

The Study of the Lower Secondary Teachers' Competency Knowledge Regarding "Delivery of Instruction"

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Abstract

This study aims at investigating the teachers' perceptions on the importance of delivery of instruction and examining the teachers' competency knowledge regarding delivery of instruction. In this study, the quantitative approach was applied based on the questionnaire survey. The questionnaire consisted of 10 items for demographic variables, 33 items for five point Likert scale to know the teachers' perceptions on the degree of importance, 14 multiple-choice items and 8 short-answered items to know the teachers' competency knowledge regarding "delivery of instruction". The instrument was validated through the teacher educators' review. By using purposive sampling method, 102 lower secondary level teachers from 5 selected schools in Kamayut Township, Yangon Region were selected as the participants. Mean Percent Correct (MPC), Item Percent Correct (IPC), and Descriptive statistics were used to analyze the quantitative data. The findings from the questionnaire survey showed that the area of teaching facts, rules and action sequences and the area of teaching concepts, inquiry and problem solving skills and abstractions were *important* because the overall mean values were (4.31) and (4.12). Furthermore, the findings also revealed that 24.5% of the participant teachers had the low level of competency knowledge, 49% of them possessed average level of competency knowledge and 26.5% of participant teachers possessed the high level of competency knowledge regarding "delivery of instruction".

Key words: Lower Secondary Teachers' Competency, Delivery of Instruction, Direct Instruction, Indirect Instruction

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