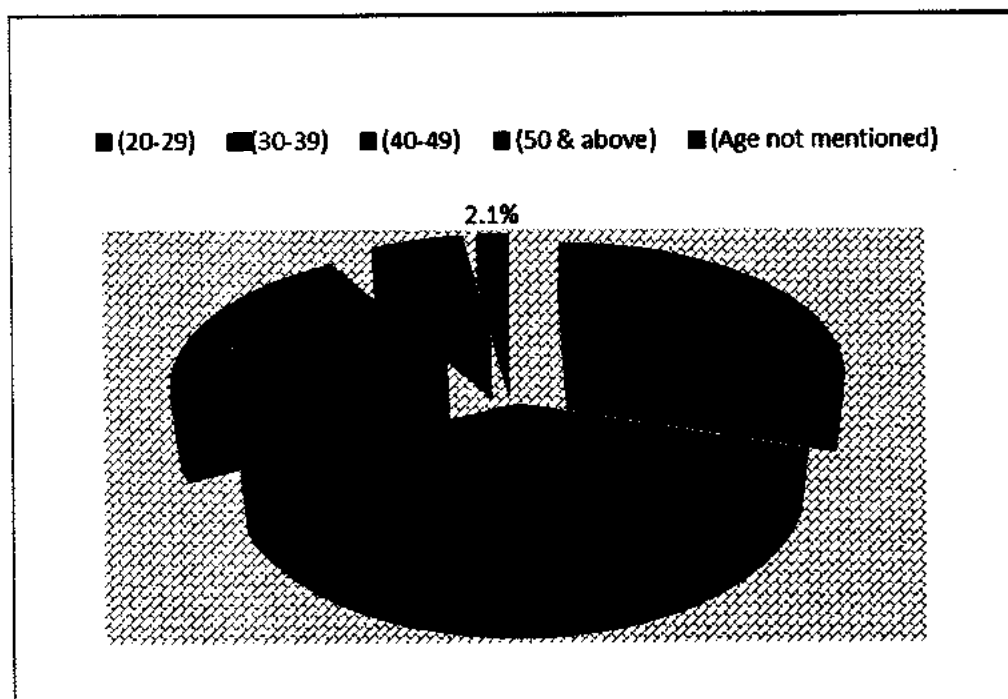


Table

#### 4.2.1 Age-wise distribution of respondents (Pakistan)

Years	N	%age
20-29	42	30%
30-39	53	37.8%
40-49	33	23.6%
50 & above	9	6.4%
Age not mentioned	3	2.1%
<b>Total</b>	<b>140</b>	<b>100%</b>

Table 4.2.1 and figure 4.2.1 show that majority (37.8%) of the respondents age is between 30- 39 years age group.

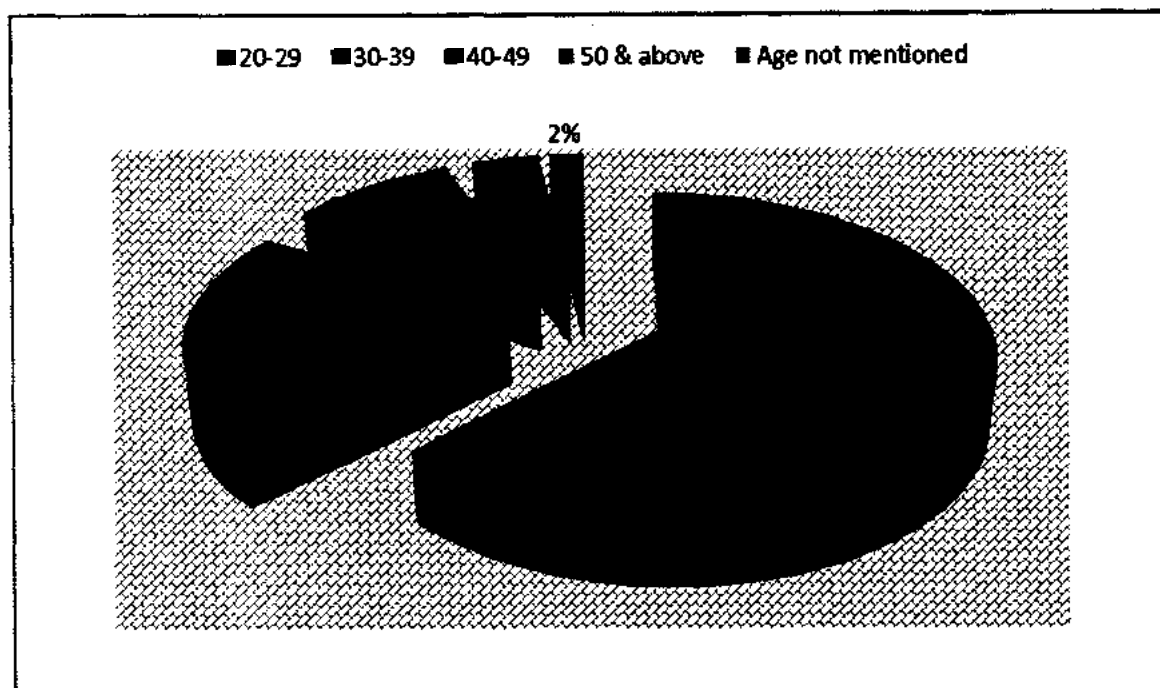


**Fig 4.2.1 Age group of the respondents (Pakistan)**

**Table 4.2.2 Age-wise distribution of respondents (Mauritus)**

Years	N	%age
20-29	32	64%
30-39	11	22%
40-49	5	10%
50 & above	2	4%
Age not mentioned	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 4.2.2 and figure 4.2.2 show that majority (64%) of the respondents age is between 20- 29 years age group.

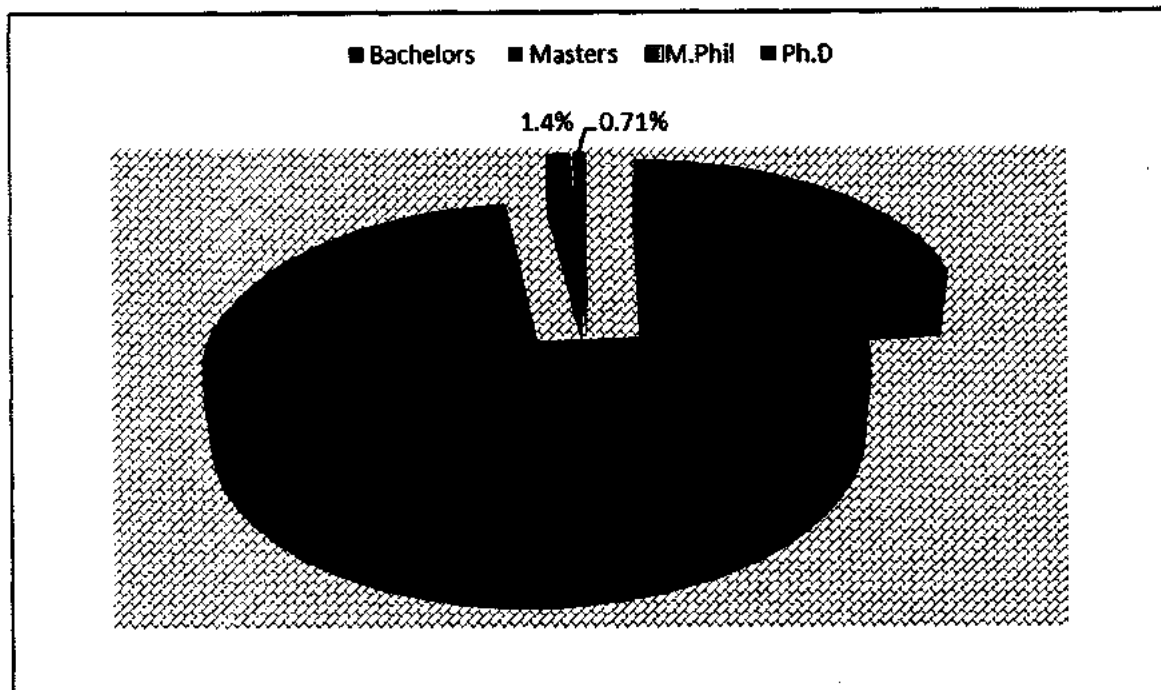


**Fig 4.2.2 Age group of the respondents (Mauritius)**

**Table 4.3.1: Academic qualification wise distribution of respondents (Pakistan)**

Academic qualification	N	%age
Bachelors	33	23.57%
Masters	104	74.3%
M.Phil	2s	1.4%
Ph.D	1	0.71%
<b>Total</b>	<b>140</b>	<b>100%</b>

Table 4.3.1 and figure 4.3.1 show that majority (74.3%) of the respondents held Master's degree.



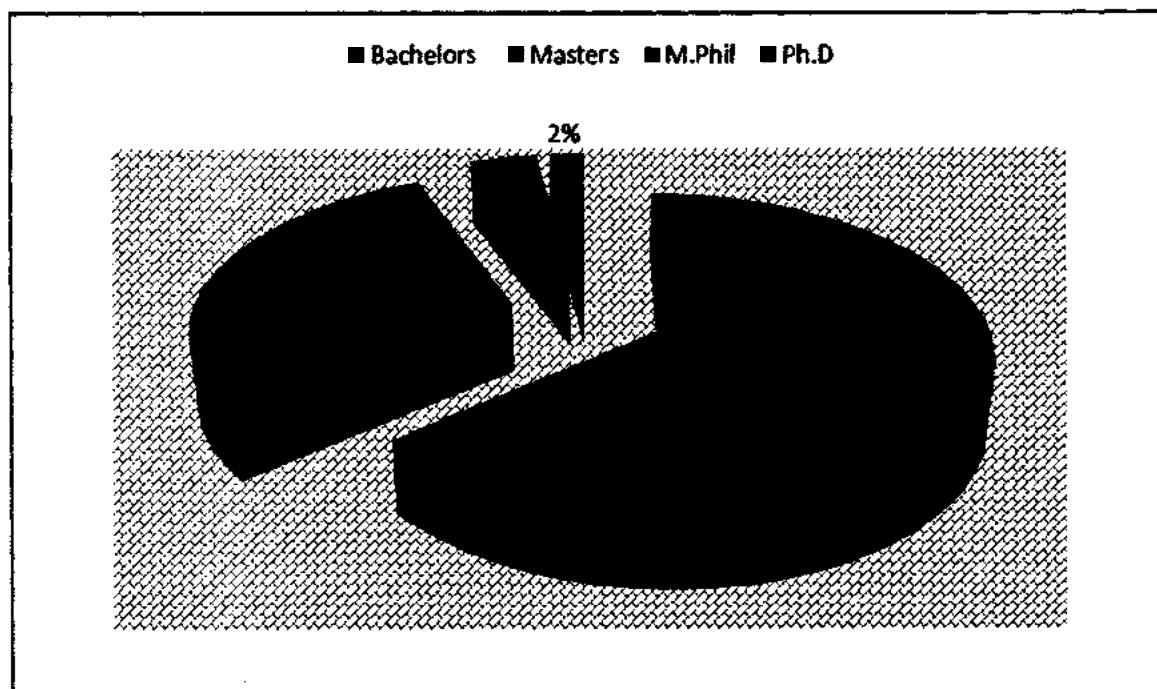
**Fig. 4.3.1: Academic qualification wise distribution of respondents (Pakistan)**

**Table 4.3.2: Academic qualification wise distribution of respondents (Mauritius)**

Academic qualification	N	%age
Bachelors	32	64%
Masters	15	30%
M.Phil	2	4%
Ph.D	1	2%
Total	50	100%

Table 4.3.2 and figure 4.3.2 show that majority (64%) of the respondents held Bachelor's degree.



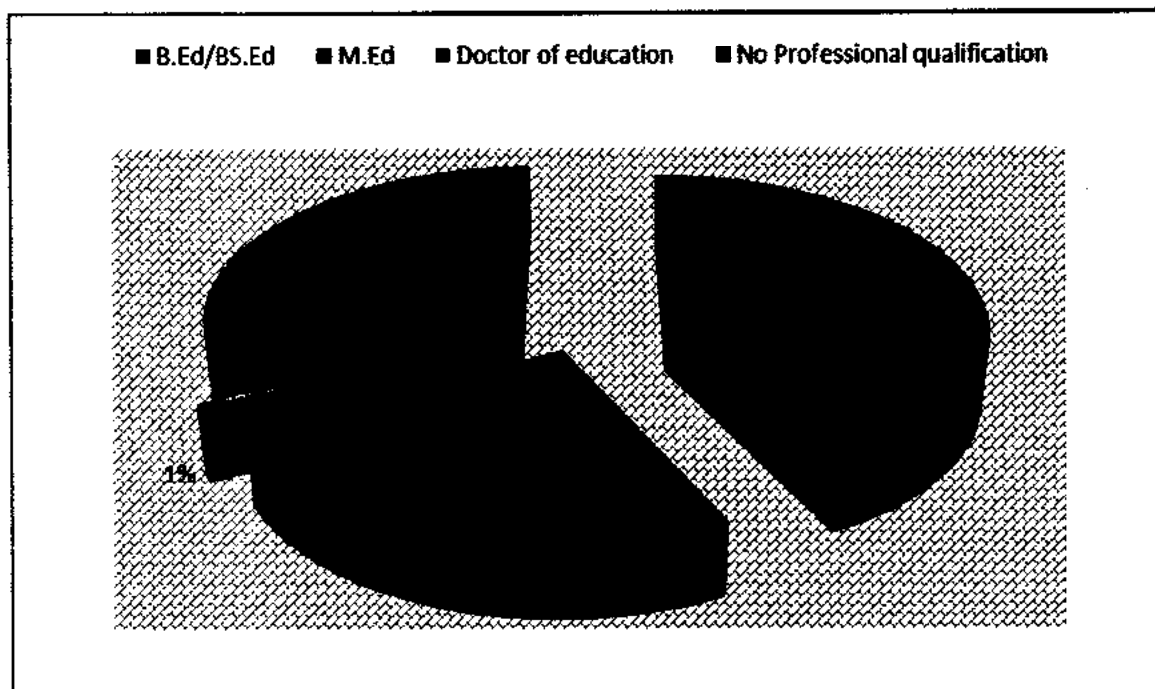


**Fig. 4.3.2: Academic qualification wise distribution of respondents (Mauritius)**

**Table 4.4.1: Professional Qualification wise distributions of respondents (Pakistan)**

Professional qualification	N	%age
B.Ed/BS.Ed	60	42.857%
M.Ed	34	24.2857%
Doctor of Education	1	0.714%
No Professional qualification	45	32.14%
<b>Total</b>	<b>140</b>	<b>100%</b>

Table 4.4.1 and figure 4.4.1 show that majority (42.857%) of the respondents held B.Ed/B.S(Ed) degree.

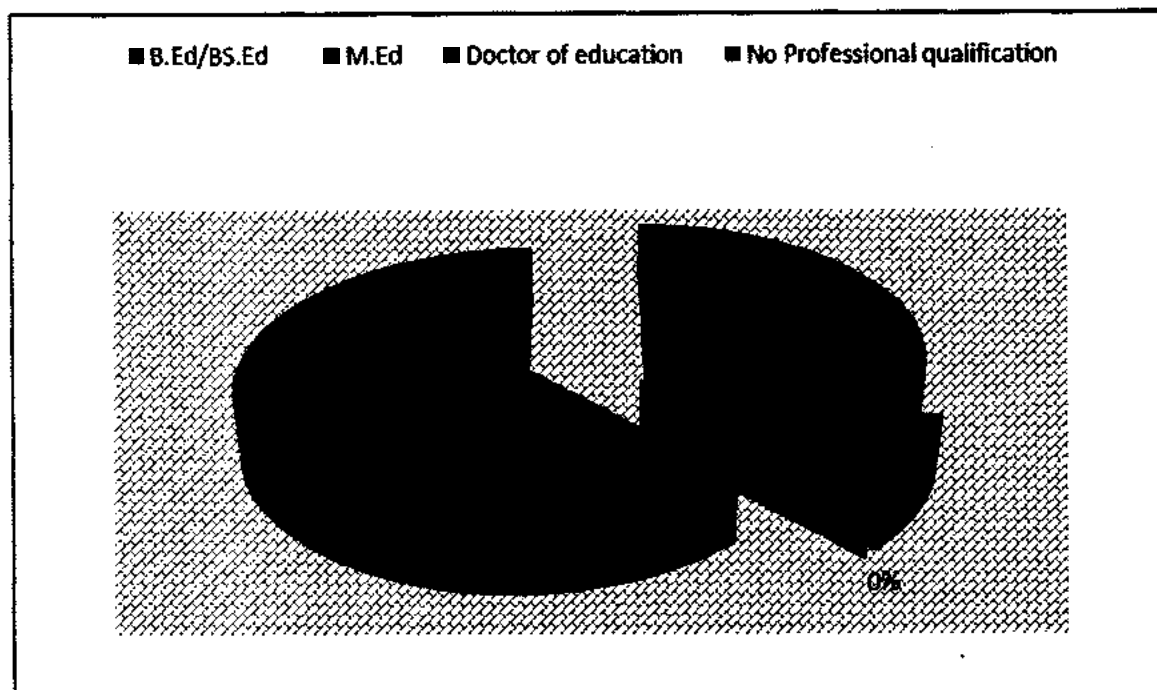


**Fig. 4.4.1: Professional qualification of the respondents (Pakistan)**

**Table 4.4.2: Professional qualification wise distributions of respondents (Mauritius)**

Professional qualification	N	%age
B.Ed/BS.Ed	15	30%
M.Ed	4	8%
Doctor of education	0	0%
No Professional qualification	31	62%
Total	50	100%

Table 4.4.2 shows that majority (62%) of the respondents had no professional qualification. This is also presented in figure 4.4.2.

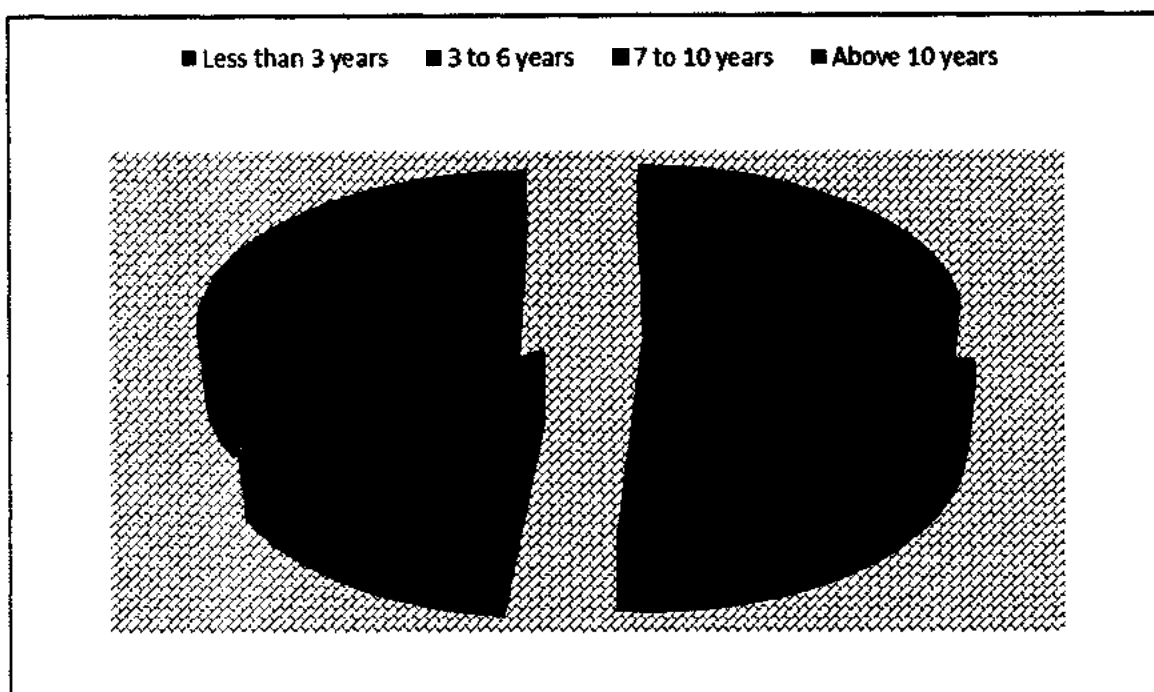


**Fig. 4.4.2: Professional qualification of the respondents (Mauritius)**

**Table 4.5.1: Job experience wise distribution of respondents (Pakistan)**

Job experience	N	%age
Less than 3 years	37	26.4%
3 to 6 years	35	25%
7 to 10 years	20	14.28%
Above 10 years	48	34.28%
<b>Total</b>	<b>140</b>	<b>100%</b>

Table 4.5.1 shows that majority (48%) of the respondents had more than 10 years of experience. This is also presented in figure 4.5.1.

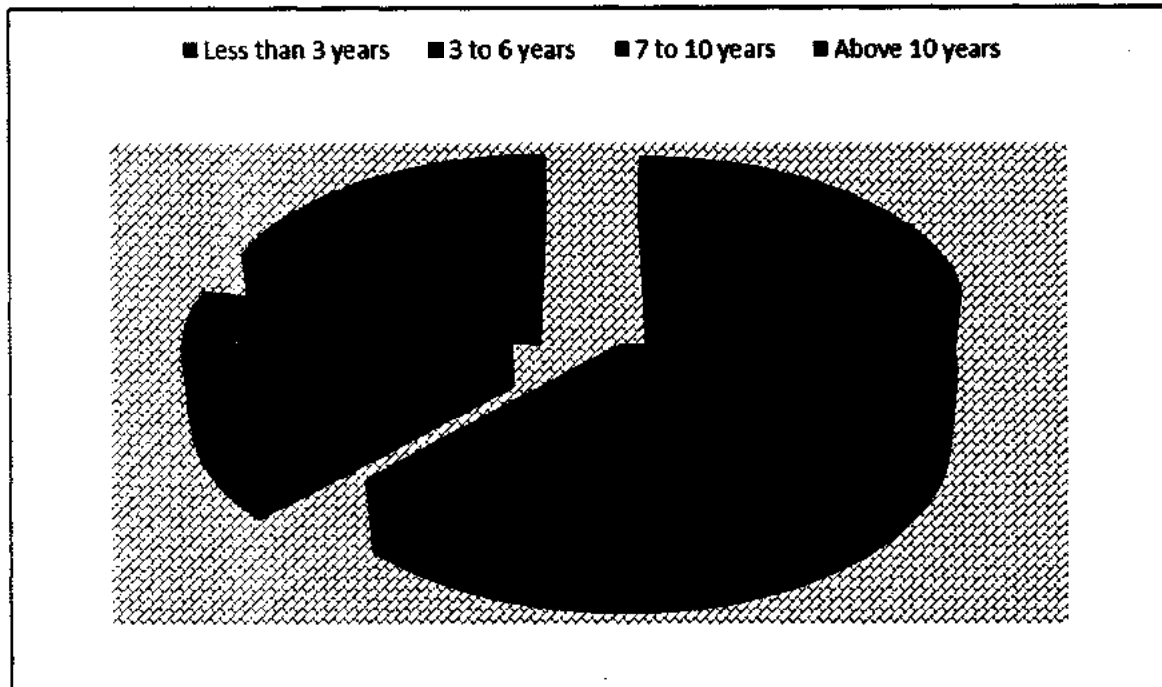


**Figure 4.5.1: Job experience of the respondents (Pakistan)**

**Table 4.5.2: Job experience wise distribution of respondents (Mauritius)**

Job experience	N	%age
Less than 3 years	13	26%
3 to 6 years	18	36%
7 to 10 years	8	16%
Above 10 years	11	22%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 4.5.2 shows that majority (36%) of the respondents had more than 3 to 6 year experience. This is also presented in figure 4.5.2.



**Figure 4.5.2: Job experience of the respondents (Mauritius)**

## 4.2 INDICATORS OF TEACHERS COMPETENCIES

### Questionnaire – Teachers

Data collected through questionnaire, from the teachers and principals were tabulated and analyzed through descriptive statistics.

**Table 4.6.1: The teacher uses problem solving methods in teaching (Pakistan)**

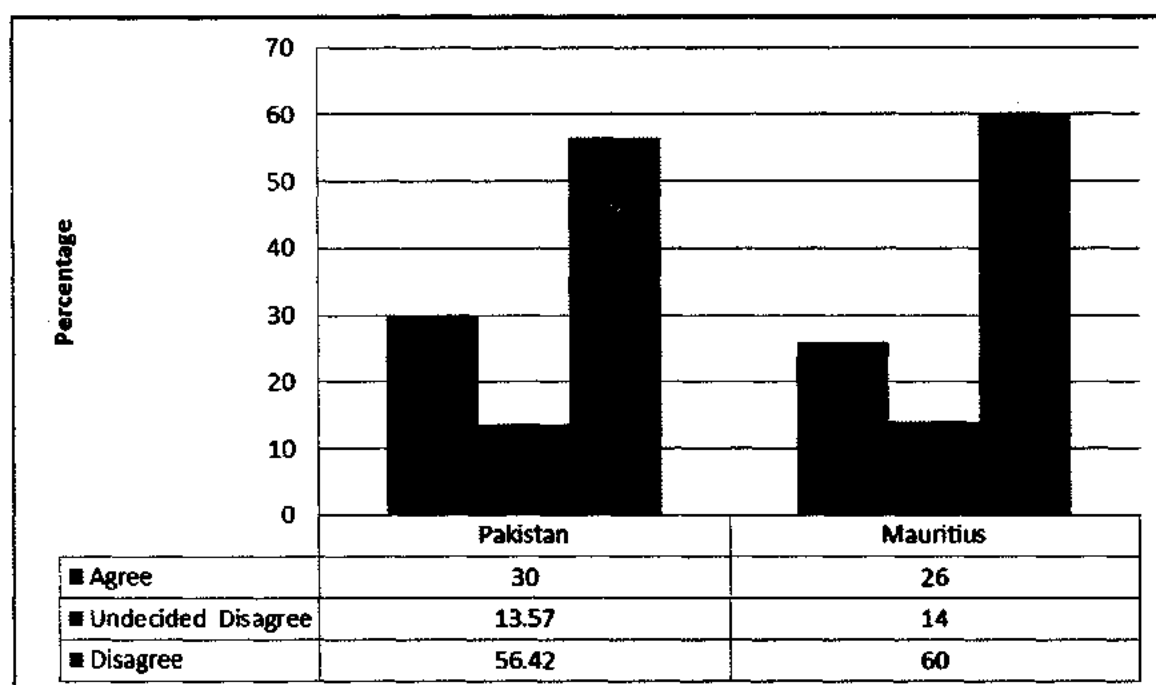
	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>42</b>	<b>19</b>	<b>79</b>	<b>140</b>
<b>Percentage</b>	<b>30</b>	<b>13.57</b>	<b>56.42</b>	<b>100</b>

Table 4.6.1 shows that the inclination of respondents (56.4%) is towards disagreement with the statement that “The teacher uses problem solving methods in teaching” is rejected. This is also presented in figure 4.6.1.

**Table 4.6.2: The teacher uses problem solving methods in teaching. (Mauritius)**

	Agree	Undecided	Disagree	Total
Response	13	7	30	50
Percentage	26	14	60	100

Table 4.6.2 shows that the inclination of respondents (60%) is towards disagreement with the statement that “The teacher uses problem solving methods in teaching” is rejected. This is also presented in figure 4.6.1.



**Fig. 4.6.1: The teacher uses problem solving methods in teaching**

**Table 4.7.1: The teacher uses individual teaching methods for individual differences (Pakistan)**

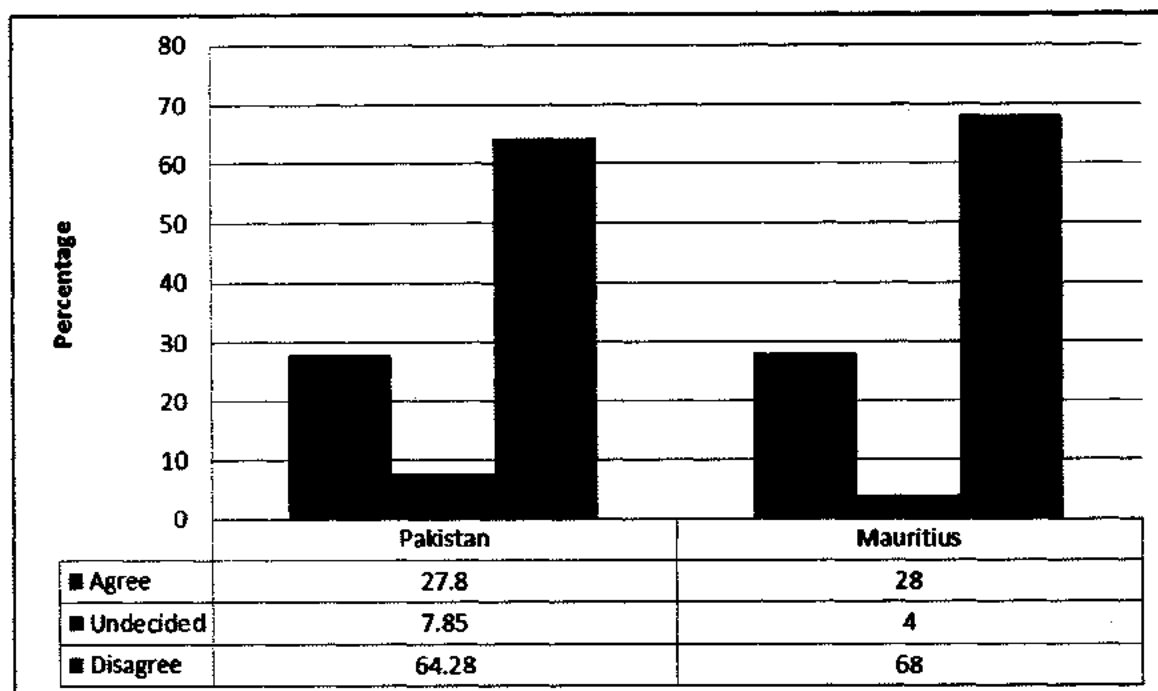
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>39</b>	<b>11</b>	<b>90</b>	<b>140</b>
<b>Percentage</b>	<b>27.85</b>	<b>7.85</b>	<b>64.28</b>	<b>100</b>

Table 4.7.1 shows the inclination of respondents (64.28%) is towards disagreement with the statement. Hence the statement “The teacher uses individual teaching methods for individual differences” is rejected.

**Table 4.7.2: The teacher uses individual teaching methods for individual differences (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>14</b>	<b>2</b>	<b>34</b>	<b>50</b>
<b>Percentage</b>	<b>28</b>	<b>4</b>	<b>68</b>	<b>100</b>

Table 4.7.2 shows the inclination of respondents (68%) is towards disagreement with the statement. Hence the statement “The teacher uses individual teaching methods for individual differences” is rejected.



**Fig. 4.7.1: The teacher uses individual teaching methods for individual differences**

**Table 4.8.1: The teacher utilizes teaching situation effectively (Pakistan)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>61</b>	<b>15</b>	<b>64</b>	<b>140</b>
<b>Percentage</b>	<b>43.57</b>	<b>10.71</b>	<b>45.71</b>	<b>100</b>

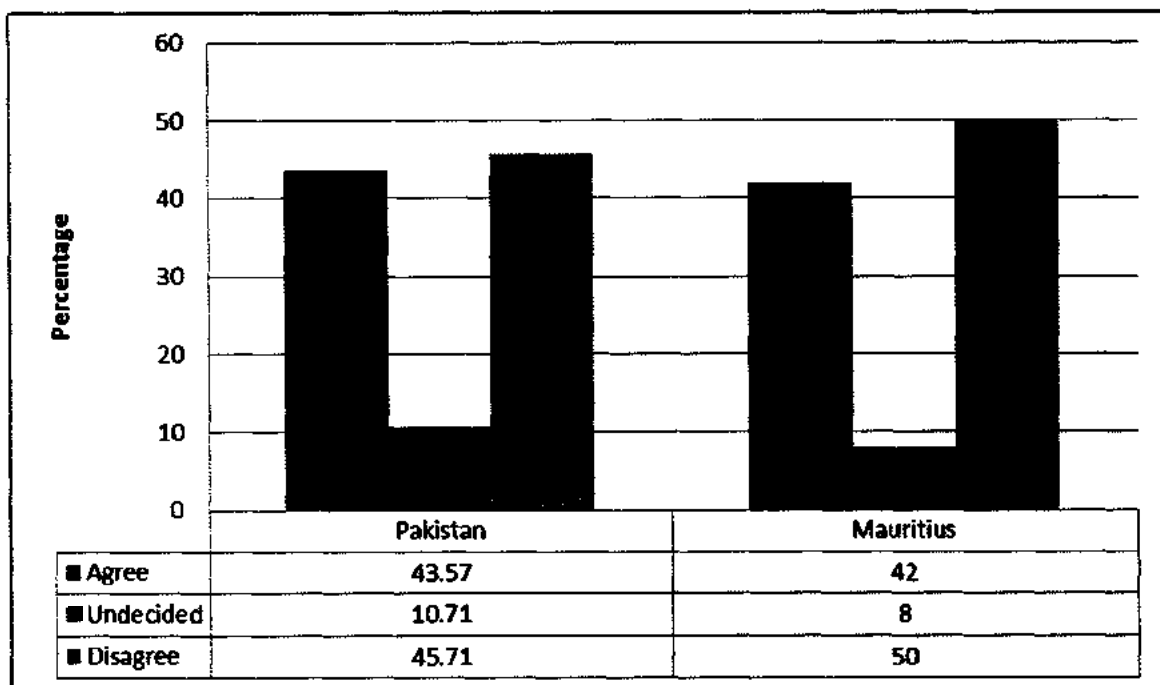
Table 4.8.1 shows the inclination of respondents (45.71%) is towards disagreement with the statement. Hence the statement "The teacher utilizes teaching situation effectively" is rejected. This is also presented in figure 4.8.1.



**Table 4.8.2: The teacher utilizes teaching situation effectively (Mauritius)**

	Agree	Undecided	Disagree	Total
Response	21	4	25	50
Percentage	42	8	50	100

Table 4.8.2 shows the inclination of respondents (50%) is towards disagreement with the statement. Hence the statement “The teacher utilizes teaching situation effectively” is rejected. This is also presented in figure 4.8.1.

**Fig. 4.8.1: The teacher utilizes teaching situation effectively**

**Table 4.8.3: Independent sample t-tests of Methodological competencies**

Independent Sample t-Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Methodological competencies	Equal variances assumed	6.223	.013	.373	3	.709
	Equal variances not assumed			.373	5.51	.712

After compiling the three items with respect to methodological competencies, the calculated value of t-tests showed that “There was no significant difference in the scores for statements, for Pakistan (M=2.0214, SD=0.94806) and Mauritius (M=2.0800, SD=0.96553);  $t(3) = 0.373, p = 0.709$ ”.

**Table 4.9.1: The teacher appreciates students for correct answers (Pakistan)**

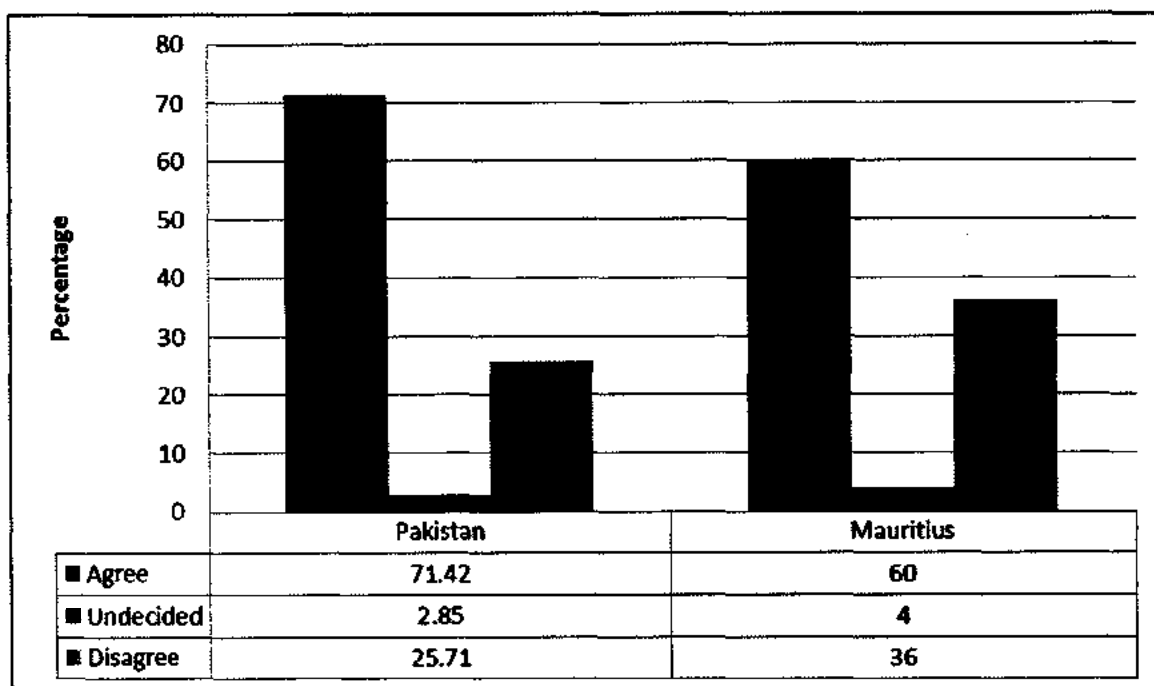
	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>100</b>	<b>4</b>	<b>36</b>	<b>140</b>
<b>Percentage</b>	<b>71.42</b>	<b>2.85</b>	<b>25.71</b>	<b>100</b>

Table 4.9.1 shows the inclination of respondents (71.42%) towards agreement with the statement. Hence the statement “The teacher appreciates students for correct answers” is accepted. This is also presented in figure 4.9.1.

**Table 4.9.2: The teacher appreciates students for correct answers (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>30</b>	<b>2</b>	<b>18</b>	<b>50</b>
<b>Percentage</b>	<b>60</b>	<b>4</b>	<b>36</b>	<b>100</b>

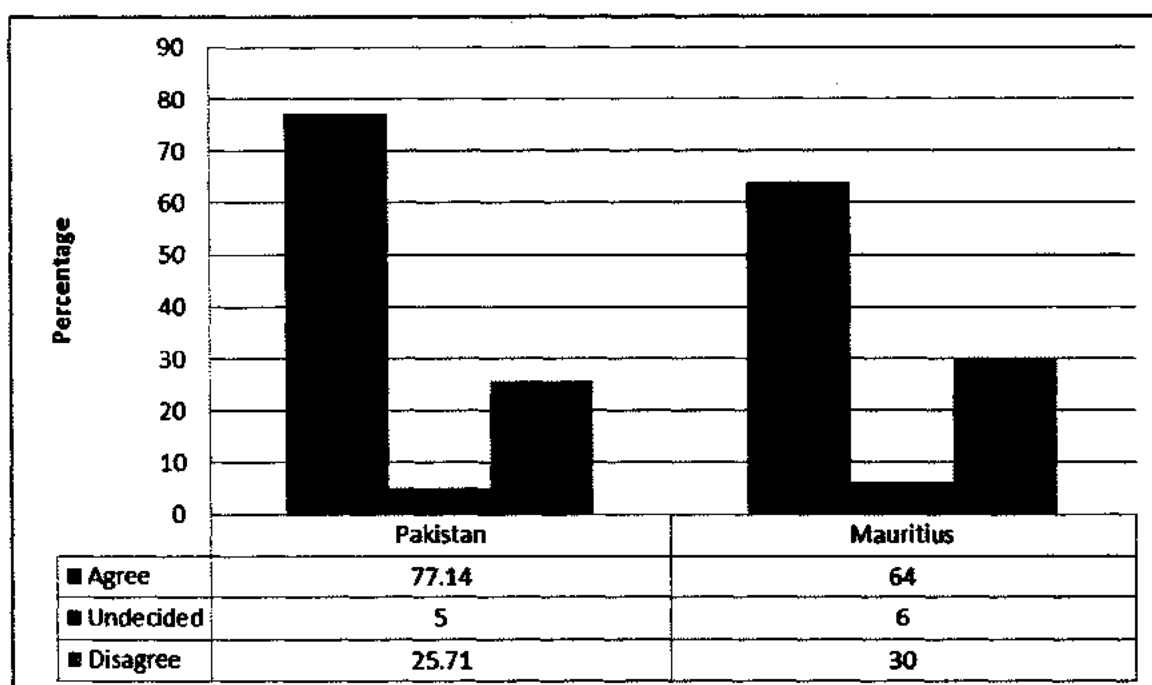
Table 4.9.2 shows the inclination of respondents (60%) towards agreement with the statement. Hence the statement “The teacher appreciates students for correct answers” is accepted. This is also presented in figure 4.9.1.

**Fig.4.9.1: The teacher appreciates students for correct answers**

**Table 4.10.1: The teacher gives hints to students in order to lead them to the correct answers (Pakistan)**

	Agree	Undecided	Disagree	Total
Response	108	7	25	140
Percentage	77.14	5	17.85	100

Table 4.10.1 shows the inclination of respondents (77.14%) is towards agreement with the statement. Hence the statement “The teacher gives hints to students in order to lead them to the correct answers” is accepted. This is also presented in figure 4.10.1.



**Fig. 4.10.1: The teacher gives hints to students in order to lead them to the correct answers**

**Table 4.11.1: The teacher uses reinforcement effectively. (Pakistan)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>83</b>	<b>2</b>	<b>85</b>	<b>140</b>
<b>Percentage</b>	<b>59.28</b>	<b>1.42</b>	<b>60.71</b>	<b>100</b>

Table 4.11.1 shows the inclination of respondents (60.71%) is towards disagreement with the statement. Hence the statement "The teacher uses reinforcement effectively" is rejected. This is also presented in figure 4.11.1.

**Table 4.11.2: The teacher uses reinforcement effectively. (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>20</b>	<b>3</b>	<b>27</b>	<b>50</b>
<b>Percentage</b>	<b>40</b>	<b>6</b>	<b>54</b>	<b>100</b>

Table 4.11.2 shows the inclination of respondents (54%) is towards disagreement with the statement. Hence the statement "The teacher uses reinforcement effectively" is rejected. This is also presented in figure 4.11.1.

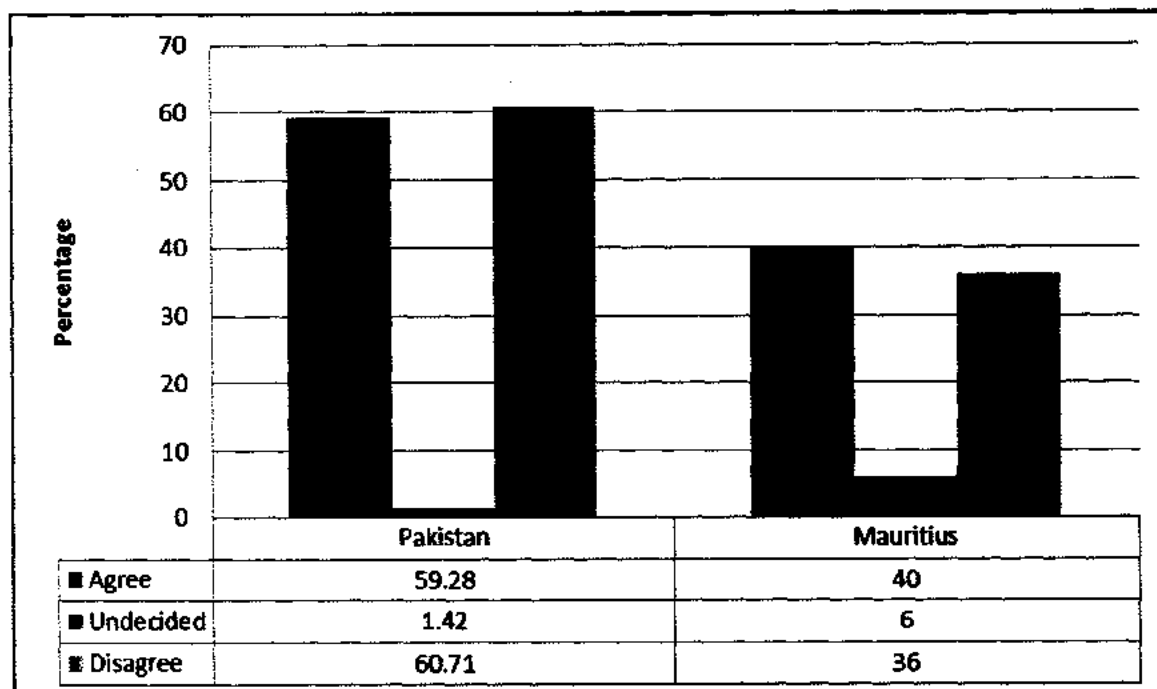


Fig. 4.11.1: The teacher uses reinforcement effectively

Table 4.11.3: Independent sample t-tests of Motivational competencies

Independent Sample t-Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Motivational Competencies	Equal variances assumed	5.65	.013	2.398	4	.017
	Equal variances not assumed			2.354	5.81	.019

After compiling the items with respect to Motivational competencies, the calculated value of T-tests showed that "There was a significant difference in the scores for statements, for Pakistan (M=1.4071, SD=0.79473) and Mauritius (M=1.7400, SD=0.96489);  $t(4) = -2.398, p = 0.017$ ".

**Table 4.12.1: The teacher selects appropriate and relevant teaching materials****(Pakistan)**

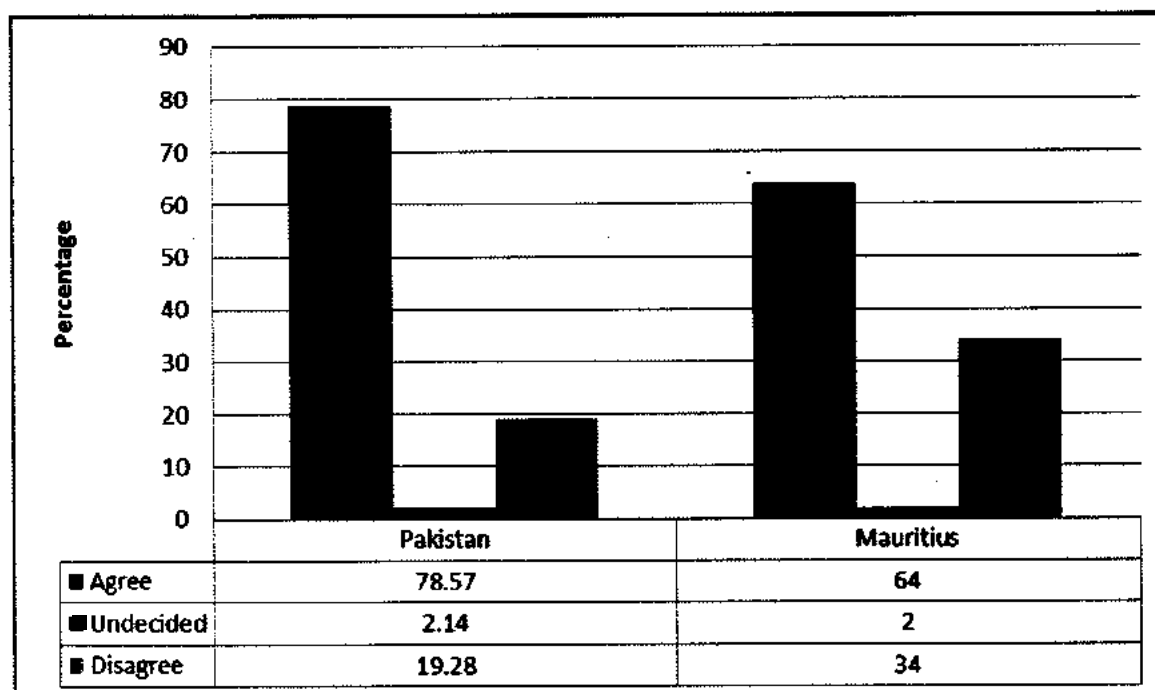
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>110</b>	<b>3</b>	<b>27</b>	<b>140</b>
<b>Percentage</b>	<b>78.57</b>	<b>2.14</b>	<b>19.28</b>	<b>100</b>

Table 4.12.1 shows the inclination of respondents (78.57%) is towards agreement with the statement. Hence the statement "The teacher selects appropriate and relevant teaching materials" is accepted. This is also presented in figure 4.12.1.

**Table 4.12.2: The teacher selects appropriate and relevant teaching materials****(Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>32</b>	<b>1</b>	<b>17</b>	<b>50</b>
<b>Percentage</b>	<b>64</b>	<b>2</b>	<b>34</b>	<b>100</b>

Table 4.12.2 shows the inclination of respondents (64%) is towards agreement with the statement. Hence the statement "The teacher selects appropriate and relevant teaching materials" is accepted. This is also presented in figure 4.12.1.



**Fig.4.12.1: The teacher selects appropriate and relevant teaching materials**

**Table 4.13.1: The teacher uses prescribed teaching tools (Pakistan)**

	Agree	Undecided	Disagree	Total
Response	98	4	38	140
Percentage	70	2.85	27.14	100

Table 4.13.1 shows the inclination of respondents (70%) is towards agreement with the statement. Hence the statement "The teacher uses prescribed teaching tools" is accepted.

This is also presented in figure 4.13.1

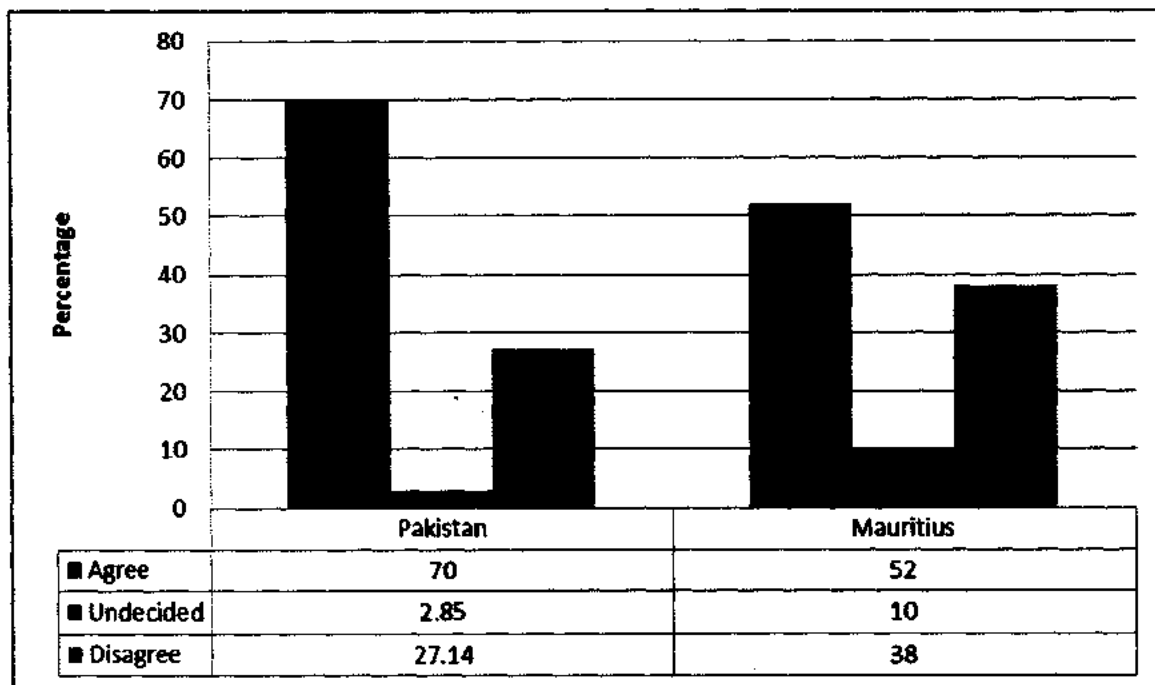


**Table 4.13.2: The teacher uses prescribed teaching tools (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	26	5	19	50
<b>Percentage</b>	52	10	38	100

Table 4.13.2 shows the inclination of respondents (52%) is towards agreement with the statement. Hence the statement "The teacher uses prescribed teaching tools" is accepted.

This is also presented in figure 4.13.1.

**Fig.4.13.1: The teacher uses prescribed teaching tools**

**Table 4.14.1: The teacher uses personal teaching tools in addition to the prescribed tools. (Pakistan)**

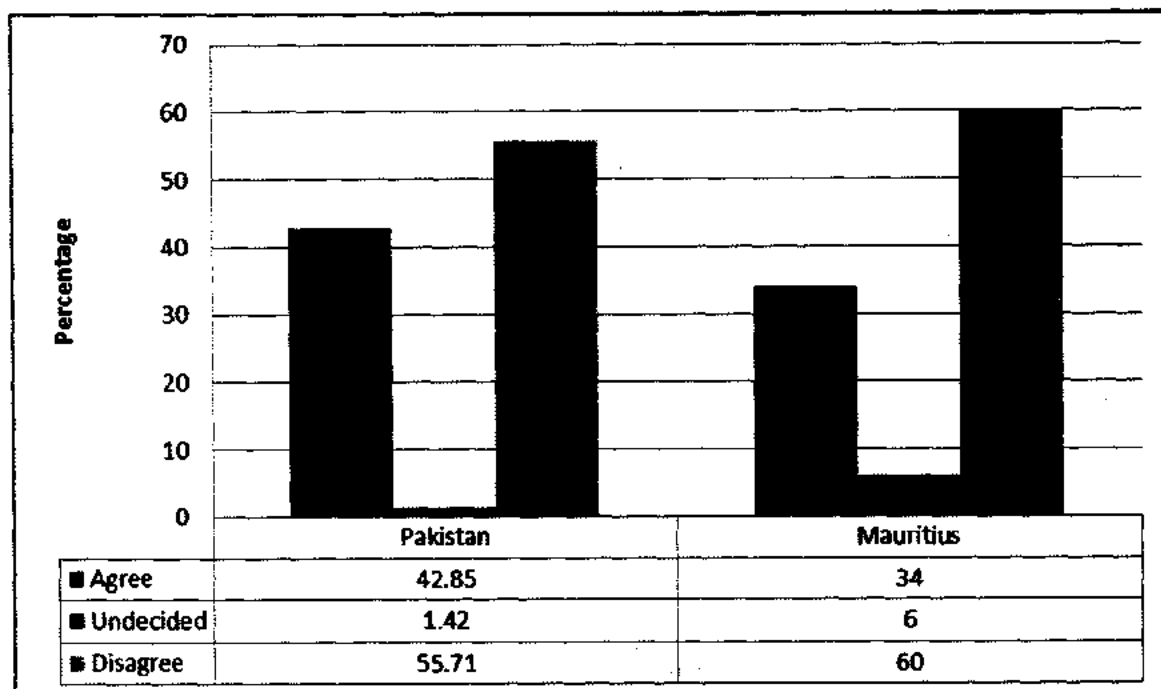
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>60</b>	<b>2</b>	<b>78</b>	<b>140</b>
<b>Percentage</b>	<b>42.85</b>	<b>1.42</b>	<b>55.71</b>	<b>100</b>

Table 4.14.1 shows the inclination of respondents (55.71%) is towards disagreement with the statement. Hence the statement "The teacher uses personal teaching tools in addition to the prescribed tools" is rejected. This is also presented in figure 4.14.1.

**Table 4.14.2: The teacher uses personal teaching tools in addition to the prescribed tools. (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>17</b>	<b>3</b>	<b>30</b>	<b>50</b>
<b>Percentage</b>	<b>34</b>	<b>6</b>	<b>60</b>	<b>100</b>

Table 4.14.2 shows the inclination of respondents (60%) is towards disagreement with the statement. Hence the statement "The teacher uses personal teaching tools in addition to the prescribed tools" is rejected. This is also presented in figure 4.14.1.



**Fig. 4.14.1: The teacher uses personal teaching tools in addition to the prescribed tools.**

**Table 4.14.3: Independent sample t-tests of Material Utilization Competencies**

		Independent Sample t-Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Material Utilization Competencies	Equal variances assumed	3.57	.013	.817	3	.0144
	Equal variances not assumed			.864	8.58	.232

After compiling the items with respect to Material Utilization Competencies, the calculated value of t-tests showed that "There was a significant difference in the scores

for statements related to material utilization, for Pakistan ( $M=2.1286$ ,  $SD=0.98801$ ) and Mauritius ( $M=2.2600$ ,  $SD=0.94351$ );  $t(3) = 0.817$ ,  $p = 0.144$ ".

**Table 4.15.1: The teacher applies contemporary knowledge and new ideas in teaching (Pakistan)**

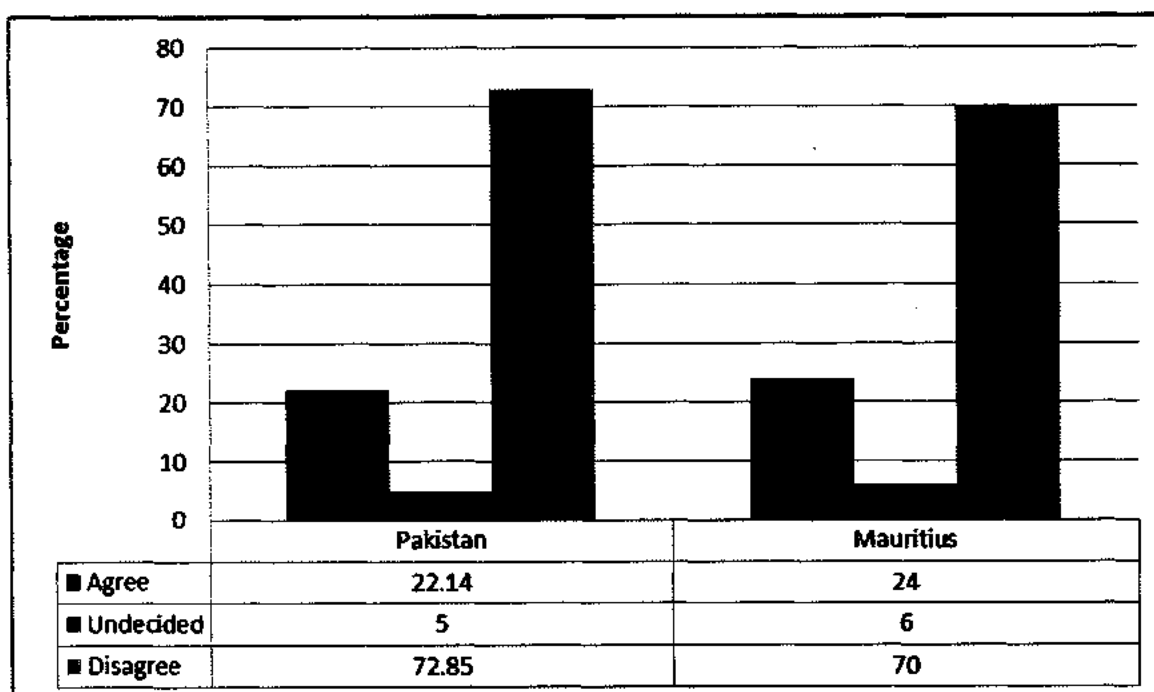
	Agree	Undecided	Disagree	Total
<b>Response</b>	31	7	102	140
<b>Percentage</b>	22.14	5	72.85	100

Table 4.15.1 shows the inclination of respondents (72.85%) is towards disagreement with the statement. Hence the statement "The teacher applies contemporary knowledge and new ideas in teaching" is rejected. This is also presented in the following figure.

**Table 4.15.2: The teacher applies contemporary knowledge and new ideas in teaching (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	12	3	35	50
<b>Percentage</b>	24	6	70	100

Table 4.15.2 shows the inclination of respondents (70%) is towards disagreement with the statement. Hence the statement "The teacher applies contemporary knowledge and new ideas in teaching" is rejected. This is also presented in figure 4.15.1.



**Fig.4.15.1: The teacher applies contemporary knowledge and new ideas in teaching**

**Table 4.16.1: The teacher uses different questioning techniques (Pakistan)**

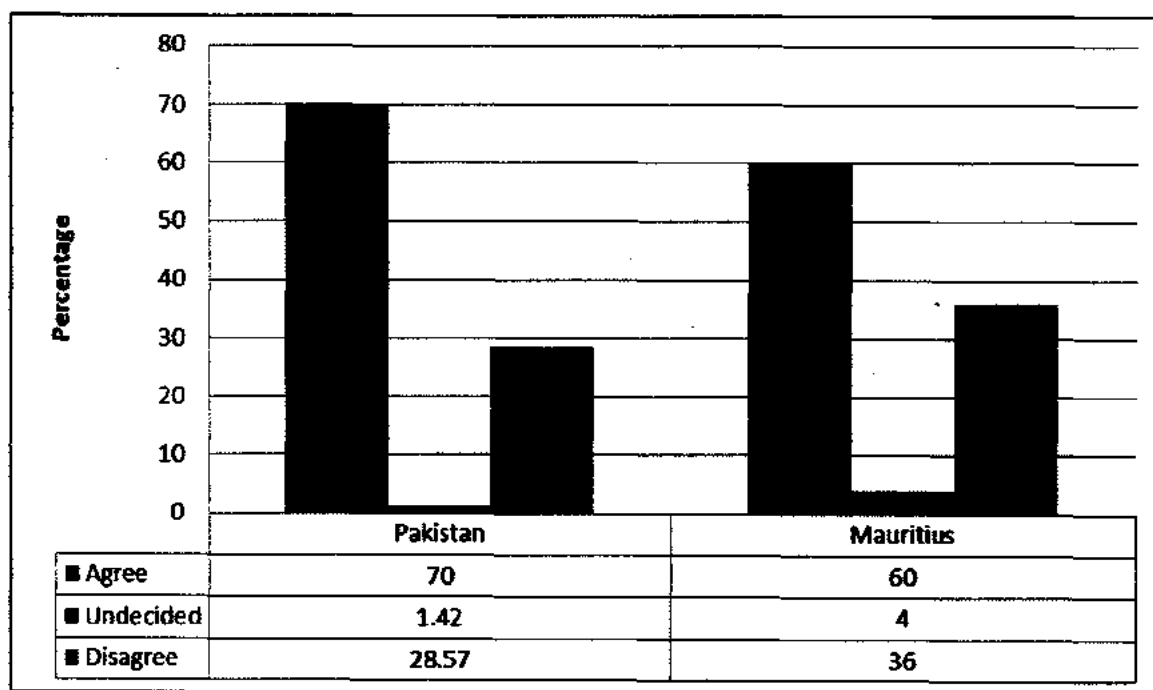
	Agree	Undecided	Disagree	Total
Response	98	2	40	140
Percentage	70	1.42	28.57	100

Table 4.16.1 shows the inclination of respondents (70%) is towards agreement with the statement. Hence the statement "The teacher uses different questioning techniques" is accepted. This is also presented in figure 4.16.1.

**Table 4.16.2: The teacher uses different questioning techniques (Mauritius)**

	Agree	Undecided	Disagree	Total
Response	30	2	18	50
Percentage	60	4	36	100

Table 4.16.2 shows the inclination of respondents (60%) is towards agreement with the statement. Hence the statement "The teacher uses different questioning techniques" is accepted. This is also presented in figure 4.16.1

**Fig. 4.16.1: The teacher uses different questioning technique**

**Table 4.17.1: The teacher manages discipline in his/her classroom. (Pakistan)**

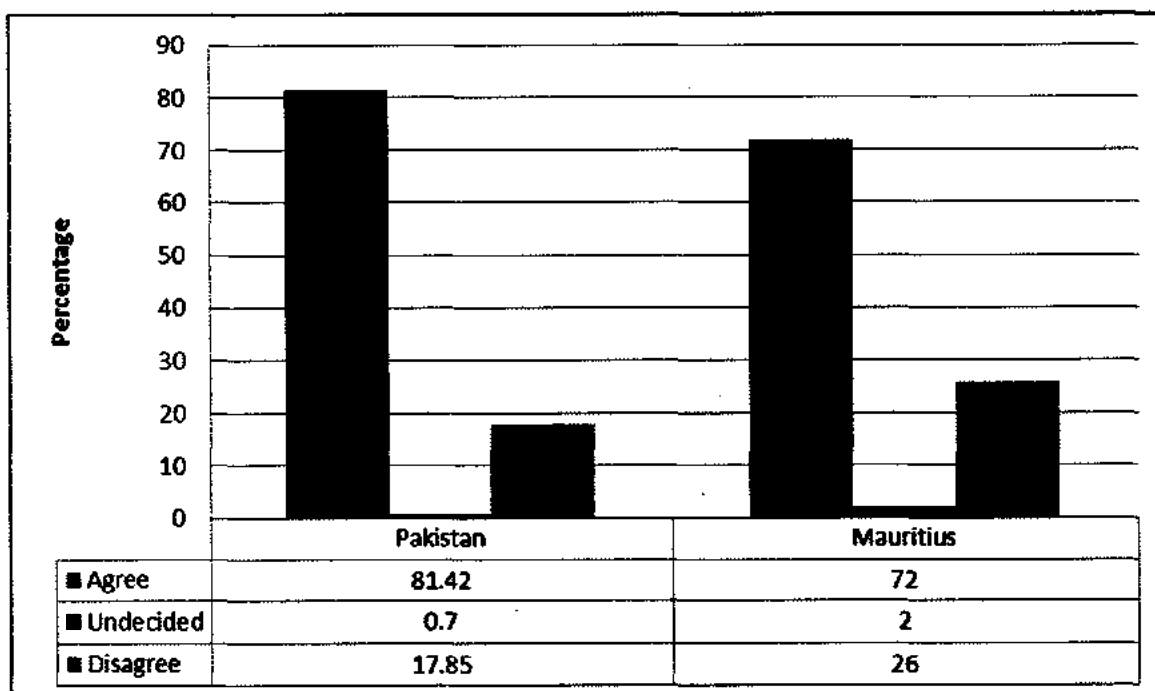
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>114</b>	<b>1</b>	<b>25</b>	<b>140</b>
<b>Percentage</b>	<b>81.42</b>	<b>0.7</b>	<b>17.85</b>	<b>100</b>

Table 4.17.1 shows the inclination of respondents (81.42%) is towards agreement with the statement. Hence the statement “The teacher manages discipline in his/her classroom “is accepted. This is also presented in figure 4.17.1

**Table 4.17.2: The teacher manages discipline in his/her classroom. (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>36</b>	<b>1</b>	<b>13</b>	<b>50</b>
<b>Percentage</b>	<b>72</b>	<b>2</b>	<b>26</b>	<b>100</b>

Table 4.17.2 shows the inclination of respondents (72%) is towards agreement with the statement. Hence the statement “The teacher manages discipline in his/her classroom “is accepted. This is also presented in figure 4.17.1.



**Fig.4.17.1: The teacher manages discipline in his/her classroom.**

**Table 4.18.1: The teacher uses time management techniques in teaching (Pakistan)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>98</b>	<b>2</b>	<b>40</b>	<b>140</b>
<b>Percentage</b>	<b>70</b>	<b>1.42</b>	<b>28.57</b>	<b>100</b>

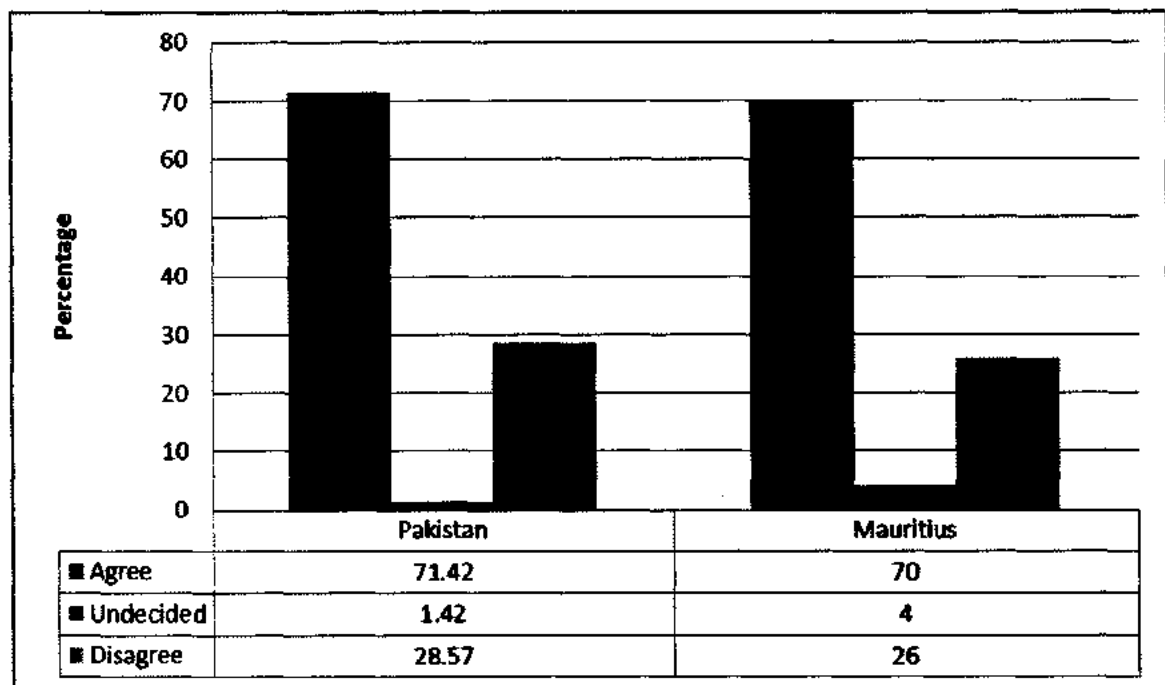
Table 4.18.1 shows the inclination of respondents (70%) is towards agreement with the statement. Hence the statement “The teacher uses time management techniques in teaching” is accepted. This is also presented in figure 4.18.1.



**Table 4.18.2: The teacher uses time management techniques in teaching (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>35</b>	<b>2</b>	<b>13</b>	<b>50</b>
<b>Percentage</b>	<b>70</b>	<b>4</b>	<b>26</b>	<b>100</b>

Table 4.18.2 shows the inclination of respondents (70%) is towards agreement with the statement. Hence the statement “The teacher uses time management techniques in teaching” is accepted. This is also presented in figure 4.18.1.

**Fig.4.18.1: The teacher uses time management techniques in teaching**

**Table 4.19.1: The teacher manages classroom activities properly. (Pakistan)**

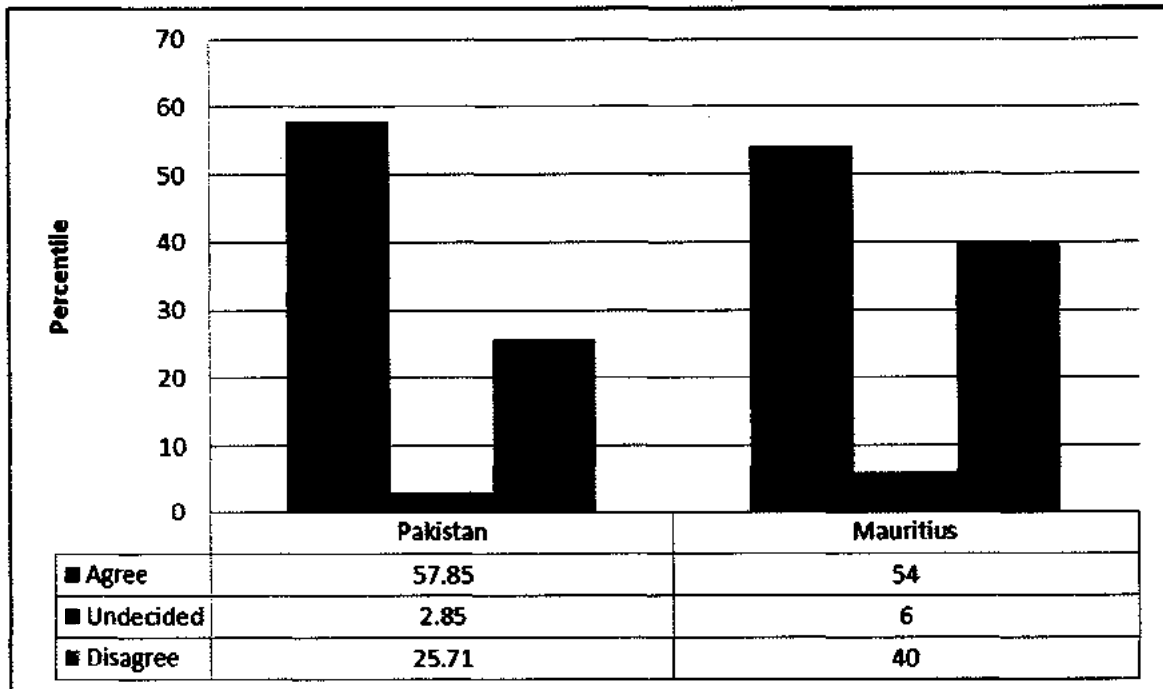
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>81</b>	<b>4</b>	<b>55</b>	<b>140</b>
<b>Percentage</b>	<b>57.85</b>	<b>2.85</b>	<b>39.28</b>	<b>100</b>

Table 4.19.1 shows the inclination of respondents (57.85%) is towards agreement with the statement. Hence the statement "The teacher manages classroom activities properly." is accepted. This is also presented in figure 4.19.1.

**Table 4.19.2: The teacher manages classroom activities properly. (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>27</b>	<b>3</b>	<b>20</b>	<b>50</b>
<b>Percentage</b>	<b>54</b>	<b>6</b>	<b>40</b>	<b>100</b>

Table 4.19.2 shows the inclination of respondents (54%) is towards agreement with the statement. Hence the statement "The teacher manages classroom activities properly" is accepted. This is also presented in figure 4.19.1



**Fig.4.19.1: The teacher manages classroom activities properly**

**Table 4.20.1: The teacher makes clear statement of objectives of lesson to students before starting teaching (Pakistan)**

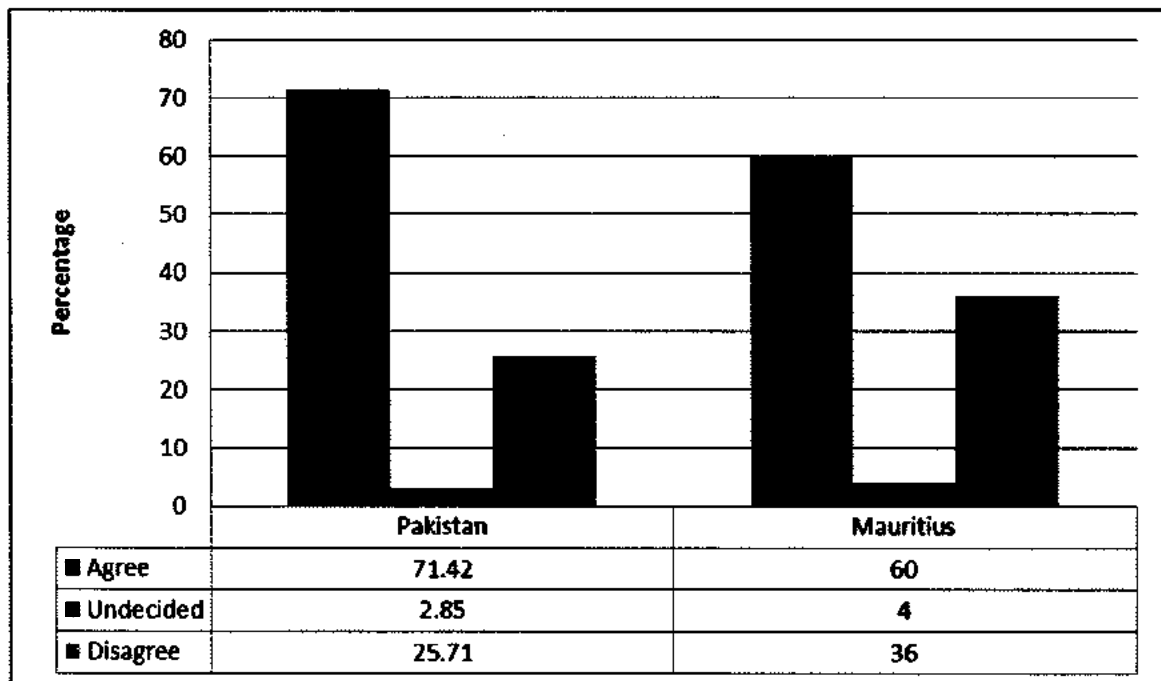
	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>64</b>	<b>3</b>	<b>73</b>	<b>140</b>
<b>Percentage</b>	<b>45.71</b>	<b>2.14</b>	<b>53.14</b>	<b>100</b>

Table 4.20.1 shows the inclination of respondents (53.14%) is towards disagreement with the statement. Hence the statement "The teacher makes clear statement of objectives of lesson to students before starting teaching" is rejected. This is also presented in figure 4.20.1.

**Table 4.20.2: The teacher makes clear statement of objectives of lesson to students before starting teaching (Mauritius)**

	Agree	Undecided	Disagree	Total
Response	22	2	26	50
Percentage	44	4	52	100

Table 4.20.2 shows the inclination of respondents (52%) is towards disagreement with the statement. Hence the statement "The teacher makes clear statement of objectives of lesson to students before starting teaching" is rejected. This is also presented in figure 4.20.1.



**Fig.4.20.1: The teacher makes clear statement of objectives of lesson to students before starting teaching**

**Table 4.21.1: The teacher prepares course contents properly (Pakistan)**

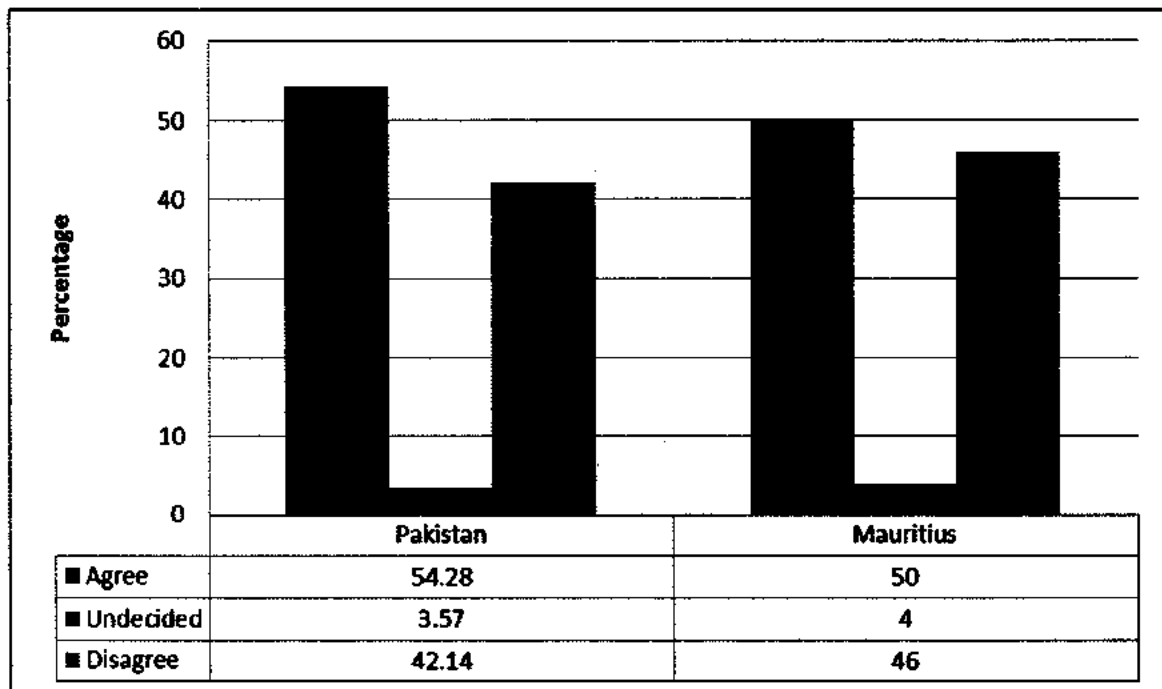
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>76</b>	<b>5</b>	<b>59</b>	<b>140</b>
<b>Percentage</b>	<b>54.28</b>	<b>3.57</b>	<b>42.14</b>	<b>100</b>

Table 4.21.1 shows the inclination of respondents (54%) is towards agreement with the statement. Hence the statement “The teacher prepares course contents properly “is accepted. This is also presented in figure 4.21.1.

**Table 4.21.2: The teacher prepares course contents properly (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>25</b>	<b>2</b>	<b>23</b>	<b>50</b>
<b>Percentage</b>	<b>50</b>	<b>4</b>	<b>46</b>	<b>100</b>

Table 4.21.2 shows the inclination of respondents (50%) is towards agreement with the statement. Hence the statement “The teacher prepares course contents properly “is accepted. This is also presented in figure 4.21.1.



**Fig.4.21.1: The teacher prepares course contents properly**

**Table 4.21.3: Independent sample t-tests of Instructional Competencies**

Independent Sample t-test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Instructional Competencies	Equal variances assumed	2.493	.013	.340	7	.534
	Equal variances not assumed			.475	8.967	.562

After compiling the items with respect to Instructional Competencies, the calculated value of t-tests showed that "There was no significant difference in the statement

regarding the instructional competencies, for Pakistan ( $M=2.5071$ ,  $SD=0.07060$ ) and Mauritius ( $M=2.4600$ ,  $SD=0.86213$ );  $t(7) = 0.340$ ,  $p = 0.534$ ".

**Table 4.22.1: The teacher uses various evaluation techniques (Pakistan)**

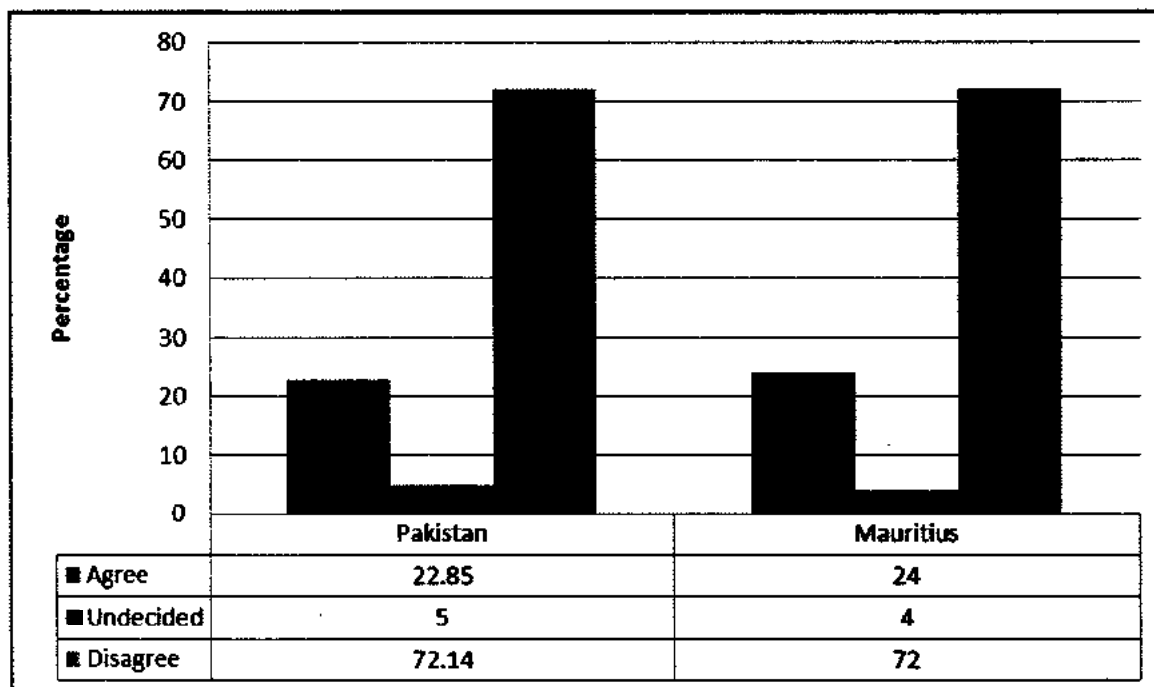
	Agree	Undecided	Disagree	Total
<b>Response</b>	32	7	101	140
<b>Percentage</b>	22.85	5	72.14	100

Table 4.22.1 shows the inclination of respondents (72.14%) is towards disagreement with the statement. Hence the statement "The teacher uses various evaluation techniques" is rejected. This is also presented in figure 4.22.1.

**Table 4.22.2: The teacher uses various evaluation techniques (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	12	2	36	50
<b>Percentage</b>	24	4	72	100

Table 4.22.2 shows the inclination of respondents (72%) is towards disagreement with the statement. Hence the statement "The teacher uses various evaluation techniques" is rejected. This is also presented in figure 4.22.1.



**Fig. 4.22.1: The teacher uses various evaluation techniques**

**Table 4.23.1: The teacher assesses student's behavior effectively (Pakistan)**

	Agree	Undecided	Disagree	Total
Response	45	4	101	140
Percentage	32.14	2.85	72.14	100

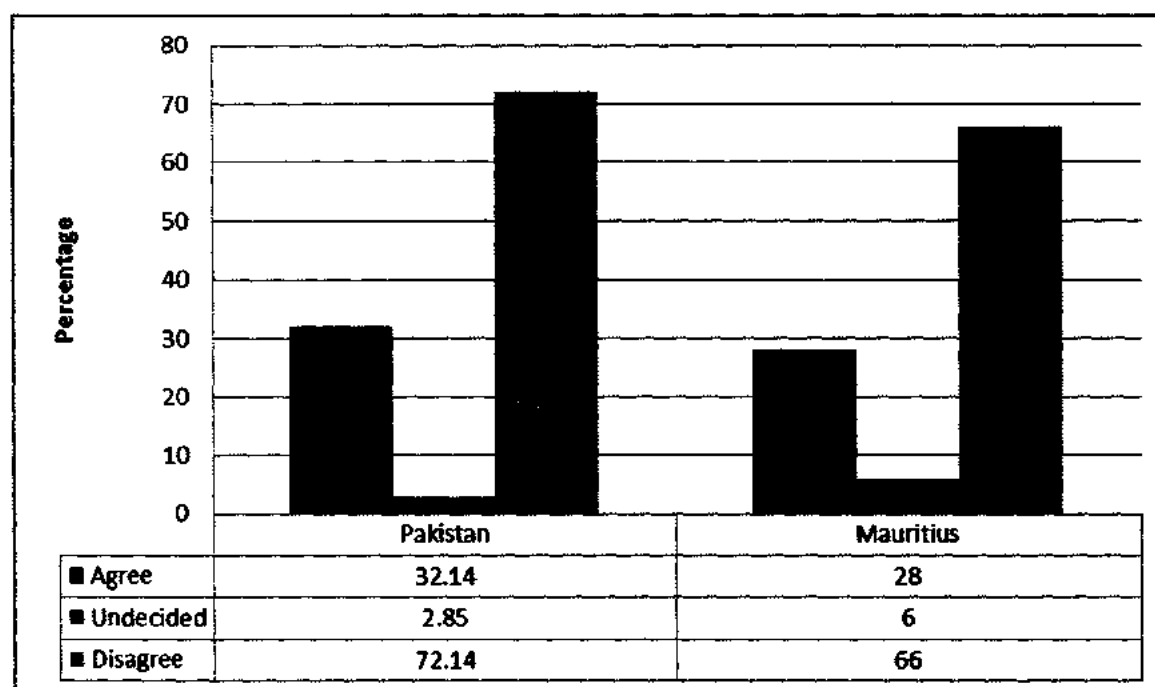
Table 4.23.1 shows the inclination of respondents (72.14%) is towards disagreement with the statement. Hence statement "The teacher assesses student's behavior effectively" is rejected. This is also presented in figure 4.23.1.



**Table 4.23.2: The teacher assesses student's behavior effectively (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>14</b>	<b>3</b>	<b>33</b>	<b>50</b>
<b>Percentage</b>	<b>28</b>	<b>6</b>	<b>66</b>	<b>100</b>

Table 4.23.2 shows the inclination of respondents (66%) is towards disagreement with the statement. Hence statement "The teacher assesses student's behavior effectively" is rejected. This is also presented in figure 4.23.1

**Fig.4.23.1: The teacher assesses student's behavior effectively**

**Table 4.24.1: The teacher assesses students own work adequately (Pakistan)**

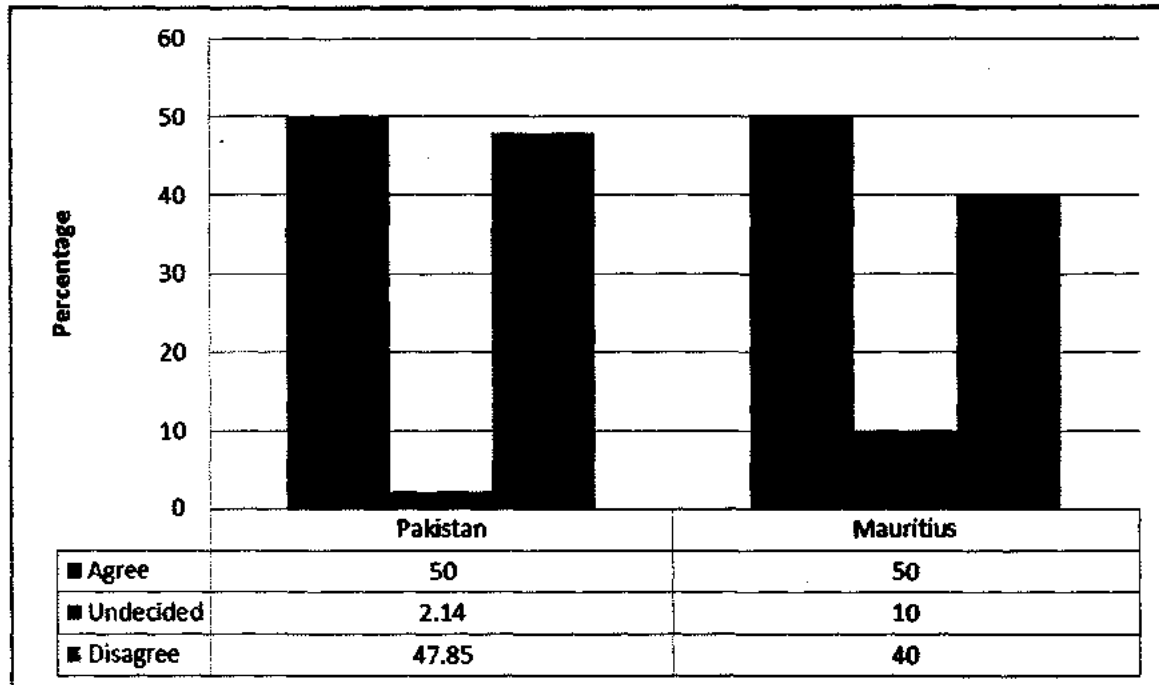
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>70</b>	<b>3</b>	<b>67</b>	<b>140</b>
<b>Percentage</b>	<b>50</b>	<b>2.14</b>	<b>47.85</b>	<b>100</b>

Table 4.24.1 shows the inclination of respondents (50%) is towards agreement with the statement. Hence the statement "The teacher assesses students own work adequately" is accepted. This is also presented in figure 4.24.1.

**Table 4.24.2: The teacher assesses students own work adequately (Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>25</b>	<b>5</b>	<b>20</b>	<b>50</b>
<b>Percentage</b>	<b>50</b>	<b>10</b>	<b>40</b>	<b>100</b>

Table 4.24.2 shows the inclination of respondents (50%) is towards agreement with the statement. Hence the statement "The teacher assesses students own work adequately" is accepted. This is also presented in figure 4.24.1



**Fig.4.24.1: The teacher assesses students own work adequately**

**Table 4.25.1: The teacher always keeps record of individual students (Pakistan)**

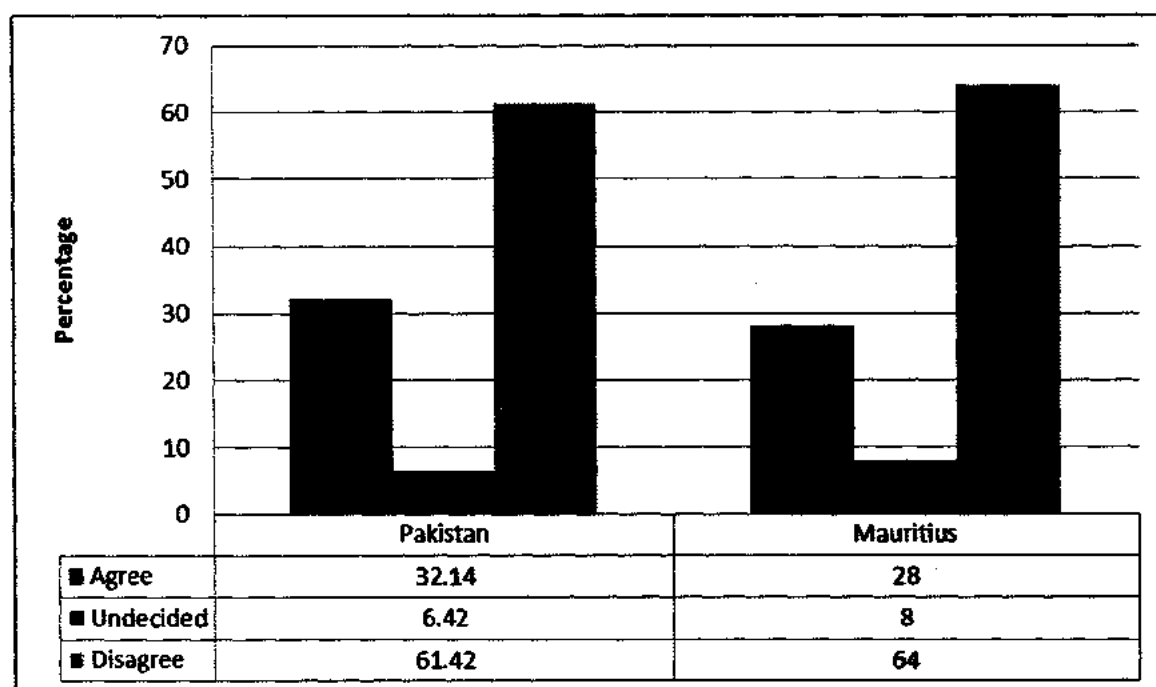
	Agree	Undecided	Disagree	Total
Response	45	9	86	140
Percentage	32.14	6.42	61.42	100

Table 4.25.1 shows the inclination of respondents (61.42%) is towards disagreement with the statement. Hence the statement "The teacher always keeps record of individual students" is rejected. This is also presented in figure 4.25.1.

**Table 4.25.2: The teacher always keeps record of individual students (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>14</b>	<b>4</b>	<b>32</b>	<b>50</b>
<b>Percentage</b>	<b>28</b>	<b>8</b>	<b>64</b>	<b>100</b>

Table 4.25.2 shows the inclination of respondents (64%) is towards disagreement with the statement. Hence the statement “The teacher always keeps record of individual students” is rejected. This is also presented in figure 4.25.1

**Fig.4.25.1: The teacher always keeps record of individual students (Mauritius)**

**Table 4.26.1: Higher academic qualification improves teacher's job effectiveness.****(Pakistan)**

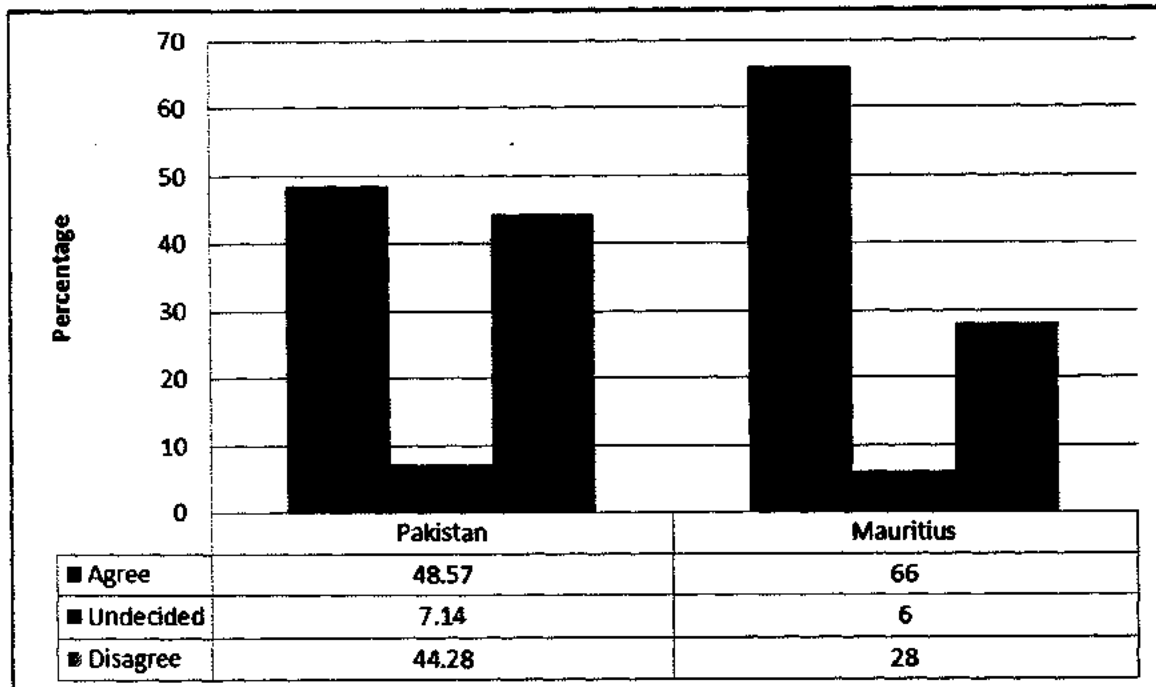
	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>68</b>	<b>10</b>	<b>62</b>	<b>140</b>
<b>Percentage</b>	<b>48.57</b>	<b>7.14</b>	<b>44.28</b>	<b>100</b>

Table 4.26.1 shows the inclination of respondents (48.57%) is towards agreement with the statement. Hence the statement "Higher academic qualification improves teacher's job effectiveness" is accepted. This is also presented in figure 4.26.1

**Table 4.26.2: Higher academic qualification improves teacher's job effectiveness.****(Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>33</b>	<b>3</b>	<b>14</b>	<b>50</b>
<b>Percentage</b>	<b>66</b>	<b>6</b>	<b>28</b>	<b>100</b>

Table 4.26.2 shows the inclination of respondents (66%) is towards agreement with the statement. Hence the statement "Higher academic qualification improves teacher's job effectiveness" is accepted. This is also presented in figure 4.26.1



**Fig.4.26.1: Higher academic qualification improves teacher's job effectiveness**

**Table 4.27.1: The ability of a teacher to perform effectively is an inborn quality**

**(Pakistan)**

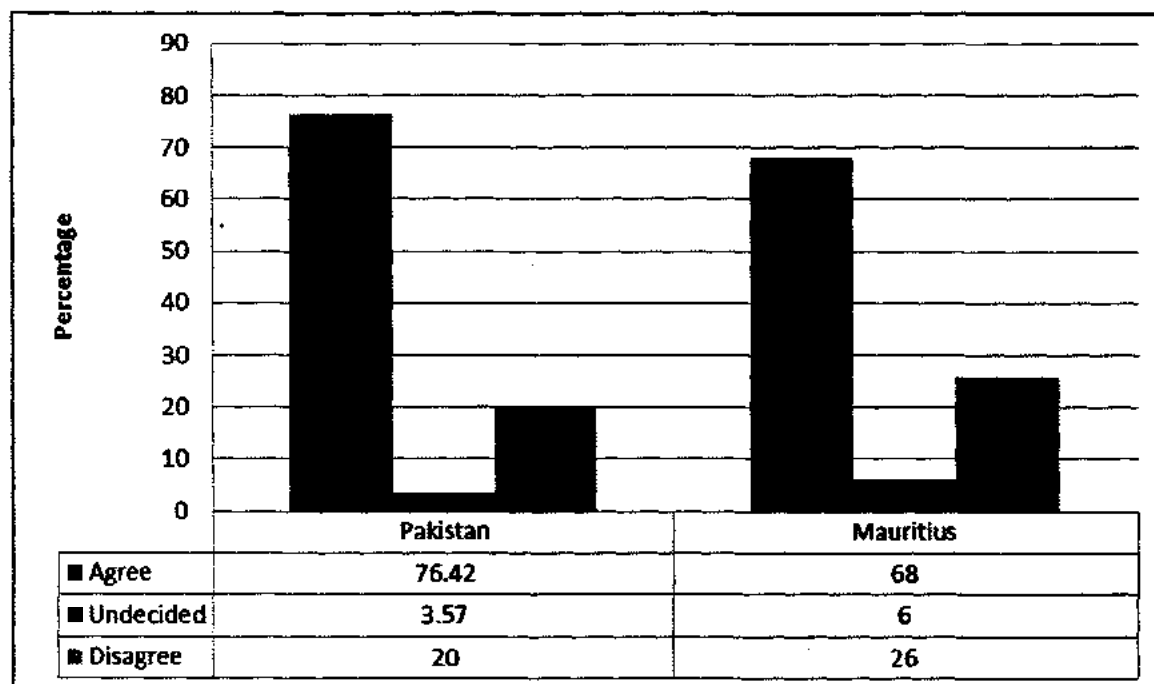
	Agree	Undecided	Disagree	Total
<b>Response</b>	<b>107</b>	<b>5</b>	<b>28</b>	<b>140</b>
<b>Percentage</b>	<b>76.42</b>	<b>3.57</b>	<b>20</b>	<b>100</b>

Table 4.27.1 shows the inclination of respondents (76.42%) is towards agreement with the statement. Hence the statement "The ability of a teacher to perform effectively is an inborn quality" is accepted. This is also presented in figure 4.27.1.

**Table 4.27.2: The ability of a teacher to perform effectively is an inborn quality****(Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	34	3	13	50
<b>Percentage</b>	68	6	26	100

Table 4.27.2 shows the inclination of respondents (68%) is towards agreement with the statement. Hence the statement "The ability of a teacher to perform effectively is an inborn quality" is accepted. This is also presented in figure 4.27.1

**Fig.4.27.1: The ability of a teacher to perform effectively is an inborn quality**

**Table 4.28.1: Professional qualification improves teacher's job effectively (Pakistan)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>111</b>	<b>2</b>	<b>27</b>	<b>140</b>
<b>Percentage</b>	<b>79.28</b>	<b>1.42</b>	<b>19.28</b>	<b>100</b>

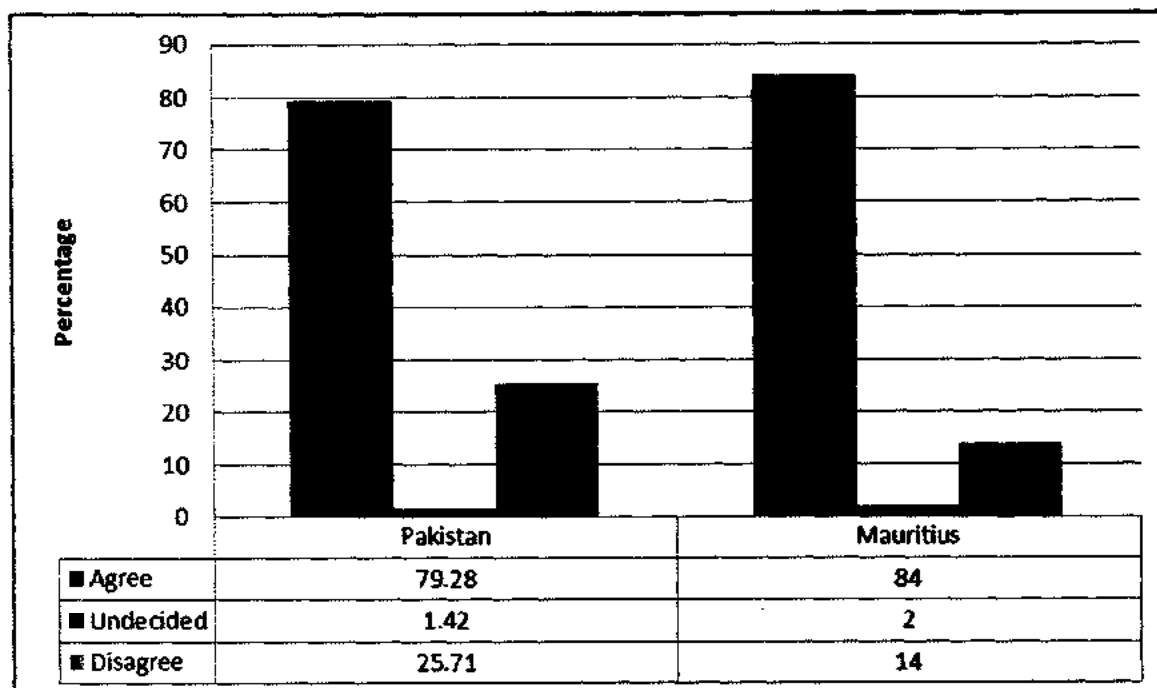
Table 4.28.1 shows the inclination of respondents (79.28%) is towards agreement with the statement. Hence the statement " Professional qualification improves teacher's job effectively" is accepted. This is also presented in figure 4.28.1

**Table 4.28.2: Professional qualification improves teacher's job effectively****(Mauritius)**

	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Total</b>
<b>Response</b>	<b>42</b>	<b>1</b>	<b>7</b>	<b>50</b>
<b>Percentage</b>	<b>84</b>	<b>2</b>	<b>14</b>	<b>100</b>

Table 4.28.2 shows the inclination of respondents (84%) is towards agreement with the statement. Hence the statement " Professional qualification improves teacher's job effectively" is accepted. This is also presented in figure 4.28.1





**Fig.4.28.1: Professional qualification improves teacher's job effectively**

**Table 4.29.1: The teacher uses evaluation data to improve job situation (Pakistan)**

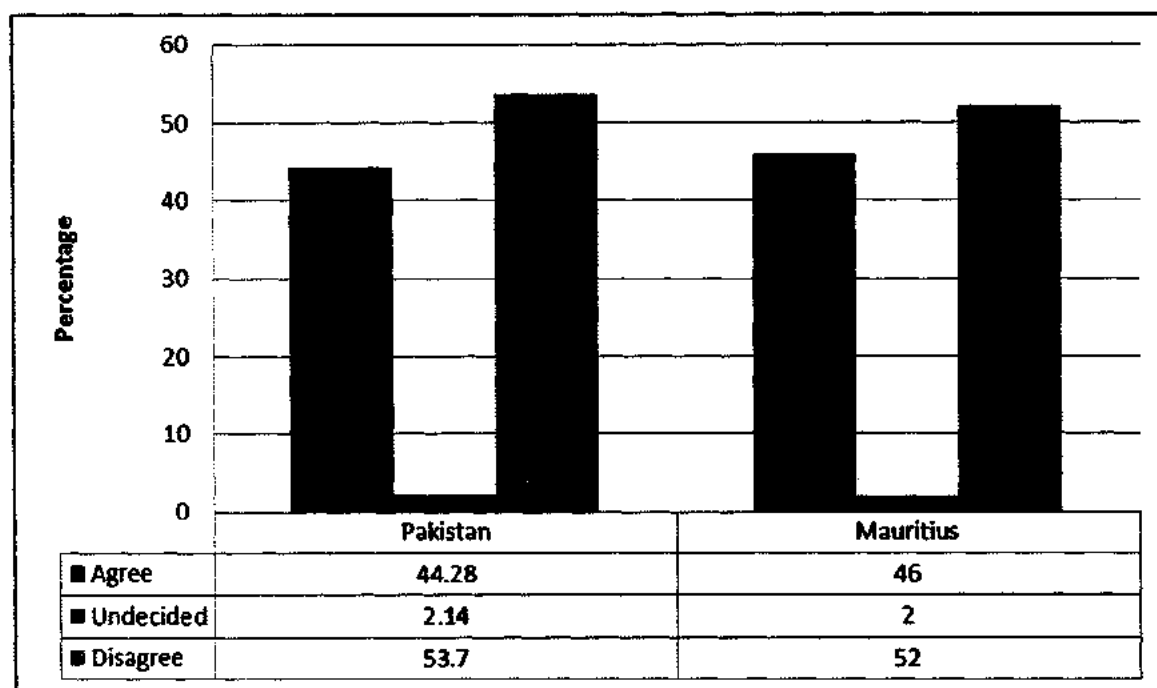
	Agree	Undecided	Disagree	Total
Response	62	3	75	140
Percentage	44.28	2.14	53.7	100

Table 4.29.1 shows the inclination of respondents (53.7%) is towards disagreement with the statement. Hence the statement "The teacher uses evaluation data to improve job situation" is rejected. This is also presented in figure 4.29.1.

**Table 4.29.2: The teacher uses evaluation data to improve job situation. (Mauritius)**

	Agree	Undecided	Disagree	Total
<b>Response</b>	23	1	26	50
<b>Percentage</b>	46	2	52	100

Table 4.29.2 shows the inclination of respondents (52%) is towards disagreement with the statement. Hence the statement “The teacher uses evaluation data to improve job situation” is rejected. This is also presented in figure 4.29.1

**Fig.4.29.1: The teacher uses evaluation data to improve job situation**

**Table 4.29.3: Independent sample t-tests of Teaching Evaluation Competencies**

Independent Sample t-Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Teaching Evaluation Competencies	Equal variances assumed	1.92	.013	.340	7	.734
	Equal variances not assumed			.473	6.32	.667

After compiling the items with respect to Teaching Evaluation Competencies, the calculated value of T-tests showed that “There was no significant difference in the statement regarding the instructional competencies, for Pakistan ( $M=2.5071$ ,  $SD=0.07060$ ) and Mauritius ( $M=2.4600$ ,  $SD=0.86213$ );  $t(7) = 0.340$ ,  $p = 0.734$ ”.

**Table 4.30.1: The teacher has direct interaction with his/her students (Pakistan)**

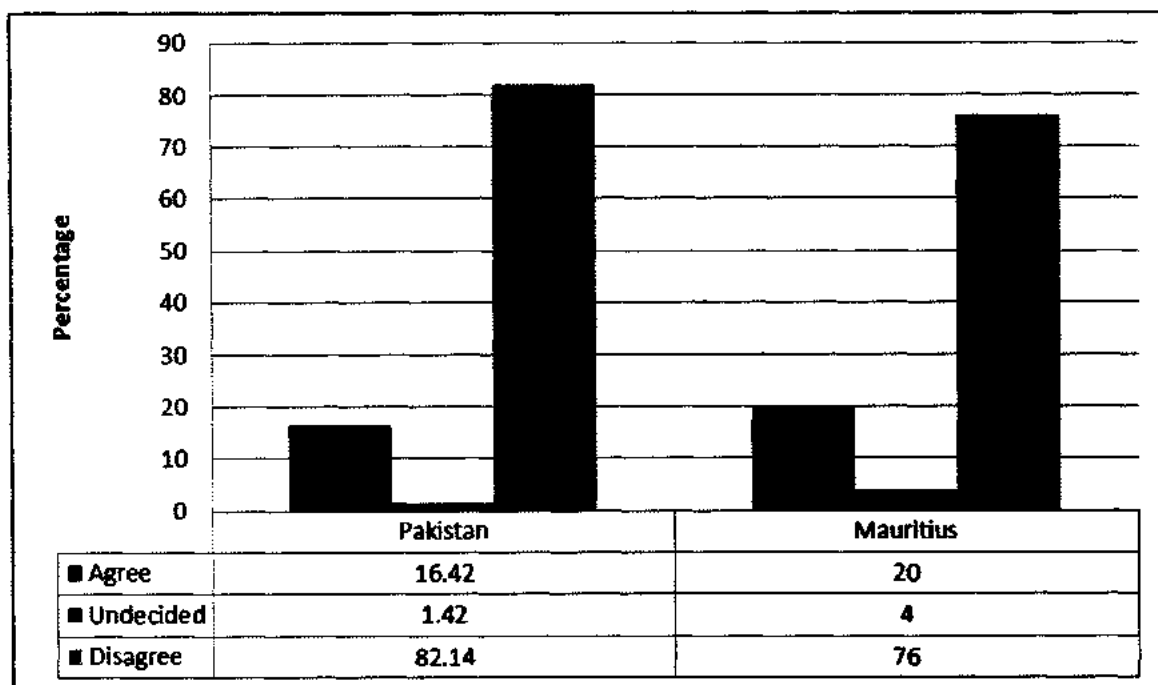
	Agree	Undecided	Disagree	Total
Response	23	2	115	140
Percentage	16.42	1.42	82.14	100

Table 4.30.1 shows the inclination of respondents (82.14%) is towards disagreement with the statement. Hence the statement “The teacher has direct interaction with his/her students” is rejected. This is also presented in figure 4.30.1.

**Table 4.30.2: The teacher has direct interaction with his/her students (Mauritius)**

	Agree	Undecided	Disagree	Total
Response	10	2	38	50
Percentage	20	4	76	100

Table 4.30.2 shows the inclination of respondents (76%) is towards disagreement with the statement. Hence the statement "The teacher has direct interaction with his/her students" is rejected. This is also presented in figure 4.30.1

**Fig.4.30.1: The teacher has direct interaction with his/her students**

**Table 4.29.3: Independent sample t-tests of Interaction Process Competencies**

Independent Sample t-test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Interaction Process Competencies	Equal variances assumed	2.223	.013	.340	7	.581
	Equal variances not assumed			.395	9.582	.521

After compiling the items with respect to Interaction Process Competencies, the calculated value of t-tests showed that “There was no significant difference in the statement regarding the instructional competencies, for Pakistan (M=2.5071, SD=0.07060) and Mauritius (M=2.4600, SD=0.86213);  $t(7) = 0.340$ ,  $p = 0.734$ ”.

#### 4.3 Teacher Competencies according to students

**Table 4.41.1: Comparisons of common statements of students' responses (Pakistan and Mauritius)**

Statement	Respondents	SA	A	UD	DA	SDA	Total
Teacher states the purpose of the class session in the beginning.	Pakistan	22	56	18	24	25	145
		15.7%	38.6%	12.4%	16.5%	17.2%	100%
	Mauritius	5	16	8	13	8	50
		10 %	32%	16%	26%	18%	100%
Teacher presents a brief overview of the content.	Pakistan	38	48	9	29	12	145
		26.2%	33.1%	6.2%	20%	8.27%	100%

	Mauritius	11 22%	16 32%	3 6%	16 32%	4 8%	50 100%
Teacher makes explicit the relationship between today's and the previous class session.	Pakistan	20 13.8%	60 41.4%	15 10.3%	30 20.7%	20 13.8%	145 100%
	Mauritius	8 16%	20 20%	5 10%	10 20%	7 14%	50 100%
Teacher explains new terms, concepts and principles.	Pakistan	31 21.8%	71 49%	12 8.2%	25 17.2%	6 4.13%	145 100
	Mauritius	12 24%	23 46%	4 8%	8 16%	3 6%	50 100%
The teacher arranges and discusses the content in a systematic fashion.	Pakistan	19 13.1%	63 43.4%	22 15.2%	31 21.4%	10 6.9%	145 100%
	Mauritius	21 42%	20 40%	2 4%	5 10%	2 4%	50 100%
Teacher asks questions periodically to let students participate in session.	Pakistan	33 22.8%	75 51.7%	14 9.7%	18 12.4%	5 3.4%	145 100
	Mauritius	19 38%	11 22%	6 12%	9 18%	5 10%	50 100%
Teacher presents clear and simple examples to clarify abstract and difficult ideas.	Pakistan	21 14.5%	59 40.7%	19 13.1%	29 20%	17 17.7%	145 100%
	Mauritius	13 26%	22 44%	4 8%	8 16%	3 6%	50 100%

Teacher uses alternate explanations when necessary.	Pakistan	38	81	10	11	5	145
		26.2%	55.8%	6.9%	7.6%	3.4%	100%
	Mauritius	16	25	2	5	2	50
		32%	50%	4%	10%	4%	100%
Teacher asks questions to elicit the relationship among various ideas.	Pakistan	32	62	11	28	12	145
		22.1%	42.8%	7.6%	19.3%	8.2%	100%
	Mauritius	12	18	6	10	4	50
		24%	36%	12%	20%	8%	100%
Teacher periodically summarizes the important ideas.	Pakistan	40	78	15	9	3	145
		27.6%	53.8%	10.3%	6.2%	2.1%	100%
	Mauritius	10	23	3	8	6	50
		20%	46%	6%	16%	12%	100%
During group discussion in the class, the teacher ensures the adherence to the topic.	Pakistan	30	60	9	30	16	145
		20.7%	41.3%	6.2%	20.7%	11.1%	100%
	Mauritius	8	17	5	11	9	50
		16%	34%	10%	22%	18%	100%
Occasionally teacher divides the students in groups to discuss the topic of the lesson and teacher uses questions to gain student's attentions.	Pakistan	19	45	11	50	20	145
		13.1%	31.1%	7.6%	34.5%	13.8%	100%
	Mauritius	5	12	6	b	11	50
		10%	24%	12%	16	22%	100%
				32%			
Teacher pauses after all	Pakistan	29	71	17	22	16	145

questions to allow students time to think of an answer.	Mauritius	20%	49%	11.7%	15.2%	4.13%	100%
		7	19	7	15	2	50
		14%	38%	14%	30%	4%	100%
Teacher repeats answers when necessary so the entire class may hear.	Pakistan	46	57	19	13	10	145
		31.7%	39.3%	31.1%	9%	6.9%	100%
		Mauritius	20	15	3	9	3
		40%	30%	6%	18%	6%	100
Teacher receives student's questions politely.	Pakistan	45	42	21	20	17	145
		31.1%	29%	14.5%	13.8%	11.7%	100%
		Mauritius	13	13	5	10	9
		26%	26%	10%	20%	18%	100%
Teacher establishes and maintains eye contact with the class.	Pakistan	30	56	15	35	23	145
		20.7%	38.6%	10.3%	13.1%	17.2%	100%
		Mauritius	8	21	7	12	2
		16%	42%	14%	24%	4%	100%
While demonstrating any process, the class is so arranged that students can easily see the actions of teachers.	Pakistan	23	55	16	35	23	145
		15.9%	38%	11.1%	24.1%	15.9%	100%
		Mauritius	12	15	4	13	5
		24%	30%	8%	26%	10%	100%
Teacher speech is neither not too formal nor too casual	Pakistan	35	49	18	23	20	145
		24.1%	37.9%	11.1%	15.9%	13.8%	100%
		Mauritius	9	14	8	11	8



		18%	28%	16%	22%	16%	100%
Teacher varies the pace of the lesson to keep students alert.	Pakistan	19	58	21	25	22	145
		13.1%	40%	14.5%	17.2%	15.7	100%
	Mauritius	8	10	9	14	9	50
		16%	20%	18%	28%	18%	100%

Comparison of common statements of Pakistani and Mauritian students' responses (table. 4.31) indicate that on most of the statements students agreed and they think that teachers state the purpose of the lesson in the commencement of the class, they show brief outline of the content to be studied and also make unequivocal connection between today's and the preceding lecture session. Most of the responses show that teachers elucidate new terms, theories and doctrines. They do share the opinion that teachers organize and discuss the content in an efficient technique.

Here are the results noted after going through SPSS for t-test in order to compare the responses of students regarding teachers' competencies.

As far as this statement is concerned, students views varied with regard to teachers present flawless and simple examples to illuminate theoretical and hard concepts and use alternative explanations when essential. Students from both countries agree that teachers ask questions to stimulate the relationship among various philosophies and they also periodically summarize the important ideas. The following statement related to group discussion in the class, the teacher ensures the adherence to the topic is almost similar to the statement that teachers occasionally divides the students in groups to discuss the topic of the lesson and they use questions to gain student's attentions. As far

this statement is concerned, both parties believe that teachers give a pause after all questions to allow students time to ponder over an answer and they usually repeat answers when needed so the whole class may hear. The fact that teachers receive students' questions politely and establish as well as maintaining eye contact with the class are fully agreed. It seems that in both countries, teachers' speech is neither not too formal nor too casual and they vary the pace of the lesson to keep students alert.

**Table 4.41.2: Independent sample t-tests of Interaction Process Competencies**

Independent Sample t-test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Teacher Competencies	Equal variances assumed	2.913	.013	.434	20	.458
	Equal variances not assumed			.495	19.582	.672

Comparison of common statements of Pakistani and Mauritian students' responses in (table. 4.31) indicates that most of the responses show that teachers elucidate new terms, theories and doctrines. They do share the opinion that teachers organize and discuss the content in an efficient technique. After conducting the t-tests, the result show that "There was no significant difference in the scores for statements, for Pakistan ( $M=2.292$ ,  $SD=0.92525$ ) and Mauritius ( $M=2.4600$ ,  $SD=0.8989$ );  $t(20) = 0.434$ ,  $p = 0.458$ "

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new terms, theories and doctrines. They do share the opinion that teachers organize and discuss the content in an efficient technique. After conducting the t-tests, the result show that "There was no significant difference in the scores for statements, for Pakistan (M=2.292, SD=0.92525) and Mauritius (M=2.4600, SD=0.8989);  $t(20) = 0.434$ ,  $p = 0.458$ "

## **CHAPTER 5**

### **SUMMARY, DISCUSSIONS, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

The aim of this research was primarily to compare the instructional competencies of secondary school teachers in Pakistan and Mauritius. The main objectives were:

(a) To identify how instructional competencies are being hindered in the system of education in Pakistan and Mauritius. (b) To compare the distinction among the instructional competencies of secondary school teachers in Pakistan and Mauritius respectively. Therefore, the population is delimited to the capital of both countries, namely Islamabad and Port-Louis respectively.

A sample of 15 Public secondary schools from Pakistan and 7 from Mauritius are chosen respectively. Mainly, 220 teachers including 150 teachers from Pakistan and 70 from Mauritius will be taken as a sample of study. A total of 22 principals will be considered from both countries. As far as students are concerned 220 students will be selected, 150 students from Islamabad and 70 from Mauritius. 10 teachers and 10 students will be selected from each school randomly.

The data collected via specific tools were arranged, while the basic data were be shown in profiles that were displayed in various categories such as sex, academic qualifications, experience and finally their age.

Data collected were interpreted, presented, studied and finally tabulated accordingly. Statistical techniques were used to calculate the percentage. Data collected through

questionnaire were tabulated and analyzed by using t-tests. It goes without saying that t-test was also used to compare the competencies of teachers from the two countries. There were five responses comprising strongly agreed, agreed, undecided, disagreed and strongly disagreed. Each of them was rated from 1-5 points respectively. Finally, all the data were tabulated and relevant calculations were carried out diligently.

## 5.2 FINDINGS

In the preceding section, the results of the instruments experimented were shown in detail by the researcher. In this chapter, the results along with findings and recommendations are presented with critical analysis. This research is mainly brought forward to study and compare the instructional competencies of public secondary school teachers of Pakistan and Mauritius.

### 1. Methodological Competencies

The method of teaching employed by teachers is the fundamental requirement in teaching. The table 5.1 below shows to what extent these methodologies are implemented by public secondary school teachers of Pakistan and Mauritius.

**Table 5.1 Items analysis of Methodological Competencies**

Statements		Percentages			
		A	UD	DA	Total
The teacher uses individual teaching methods for individual differences.	Pak	27.85	7.85	64.28	100%
	Mtus	28	4	68	100%
The teacher uses problem solving methods	Pak	30	13.57	56.42	100%
	Mtus	26	14	60	100%

<b>The teacher utilizes teaching situation effectively.</b>	<b>Pak</b>	<b>43.57</b>	<b>10.71</b>	<b>45.71</b>	<b>100%</b>
	<b>Mtus</b>	<b>42</b>	<b>8</b>	<b>50</b>	<b>100%</b>

Data collected through questionnaire, from the teachers was tabulated and analyzed through descriptive statistics and by applying t-tests on each statement. Firstly response on each scale was calculated % age-wise and then t- tests was taken. It is applied to demonstrate the appropriateness of some indicators as per as pre-decided value. Values acquired on every single indicator and therefore subsequent t- tests have been given.

1. In the first statement the inclination of respondents from Pakistan (64.28%) and Mauritius (68%) is towards disagreement with the statement. This also shows that teachers do not use individual methods to overcome individual differences and problems faced by the students.
2. Secondly, with respect to the statement, that “teachers were using problem solving techniques or not”, the inclination of respondents from Pakistan is (56.42%) and from Mauritius (60%) are tending towards disagreement with the statement; as a result, it is not accepted.
3. With respect to the third statement the calculated value showed that the preference of respondents from Pakistan is (45.71%) and those from Mauritius is (50%) towards disagreement with the statement.
4. After compiling the three items with respect to methodological competencies, the calculated value of t-tests showed that “There was no significant difference in the scores for statements, for Pakistan (M=2.0214, SD=0.94806) and Mauritius (M=2.0800, SD=0.96553);  $t(3) = 0.373, p = 0.709$ ”.

## 2. Motivational Competencies

The table 5.2 below shows outcomes, that to what extent these motivational assistances are applied by secondary school teachers of Pakistan and Mauritius.

**Table 5.2 Items analysis of Motivational Competencies**

Statements		Percentages			
		A	UD	DA	Total
The teacher appreciates students for correct answers.	Pak	71.42	2.85	25.71	100%
	Mtus	60	4	36	100%
The teacher gives hints to lead to the correct answers.	Pak	77.14	5	17.85	100%
	Mtus	64	6	30	100%
The teacher gives second chance to give correct answers.	Pak	35	2.14	62.14	100%
	Mtus	36	4	60	100%
The teacher uses reinforcement effectively.	Pak	59.28	1.42	60.71	100%
	Mtus	40	6	54	100%

1. The calculated value of the teacher appreciates students for correct answers, the preference of respondents from Pakistan (71.4%) and that of Mauritius (60%) agreed with the statement. Henceforth the statement "The teacher appreciates students for correct answers" is thoroughly accepted. It demonstrates that secondary school teachers from Pakistan and Mauritius usually appreciate students for right responses.
2. As far as the second statement is concerned, the calculated value showed that the preference of respondents from Pakistan (77.14%) and Mauritius (64%) agreed

with the statement that “The teacher gives hints to students in order to lead them to the correct answers” is acknowledged.

3. As far as the third statement is concerned, the calculated value showed that the preference of respondents from Pakistan (62.14%) and Mauritius (60%) agreed with the statement that “The teacher gives second chance to give correct answers”.
4. Fourthly, the statement that “The teacher uses reinforcement effectively” is rejected, as a consequence of the inclination of the respondents in Pakistan (60.71%) and Mauritius (54%) respectively.
5. After compiling the items with respect to Motivational competencies, the calculated value of T-tests showed that “There was a significant difference in the scores for statements, for Pakistan ( $M=1.4071$ ,  $SD=0.79473$ ) and Mauritius ( $M=1.7400$ ,  $SD=0.96489$ );  $t(4) = -2.398$ ,  $p = 0.017$ ”.

### 3. Material Utilization Competencies

The outcomes to these interrogations are displayed in the following table.

**Table 5.3 Items analysis of Material Utilization Competencies**

Statements		Percentages			
		A	UD	DA	Total
The teacher selects appropriate and relevant teaching Materials	Pak	78.57	2.14	19.28	100%
	Mtus	64	2	34	100%
The teacher uses prescribed teaching tools effectively	Pak	70	2.85	27.14	100%
	Mtus	52	10	38	100%
The teacher uses his own teaching tools over and above the prescribed	Pak	42.85	1.42	55.71	100%
	Mtus	34	6	60	100%



tools.					
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1. Calculated value of the statement that "The teacher selects appropriate and relevant teaching materials" is accepted which is the first choice of respondents from Pakistan (78.57%) and Mauritius (52%) is towards agreement with the statement.
2. While the second statement that teachers are applying prescribed teaching resources, calculated value shows the predilection of respondents in Pakistan (70%) and Mauritius (52%) is towards agreement with the statement which is "The teacher uses prescribed teaching tools" is acknowledged.
3. Calculated value of t-test in the third statement shows the tendency of respondents from Pakistan (55.71%) and Mauritius (60%) is towards disagreement with the statement. Henceforth, the statement that "The teacher uses personal teaching tools in addition to the prescribed tools" is rejected.
4. After compiling the items with respect to Material Utilization Competencies, the calculated value of t-tests showed that "There was a significant difference in the scores for statements related to material utilization, for Pakistan ( $M=2.1286$ ,  $SD=0.98801$ ) and Mauritius ( $M=2.2600$ ,  $SD=0.94351$ );  $t(3) = 0.817$ ,  $p = 0.144$ ".

### 3. Instructional Process Competencies

The results of Instructional Process Competencies are shown in the following table 5.4.

**Table 5.4 Items analysis of instructional process competencies**

Statements		Percentages			
		A	UD	DA	Total
The teacher applies contemporary knowledge, new ideas in my teaching.	Pak	22.14	5	72.85	100%
	Mtus	24	6	70	100%
The teacher uses different questioning skills.	Pak	69.28	1.42	29.28	100%
	Mtus	60	4	36	100%
The teacher manages discipline in my classroom.	Pak	81.42	0.7	17.85	100%
	Mtus	72	2	26	100%
The teacher uses time management techniques in my teaching.	Pak	70	1.42	28.57	100%
	Mtus	70	4	26	100%
The teacher manages and arranges classroom activities.	Pak	57.85	2.85	39.28	100%
	Mtus	54	6	40	100%
The teacher clearly states my objectives.	Pak	45.71	2.14	52.14	100%
	Mtus	44	4	52	100%
The teacher develops course contents properly	Pak	54.28	3.57	42.14	100%
	Mtus	50	4	46	100%

1. The preference of respondents from Pakistan (72.85%) and Mauritius (70%) show a disagreement with the statement that "The teacher applies contemporary knowledge and new ideas in teaching" which is therefore rejected.

2. Furthermore, instructional process tends to shape more fascinating when the instructor applies questioning procedures to stimulate the awareness of pupils in the class. The preference of respondents from Pakistan (69.28%) and Mauritius (60%) agree with the statement that "The teacher uses different questioning techniques" which is therefore accepted.
3. To investigate about the adroitness of the teacher for keeping up control of the classroom shows the inclination of respondents from Pakistan (81.42%) and Mauritius (72%) is towards agreement with the statement that "The teacher manages discipline in his/her classroom" is acknowledged.
4. In the course of instructional process, allotment of time splitting up or time organization is another substantial feature and to make a distinction to what level teachers are abiding by proper time administration in the class. The inclination of respondents from Pakistan (70%) and Mauritius (70%) is tends to be in agreement with the statement that "The teacher uses time management techniques in teaching" is thoroughly acknowledged.
5. Most of the respondents from Pakistan (57.85%) and Mauritius (54%) are tending towards agreement with the statement that "The teacher manages classroom activities properly" is accepted.
6. The preference of respondents from Pakistan (52.14%) and Mauritius (52%) is tending towards disagreement with the statement that "The teacher makes clear statement of objectives of lesson to students before starting teaching" is rejected.
7. The inclination of respondents from Pakistan (54.28%) and Mauritius (50%) is tending towards agreement with the statement which is "The teacher prepares

course contents properly “is thoroughly accepted. Among all the seven statements inquired to professional instructors, it is identified that only five are acknowledged and apparently, two are rejected.

8. After compiling the items with respect to Instructional Process Competencies, the calculated value of t-tests showed that “There was no significant difference in the statement regarding the instructional competencies, for Pakistan ( $M=2.5071$ ,  $SD=0.07060$ ) and Mauritius ( $M=2.4600$ ,  $SD=0.86213$ );  $t(7) = 0.340$ ,  $p = 0.734$ ”.

#### 4. Teaching Evaluation Competencies

The leading objective of teaching evaluation is basically to possess further comprehension about learning, thus, to improving teaching performances. The survey was articulated and outcomes are presented in the table 5.5 below.

**Table 5.5 Items analysis of Teaching Evaluation Competencies**

Statements		Percentages			
		A	UD	DA	Total
The teacher uses various evaluation techniques.	Pak	22.85	5	72.14	100%
	Mtus	24	4	72	100%
The teacher assesses student's behavior effectively.	Pak	32.14	2.85	65	100%
	Mtus	28	6	66	100%
The teacher assesses students own work effectively.	Pak	50	2.14	47.85	100%
	Mtus	50	10	40	100%

<b>The teacher keeps record of individual students.</b>	Pak	32.14	6.42	61.42	100%
	Mtus	28	8	64	100%
<b>Higher academic qualification improves teacher's job effectiveness.</b>	Pak	48.57	7.14	44.28	100%
	Mtus	66	6	28	100%
<b>Ability to perform effectively is inborn in teaching.</b>	Pak	76.42	3.57	20	100%
	Mtus	68	6	28	100%
<b>The teacher uses evaluation data to improve job situation</b>	Pak	53.57	2.14	44.28	100%
	Mtus	52	2	46	100%

1. The preference of respondents from Pakistan (72.14%) and Mauritius (72%) tends in the direction of disagreement with the statement "The teacher uses various evaluation techniques" which is rejected. It is imperative that teachers should apply evaluation procedures, so as to evaluate students' knowledge.
2. Consequently, the inclination of respondents from Pakistan (65%) and Mauritius (66%) is towards discrepancy with the statement "The teacher assesses student's behavior effectively" is consequently acknowledged.
3. The preference of respondents from Pakistan (50%) and Mauritius (50%) is towards agreement with the statement that "The teacher assesses students own work adequately" is acknowledged. The outcomes demonstrate that teachers are commonly involved in the assessment process.
4. It was also necessary to investigate whether teachers are in the routine of maintaining individual record or score of the students' performance or not. The preference of respondents from Pakistan (61.42%) and Mauritius (64%) is

- towards disagreement with the statement that “The teacher always keeps record of individual students” which is consequently rejected.
5. The preference of respondents from Pakistan (48.57%) and Mauritius (66%) is towards agreement with the statement that “Higher academic qualification improves teacher’s job effectiveness” is thoroughly accepted.
  6. It is usually understood that teachers have natural instinct, brilliance and superiority to impart knowledge and in case teachers don’t possess this quality then they can undoubtedly be enhanced by learning process. The inclination of respondents from Pakistan (76.42%) and Mauritius (68%) is towards agreement with the statement that “The ability of a teacher to perform effectively is an inborn quality” is which is finally accepted.
  7. The inclination of respondents from Pakistan (53.57%) and Mauritius (52%) is towards agreement with the statement that “Professional qualification improves teacher’s job effectively” is acknowledged.
  8. But still, it was diagnosed that there can be some improvement in this field, where teachers could be encouraged towards a better comportment for better delivery in their teaching. The calculated t-tests showed that Pakistan ( $M=2.4929$ ,  $SD=0.84391$ ) and Mauritius ( $M=2.4800$ ,  $SD=0.86284$ );  $t(7) = 0.092$ ,  $p = 0.927$ . It implies that there is no significant difference regarding the teaching evaluation techniques of both Pakistan and Mauritius.

## **6. Teacher Competencies according to students**

Comparison of common statements of Pakistani and Mauritian students’ responses in (table. 4.31) indicates that most of the responses show that teachers elucidate new

terms, theories and doctrines. They do share the opinion that teachers organize and discuss the content in an efficient technique. After conducting the t-tests, the result show that "There was no significant difference in the scores for statements, for Pakistan (M=2.292, SD=0.92525) and Mauritius (M=2.4600, SD=0.8989);  $t(20) = 0.434, p = 0.458$ ".

### **7. Teacher Competencies according to the researcher's observation**

According to the observations made, it indicates that most teachers from both countries apply their expertise accordingly. The professional standard is being maintained adequately with respect to class management, discipline, assessment, delivery of the lesson and finally taking into consideration the individual differences of students. Teachers' with longer job experience and higher qualification seem to perform much better. However, the capability of choosing and delivering the course contents in a decent way was there but, they failed to write or clarify the objectives of the lesson, while to certain extent, the exhibition of general knowledge and new concepts were not common in their teaching.

## **5.2 DISCUSSIONS**

Generated with the basic competencies, the questionnaires were articulated accordingly. Out of numerous competencies, six basic ones were selected. They mainly include methodological, motivational, instructional process, material utilization, teaching evaluation and interaction process. Consequently, all of them were subdivided into different related questions where the competencies of teachers were thoroughly analyzed.

Mc Daniel (2005) is of view that deficiency of friction is a smooth give-and-take, and communication as well as involvement that is satisfying to work in partnership. That is, enhancing a collective liaison of diminishing interruption, by making schooling and learning significant for the student, therefore, to be absorbed in the process of education. Eventually, effective edification is contingent on the smooth, convivial teaching-learning association between students and teachers (McDaniel in Amahala, 1979).

In this research, the study was focused on the practices and styles teachers employ with students including to what degree they are conveying knowledge as well as figuring out other obstacles connected with nature of the students. Attitudes and policies denote to the practices of teaching instruction and learning which contribute to bring the learner into connection with the capabilities and consciousness that are well distinct and restrained within curriculum (Harris & Muijs, 2005). Most of the respondents are competently skilled but appears that they are not applying apt attitudes. Being involved in education, through know-how of their experience, they ensure the attainment of knowledge through different means and tactics. The procedures that teachers engaged in the enhancement of learning and going through an understanding are part of teaching approaches (Gutek, 1988: 7). In addition, Methodological competencies could be well-defined mainly basing on their determined rudiments: to be habituated to up-to-date procedures; to explore the assignment to be executed; to recruit the expansion; to implement the responsibility and to reconnoiter ones relations (Ololube, 2005b).

OECD (1989) is of view that staffing of eligible teachers is not so fast, unsuccessful appointment of quality of teachers and the insufficiency of incentive in attracting teachers



towards improvement via different teacher education services. Different countries adopt various ways and means to train their teachers according to the situation of the country.

Normally, the public secondary school teachers in Pakistan and Mauritius seemed to be academically and professionally qualified. Lumsden 1994, states that student encouragement, as the requirement to take part in learning process. Students can be stimulated likewise to embark on the task, however there might be alterations in the approach they are encouraged (Lumsden 1994).

It has been perceived that in some cases, students routinely do not exploit their ability mainly due to weak incentive from their teachers and parents as well. The reinforcement for students to study are usually at the mercy of the competencies of teachers and subsequently, all these contribute to have an encouraging or negative outcome on students in their requisite for further education (Reevel 2003).

Consequently, it was identified that teachers from both countries have an appreciation for those pupils who give good answers and respond positively. On the other hand, if motivational skills along with methodological abilities are interrelated to each other, as it seems that there is negative liaison in both as teachers apply specific teaching techniques by using problem solving procedures. It goes without saying that it is the teachers' responsibility to assist their students in all spheres of life. Little-john and Wind-eatt (1989) share the idea that the concealed program of study that comprises of different approaches leading to the awareness of teaching and learning, thus, leading to the bondage between teacher and student.

Allwright (1990) states that resources are mean learners to study, they include different learning materials such as relevant books for concepts and activities to enrich education, and therefore, contributing to teachers the underlying principles in their performance. From Allwright's belief, that course books are inflexible and consequently, they will not be appropriate to be used ultimately as an instructional material. On the other side of the coin, O'Neill (1990), is of the understanding that supplementary resources may possibly be applicable for scholars' necessities, even if they are not intended for that purpose. It can be made possible by using textbooks for the learners to measure and consolidate their tasks. Whether in terms of time or money, it goes without saying that, textbooks are certainly very resourceful and need to be legalized for conception and inventiveness.

The above discussion specifies that teachers need to be responsive and selective in opting for teaching material, additionally to text books and other suggested resources for syllabus. The capability of teachers to establish classrooms environment as well as managing comportment of students is a vital element for success. It is a fact that sound performance organization fail to ensure effective teachings; which leads to possibility of worthy teaching within the environmental setting (Emmer and Stough, 2001).

Instructional process comprises of a comprehensive classroom organization abilities. It is the talents of teachers to handle classroom activities magnificently; and therefore require an efficient scheme towards the way planning that is being carried out by teachers. Instructors who are qualifies professionally can somehow narrow down to relevant instructional strategies hence, consequently, avoiding educational and behavior complications on behalf of the students. Education is meant to inspire high standard of

commitment towards academics and on-task undertakings that is categorized by significant features in all spheres of life (Carnine, 1976):

The application of instructions is undoubtedly a powerful, element of organizing the educational setup and diplomacies with regard to administration. Directions towards creating a communication framework of the teaching space of the expected performances from the learner can be specified. Concerns regarding behaviors that require support and the penalties that needs to be amended with respect to inappropriate performance. Defining the expected performance largely depends on the extent to which rules are phrased and expressed so that; problematic behavior can easily be prevented (Colvin, Kame'enui, & Sugai, 1993; Kerr and Nelson, 2002).

### 5.3 CONCLUSIONS

The main aim of this research was basically to find out and compare the competencies of secondary school teachers of Pakistan and Mauritius. Research questions were formulated accordingly, so as to define the competencies of secondary school teachers from both countries. This was to analyze the magnitude of the competencies that are being practiced by secondary school teachers in Pakistan and Mauritius.

1. Both countries appoint teachers on the basis of their qualifications. Academically or professionally, teachers are appointed for the basic purpose of ensuring quality education. Therefore, it goes without saying that professionalism of teachers depends on their competencies.

2. The research indicates that there is not a distinct set of competencies which all the effective instructors have or all the incompetent ones lack. Evidences need to be accumulated and analyzed regarding the extent to which each competency can suitably be applied conveniently. In other words, the notion of teacher competence is mainly based on actual situation and includes value judgments.
3. On the whole, the researcher is persuaded that most teachers are aware and therefore understand the standards of instructional competencies; nevertheless, it was ascertained through the data from the questionnaires of both countries that most teachers still need to improve their teaching standards so as to be able to acquire maximum competencies to produce quality education.
4. Result shows that teachers are applying appropriate instruction in a traditional manner. Secondary school teachers from both countries do not apply problem solving approaches and; somehow, utilized their own teaching approaches with respect to individual differences and teaching situation is handled adequately.
5. The mode of instruction needs to be well defined. It is needed for teachers to reassure and inspire their students, and handling the classroom correctly, unmistakably consider previous knowledge of students, taking into consideration the individual differences of the learners, evaluating results of the teaching and appraise the feedback and levels of all students.
6. Preponderance of teachers appreciate students for right responses. It is also agreed that majority of the teachers agreed that they provided clues to students so as to direct them to the exact solutions.

7. Certainly, it is notified that teachers are familiar with their students but do not make use of advanced resolution and problem solving procedures.
8. Many teachers used reinforcement appropriately, chose suitable teaching tools, use teaching materials that are recommended for the syllabus, and utilized personal teaching materials along with the recommended resources.
9. Consequently, according to the results of the data from the questionnaires of both countries, the majority of the teachers organized their course contents accurately and holds the ability to handle discipline as well as following the codes of classroom management commendably.
10. The application of evaluation techniques was used incongruously because students' performances were not evaluated in the precise method. However, the capability of choosing and delivering the course contents in a decent way was there but, they failed to write or clarify the objectives of the lesson, while to certain extent, the exhibition of general knowledge and new concepts were not common in their teaching.
11. It was commonly found that most of the secondary teachers from both countries were in favor of higher academic and professional qualification. As these can paved the way towards upgrading of the efficiency in their career.

#### **5.4 RECOMMENDATIONS**

The recommendations that are mainly based on the findings and conclusions of the research study are mentioned below. It is not only meant to develop the instructional

competencies of the secondary school teachers of Pakistan and Mauritius but, on the other hand, can also improve the quality of education of both countries.

1. It goes without saying that both countries have the tendency of following the traditional concept in education. As a matter of fact, it is therefore, recommended to consider what counts for excellence in education, that is far beyond academic achievement consider of specific areas such as student commitment, involvement with respect to community as a social capital.
2. Pakistan as well as Mauritius has their own standard of education with respect to their living standard of the country individually. Both countries are having common mission, considering the fact that they are providing opportunities of education to all children within the country. In order to ameliorate the system of education teacher competencies should be considered seriously. This can only be realized by ensuring a proper educational setup, a well-defined organization that is clearly characterized by definite objectives and goals, standards, expected performance values and principles.
3. There is an urgent need to generate a professional atmosphere for secondary school teachers to enable the achievement of their duty. Teachers who contribute in decision making must absolutely have reasonable independence to administer their requisite function, improving a sense of determination and perseverance, be acknowledged, and treated with esteem and dignity. They deserve the right to enjoy a sense of vanity and actualization in their occupation and realization of their objectives.
4. Identifying the importance of teacher professional development in acquiring competencies, it is essential to study contemporary professional policies for educators, at the admission level and programs to train teachers on duties or during

the service. It is recommended that the standards for professional improvement of teachers should be wisely observed.

5. There is need to established career development directives through certificates, degrees, and career hierarchies, associated to compensation corresponding with experience and credentials. These achievements have to be satisfactorily recompensed financially, based on experience and achievement.
6. As teachers face various types of challenges, they necessitate support, particularly in applying technology and updated resources to meet the requirement of the new era.
7. The teachers should be made conscious of teaching competencies so that they can struggle to achieve them.
8. Secondary school teachers may be oriented with appraisal and measurement procedures. It is indispensable that the public secondary schools familiarize themselves more towards assessment and measurement systems.
9. The presence of secondary school teachers in the classrooms with full preparation may be watched over by the Head of the institution. To accomplish this resolution, classroom can frequently be visited, checking the performances and also estimating the standard of education of the students. General performance of a weak instruction may be arbitrated by the Heads of each school.

#### **5.4.2 RECOMMENDATIONS FOR FUTURE RESEARCH**

1. This research can be utilized to measure different aspects of educational settings from both countries.

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## Appendix A

### List of Public Secondary Schools in Mauritius

1. Sir Abdool Razack Mohammed SSS, (Boys ), La Poudriere Street, Port-Louis
2. Royal College Port Louis, (Boys), Cassis, Port Louis
3. Renganaden Seeneevassen SSS,( Girls), State Jenner Street, Port Louis
4. Port Louis North SSS, (Boys), Sophia Lane, Cité La Cure, Port Louis
5. Port Louis SSS, (Girls), Chateau D'Eau, Tranquebar, Port Louis
6. Pailles SSS, (Girls), Les Guibies, Pailles
7. G. M. Dawjee Atchia State College (Girls), Boulevard Pitot, Monneron Hill, Port-Louis

**List of Public Secondary Schools in Pakistan**

**Following is the list of Model Schools in Pakistan for Boys,**

Islamabad Model School for Boys, F-6/2, Pakistan

Islamabad Model School for Boys, F-8/3, Pakistan

Islamabad Model School for Boys, G-10/3, Pakistan

Islamabad Model School for Boys, G-6/4, Pakistan

Islamabad Model School for Boys, I-10/2, Pakistan

Islamabad Model School for Boys, I-14, Pakistan

Islamabad Model School for Boys, I-8/4, Pakistan

Islamabad Model School for Boys, I-9/4, Pakistan

Islamabad Model School for Boys, I-9/4, Pakistan

**Following is the list of Model College in Pakistan for Girls:**

Islamabad Model College for Girls, F-6/2 (Pakistan College for Girls, F-6/2)

Islamabad Model College for Girls, F-7/4 (established 1973)

Islamabad Model College for Girls, F-8/1 (established 1994)

Islamabad Model College for Girls, F-10/2 (established 1988)

Islamabad Model College for Girls, G-10/2 (established 1994)

Islamabad Model College for Girls, I-8/4 (established 2000)

Islamabad Model College for Girls, I-10/4 (established 2001)

Islamabad Model School for Girls, I-10/4, Pakistan

Islamabad Model School for Girls, I-8/1, Pakistan

Islamabad Model School for Girls, I-9/4, Pakistan



## Appendix B

### Questionnaire to be submitted to students

**Topic:**

**A Comparative Study of Instructional Competencies of Teachers in Public Secondary Schools In Pakistan And Mauritius**

Candidate:.....

Grade:.....

Subject:.....

School:.....

The following scale can be used to complete the observation form given below:

3: Agree

2: Undecided

1: Disagree

List of Items	3	2	1
<b>METHODOLOGICAL COMPETENCIES</b>			
The teacher uses problem solving methods in his/her Teaching			
The teacher uses individual teaching methods keeping in view the individual differences.			
The teacher utilizes teaching situation effectively.			
<b>MOTIVATIONAL COMPETENCIES</b>			
The teacher appreciates students for correct answers.			
The teacher gives hints to lead to the correct answers.			
The teacher gives second chance to give correct answers.			
The teacher uses reinforcement effectively.			
<b>MATERIAL UTILIZATION COMPETENCIES</b>			
The teacher selects appropriate and relevant teaching material			

<p>The teacher uses prescribed teaching tools effectively</p> <p>The teacher uses my own teaching tools over and above the prescribed tools.</p>			
<b>INSTRUCTIONAL PROCESS COMPETENCIES</b>			
<p>The teacher applies contemporary knowledge, new ideas in my teaching.</p> <p>The teacher uses different questioning skills.</p> <p>The teacher manages discipline in his/her classroom.</p> <p>The teacher uses time management techniques in his/her teaching.</p> <p>The teacher manages and arranges classroom activities.</p> <p>The teacher clearly states his/her objectives.</p> <p>The teacher develops course contents properly</p>			
<b>TEACHING EVALUATION COMPETENCIES</b>			
<p>The teacher uses various evaluation techniques.</p> <p>The teacher assesses students' behavior effectively.</p> <p>The teacher assesses students own work effectively.</p> <p>The teacher keeps record of individual students.</p> <p>Higher academic qualification improves teacher's job effectiveness.</p> <p>Ability to perform effectively is inborn in teaching.</p>			

The teacher uses evaluation data to improve job situation			
<b>INTERACTION PROCESS COMPETENCIES</b>			
The teacher has direct interaction with my students			

**Appendix C****PART "A"****PERSONAL DATA OF SECONDARY SCHOOL TEACHERS****Please TICK THE APPROPRIATE BOX**

1. Gender: (a) Male  (b) Female

2. Age: (a) 20-29 years  (b) 30-39   
(c) 40-49  (d) 50 and above

3. Subject: (a) Social Sciences  (b) Sciences   
(c) Humanities  (d) Languages

4. Higher academic and professional qualification:

**(A) Academic Qualification**

(a) Bachelors Degree  (b) Master's Degree   
(c) M. Phil  (d) Ph. D

**(B) Professional Qualification**

(a) B. Ed / B.Sc (ED)  (b) M. Ed   
(c) Doctor of Education

6. Job Experience:  Years

**PART "B"**

Please give your responses to the following items and mark the column ( ) you consider as the most appropriate.

A= Agreed

UD= Undecided

DA= Disagree

1.	<b>METHODOLOGICAL COMPETENCIES</b>	Agreed	Undecided	Disagree
	i. I use problem solving methods in my Teaching ii. I use individual teaching methods keeping in view the individual differences. iii. I utilize teaching situation effectively.			
2.	<b>MOTIVATIONAL COMPETENCIES</b>			
	i. I appreciate students for correct answers. ii. I give hints to lead to the correct answers. iii. I give second chance to give correct answers. iv. I use reinforcement effectively.			
3.	<b>MATERIAL UTILIZATION COMPETENCIES</b>			
	i. I select appropriate and relevant teaching materials ii. I use prescribed teaching tools effectively			

	iii. I use my own teaching tools over and above the prescribed tools.			
4.	<b>INSTRUCTIONAL PROCESS COMPETENCIES</b>			
	<p>i. I apply contemporary knowledge, new ideas in my teaching.</p> <p>ii. I use different questioning skills.</p> <p>iii. I manage discipline in my classroom.</p> <p>iv. I use time management techniques in my teaching.</p> <p>v. I manage and arrange classroom activities.</p> <p>vi. I clearly state my objectives.</p> <p>vii. I develop course contents properly</p>			
5.	<b>TEACHING EVALUATION COMPETENCIES</b>			
	<p>i. I use various evaluation techniques.</p> <p>ii. I assess student's behavior effectively.</p> <p>iii. I assess students own work effectively.</p> <p>iv. I keep record of individual students.</p> <p>v. Higher academic qualification improves teacher's job effectiveness.</p>			

	vi. Ability to perform effectively is inborn in teaching.			
	vii. I use evaluation data to improve job situation			
	<b>INTERACTION PROCESS COMPETENCIES</b>			
	i. I have direct interaction with my students			

**Observation Form****Topic:**

**A Comparative Study of Instructional Competencies of Teachers in Public Secondary Schools In Pakistan And Mauritius**

Candidate:.....

Grade:.....

Subject:.....

School:.....

List of Items
<b>METHODOLOGICAL COMPETENCIES</b>
The teacher uses problem solving methods in his/her Teaching
-----
The teacher uses individual teaching methods keeping in view the individual differences.
-----
The teacher utilizes teaching situation effectively.
-----
<b>MOTIVATIONAL COMPETENCIES</b>
The teacher appreciates students for correct answers.
-----
The teacher gives hints to lead to the correct answers.
-----



The teacher gives second chance to give correct answers. The teacher uses reinforcement effectively.

---

#### **MATERIAL UTILIZATION COMPETENCIES**

The teacher selects appropriate and relevant teaching material

---

The teacher uses prescribed teaching tools effectively

---

The teacher uses my own teaching tools over and above the prescribed tools.

---

#### **INSTRUCTIONAL PROCESS COMPETENCIES**

The teacher applies contemporary knowledge, new ideas in my teaching.

---

The teacher uses different questioning skills.

---

The teacher manages discipline in his/her classroom.

---

The teacher uses time management techniques in his/her teaching.

---

The teacher manages and arranges classroom activities.

---

The teacher clearly states his/her objectives.

---

The teacher develops course contents properly

---

### **TEACHING EVALUATION COMPETENCIES**

The teacher uses various evaluation techniques.

---

The teacher assesses students' behavior effectively.

---

The teacher assesses students own work effectively.

---

The teacher keeps record of individual students.

---

Higher academic qualification improves teacher's job effectiveness.

---

Ability to perform effectively is inborn in teaching.

---

The teacher uses evaluation data to improve job situation

-----
<b>INTERACTION PROCESS COMPETENCIES</b>
The teacher has direct interaction with my students
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