

A STUDY OF TEACHERS' COMPETENCE OF TWO HIGH SCHOOLS IN NORTHERN RAKHINE (ARAKAN) STATE, WESTERN MYANMAR

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Abstract: The main purpose of this study was to compare the teachers' competence according to their Gender, Age and Education background at Rathedaung High School and Jay Di Pin High School, Northern Rakhine (Arakan) State, Western Myanmar.

The collected data were analyzed by using the descriptive statistics, Frequency, Percentage, Standard deviation, Mean, and Independent Sample t-test (Two-tailed). The study found that the teachers' competences at both schools were perceived as *high level*. There was no significant difference of teachers' competence according to their age and education background at Rathedaung High School and Jay Di Pyin High School in Northern Rakhine (Arakan) State, Western Myanmar. However, a significant difference of teachers' competence according to their gender was found in two schools. The total mean scores for teachers' competence of Rathedaung high school and Jaydi Pyin high school were 4.632 and 4.38, both were in the range of 4.50. This implied that the teachers' competence at both schools were high. At Rathedaung high school, the highest mean score of teachers' competence was 4.78 which were towards professionalism; and the lowest mean score was 4.54 which were towards student learning. At Jay Di Pyin high school, the highest mean score of teachers' competence were 4.56, which were toward professionalism and the lowest mean score was 4.23, which was regarded as "high" and towards student learning.

Keywords: Teachers' Competence, High School, Myanmar

Introduction

Education is one of the cores for the nation's development and prosperity. Education in Myanmar has highly regarded as their property of life since the earliest days. Nowadays, education in Myanmar have become formal system at school and institutes of all levels such as primary, secondary and tertiary, because Myanmar is heading toward to a democratic modern developed nation holding under a new motto which is so called "Building a modern developed nation through Education".

In this regard, the ministry of Education needs to provide diverse courses in higher education sector as well as responsibility to set up and refer courses for all teachers. Basic education system in Myanmar can be decided into three types: (1)

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Government basic education (2) Monastic basic education (3) and private basic education systems.

As Seameo & Innotech (2009) mentioned, Myanmar has not indicated specific competences that teachers should possess to be considered competent and there are not specific teaching standards policies prepared yet. Knowledge, abilities, skills and attitudes, named as competence are displayed in the context of a carefully chosen set of realistic professional tasks. The process of moving time is due to the fact that technology usage plays a major role in 21st century. Therefore, teaching and learning process has also been changing in terms of development.

That every society has established is set of values which takes to promote the high moral standard and eradicate all evil at various levels. These sets of values transfer from generation to generation by education either formal or informal education.

It is quite obvious that education is an acquisition and imparting of knowledge and getting awareness. Therefore, one and only education gives awareness of how the traditions and rules to move in the society.

These values have always been changing throughout lifetime. Education is to change behaviors and to develop character and the personality. The development of personality and character for a person is education which is essential to control its environment and fulfill one's possibilities.

According to Curzon (2003), Education which is based largely on teaching and learning process is the place where a teacher is teaching and a learner is learning in the formal system of education. A teachers' role is central based with regard to teaching and learning. On the other hand, Teachers and curriculum are two sources that provide education well.

But the system of education and curriculum in Myanmar has not been well prepared yet. A teacher is the one who transmits, interprets and facilitates subject matter of knowledge to students in formal system of education.

Therefore, teachers play an important role in educating people. The highest quality of education requires the teachers having the highest quality and skills in teaching. Teachers prepare good citizens for future in every country to develop knowledge, skills and other characteristics which are very basic, both at the professional and personal level. Therefore, the quality of education is very indispensable for this purpose. But teachers need techniques and skills in different ways for effective teaching and learning process and the desired outcomes.

However, all types of schools in Myanmar are still very poor in terms of equity, quality and efficiency, especially in rural areas. Many teachers enter the classroom without proper training. As Lwin (2000) pointed out that in Myanmar the curriculum is the "textbook" and is only just concerned with memorizing facts for subjects like science, history, and geography and so on. Therefore, even not many teachers understand what the key components for competence are as this research paper concern the high schools. Because those high school teachers in rural areas, especially in northern Rakhine (Arakan) State, Western Myanmar were not well trained and lacked competence.

The choice to conduct the research into this area is very essential for teacher and their teaching development. These high schools are in rural areas.

This research was conducted to identify teachers' competences under 5 elements such as *pre-instruction*, *presentation*, *learning environment*, *student learning* and *professionalism* for two high schools. As observed, these two schools lack qualified teachers, teaching and learning materials as well as teachers' salary is very limited compared with other fields. The researcher wonders whether or not the teachers from both schools have different competence levels according to their Gender, Age and Education background which has not previously been conducted research yet.

That is why this researcher wants to conduct this research to identify teachers' competence from 2 schools and to some degree to provide the school some clues and ideas to improve their competences in the future.

Research Objectives

The research objectives were as follows:

1. To identify the Teachers' Demographics Factors including their Gender, Age and education experiences at Rathedaung high school and Jay Di Pyin high school in Northern Rakhine (Arakan) State, Western Myanmar?
2. To identify the levels of Teachers' Competence at Rathedaung high school and Jaydi Pyin high school in Northern Rakhine (Arakan) State, Western Myanmar?
3. To compare the Teachers' Competence according to their Gender, Age and Education Background at Rathedaung high school and Jay Di Pyin high school in Northern Rakhine (Arakan) State, Western Myanmar?

Literature Review

Teacher Competence

According to Medley (1977), teacher competency was viewed as any single knowledge, skill, professional value position, the professional of which is believed to be relevant to the successful practice of teaching. Competence that teaches believe, know, do referred to specific things, but no others are relative to the effective of these attribution. Competence referred to the repertoire of competences a teacher possessed. Overall competencies are a matter of the degree to which a teacher had mastered a set of individual competencies, some of which were more critical to a judgment of overall competence than others.

The theory of Medley (1977) has been the most common theory about teacher competence among others. It also refers to 5 components of teacher competence. In this study, Medley's theory was employed as a major theoretical support. Therefore, these 5 components of teacher competence were mainstay based on which the researcher carried out.

Medley (1977) pointed out that teacher expectation and instructional planning, which provided direction for teaching, learning and achieving desired outcomes was regarded as one of the most important competences, which is *Pre-instruction*. While, teacher needs to have another important competence, namely, *Presentation*, with the effective teaching and learning plan can be implemented; the opportunity for all students to learn can be optimized. Teachers also need to have the ability to develop a supportive, safe and stimulating learning environment optimized the opportunity

for student learning and development, which is called *Learning environment* as one of another important component of teachers' competence. Meanwhile, Medley (1977) also mentioned that teachers need the ability to produce desired learning results from teacher/student interactions in which assessment and instructional adjustments enhanced learners success, it was called Student learning as the 4th importance component of teachers' competence. While the last component as Medley's (1977) theory mentioned is *Professionalism*. This required teachers to have professional behavior and involvements, which extended beyond the classroom, better enabled teachers to assist students in learning.

There were many theories and research studies focusing on teacher competence. All of these theories and research studies differ from one another in the way that the author views teachers' competence. But they generally shared in a similar perspective when dividing teacher competence into major components including *pre-instruction, presentation, learning environment, student learning and professionalism*.

Medley (1977) has enumerated that teacher competence is the knowledge, abilities and skills a teacher possesses. It is a stable characteristic of the teacher and does not change appreciably when the teacher moves from one situation to another.

Many other theorists, philosophers and educators have addressed the issue of teacher competence including how to define teacher competency as well as what a competent teacher is.

Richard. D. Kellough & Patricia L. Roberts (1998) raised and characterized by what made a teacher competence. According to the researchers, the teacher is knowledgeable about the subject content to be taught and is an active member of professional organizations and should understand the process of learning. Effective modeling behavior should also be used by the teacher. And the teacher can organize the classroom and plan lessons carefully as well as function effectively as an effective decision-maker and communicator. Teaching strategies should constantly be tried to be developed. The teacher, on the other hand, needs to demonstrate concern for the safety and health of the children as well as needs to provide positive environment for learning and demonstrate confidence in each student's ability to learn. The teacher is skillful and fails in assessing student learning and in working with parents and guardians, colleagues, administer, and the classified start, maintains and nurture friendly and ethnical professional relationships.

Many of theorists and education scholars have also given a list of teaching skills to be applied at many levels for teaching many different subjects. Those teaching skills have also been tried out to reach on a certain level of competence in classroom teaching.

According to UNESCO (1987) the teacher's role requires the teacher to ensure students' physical well-being and remote skills and competence in literacy and numeracy, sensitivity to the environment and harmony between the school and its community. In addition, the role of teachers is also to help foster the growth of basic skills and attitudes for the development of cognitive, moral, social, and emotional growth as well as to transmit the culture and knowledge and help students become aware of the world community.

According to other professional views, the National Board for professional teaching standard, teacher certification should be based on teachers who are

committed to students and their learning and the subjects they teach and how to teach those subjects to student. They are responsible for managing and monitoring students learning. On the other hand, teachers think systematically about their practice and learn from experience.

It is reported on different views of teacher competence in various countries. England and Wales emphasized teacher competence by requiring that higher education institutions, schools, and students focus on the competences of teaching throughout the while period of initial training. Competences expected of teachers included such areas as subject knowledge, subject application, classroom management, assessment and recording of pupils' progress and further professional development. In Scotland, teacher competences are classed as different areas related to subject and content of teaching, classroom, class management, assessment, school and professionalism. In Northern Ireland, very specific qualities are related to a competent teacher, which ranged from professional values, professional development, personal development, communication and relationships, synthesis and application to professional knowledge.

Background of Two Schools

Rathedaung High School:

School was found in 1955 by a government and some leaders. In the beginning, it was elementary school started with 40 students in 1956. The school has grown rapidly to over 880 students and 39 teachers. The schools become high school in 1980. In this school, there are 39 teachers who come from difference townships holding Bachelor degrees as well as master degrees. There are 880 students attending in different grade levels and the school also offers the following subjects; Burmese, Mathematics, Geography, Science, History, (World & Burmese), English.

Jay Di Pyin High School:

The School is located in northern part of Rakhine State and was established in 1962.

The school was a primary school at the very beginning in 1963 and it has transferred high school and fully recognized by the government in 1995. The school has been providing from primary to high school level to over 500 students lead by Daw Saw May who is currently the headmaster of the school. The school offers the following subjects; Burmese, Mathematics, Geography, Science, History, (World& Burmese), English. Thus, the school organizes a few activities for both teachers, but they organize some activities for students such as workshops, storytelling.

Conceptual Framework

This study mainly aimed to investigate teachers' competence at Rathedaung high school and Jaydi Pyin high school in Northern Rakhine (Arakan) State, Western Myanmar.

Figure 1 below shows the conceptual framework of this study. Independent variables (IV) are including teachers' demographic factors: Gender, age, and education background (DV) are including teachers' competence including: Pre-Instruction, Presentation, Learning Environment, Student Learning and Professionalism.

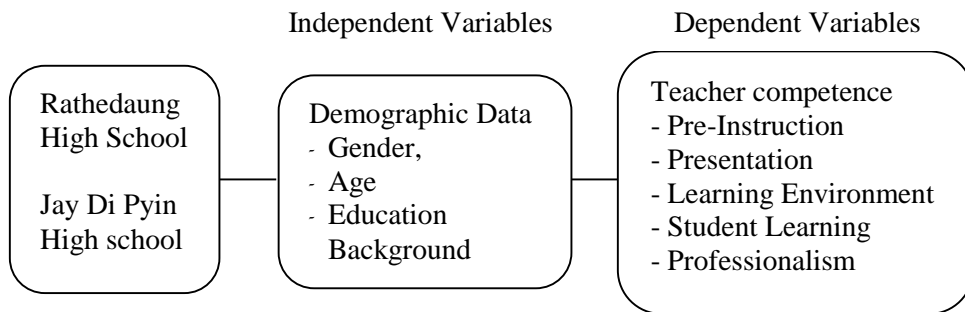


Figure 1: Conceptual Framework of the Study

Procedure

Instrument

The questionnaire were constructed by the researcher which was based on literature review to identify demographics of teachers' competence at Rathedaung High school and Jay Di Pyin High school in Northern Rakhine (Arakan) State, western Myanmar.

The research questionnaire consisted of two parts. The questionnaire part one was used to identify the Demographics of teacher including gender, age and education background. And the questionnaire part two aimed to determine the teachers' competence, the researcher used the original questionnaire of Huyen, T., T 2003) study, which she adopted it from Medley, D.M., (1977) in fact.

In part 1 of the questionnaire, the research questionnaire was consisted of questions to ask teachers' demographics including their gender, age and education background at both Rathedaung High School and Jay Di Pyin High School in northern Rakhine (Arakan) State, western Myanmar, including gender, age and education background of the participants.

Part 2 of was a set of questionnaires to identify the teachers' competence levels of Rathedaung high school and Jay Di Pyin high school in northern Rakhine (Arakan) State, Myanmar.

The participants were requested to answer the questions based on their preference or perceptions toward their satisfaction by choosing for a range of as follow:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

To identify the teachers' competence at Rathedaung High school and Jay Di Pyin High school in northern Rakhine (Arakan) State, western Myanmar. The part included questions 1-36. A score of "5" or the core mean of 4.51-5.00 meant the respondents' satisfaction was very positive, while a score of "1" or the core mean of 1.00-1.50 meant the respondents' satisfaction was very negative to the related statements on the questions. The details of Interpretation and Scale for Teachers' Competence were shown on Table 1.

Table 1 Interpretation and Scale for Teachers' Competence

	Score	Interpretation	Scale
Strongly Agree	5	Very Positive	4.51-5.00
Agree	4	Positive	3.51-4.50
Undecided/ Not Sure	3	Neutral	2.51-3.50
Disagree	2	Negative	1.51-2.50
Strongly Disagree	1	Very Negative	1.00-1.50

Results

Based on the research objectives and analyzed data from instrument, this study had the following findings:

The total of teachers in Rathedaung high school were 39 and that of teachers in Jay Di Pyin high school were 26.

Finding for Research Objective one

(1) Gender

In Rathedaung High School, it was observed that 7.7% of the respondents were males and 92.3 % were females. So, female respondents were more than male respondents. In Jay Di Pyin High School, it was observed that 38.5 % of the respondents were males and 61.5 % of were females. Therefore, female respondents were more than male respondents.

(2) Age

The age of respondents were divided into two groups; under 30 and 30 or over. In Rathedaung High School, the respondents' ages less 30 were 10.3 % and ages 30 or over were 89.7%. In Jay Di Pyin High School, the respondents' ages less 30 years were 30.8 % and the respondents' ages 30 years or over were 69.2%.

(3) Education Background

In Rathedaung High School, 2.6 % of the respondents were high school diploma holder and 97.4 % of the respondents were bachelor degree or higher ,but in Jay Di Pyin High School, all the respondents were at least bachelor degrees holders.

(See Table 2 on the next page)

Finding for Research Objective two

(1) Teachers' Competence of Rathedaung High School

In general, as Table 3 below shown, the total mean scores of teachers' competence were 4.632, in the range of 4.50, according to the interpretation criteria, it meant teachers' competence at Rathedaung High School were regarded as "High".

Table 2: Teachers' Demographic factors from Two Schools

Demographic Factors	Category	Number		Percentage	
		Rathedaung High School	Jay Di Pyin High School	Rathedaung High School	Jay Di Pyin High School
Gender	1) Male	3	10	7.7	38.5
	2) Female	36	16	92.3	61.5
Age	1) Under 30	4	8	10.3	30.8
	2) 30 and over	35	18	89.7	69.2
Education Background	1) High school diploma	1	0	2.6	0
	2) Bachelor Degree or Over	38	26	97.4	100.0
	Total	39	26	100	100

Meanwhile, Table 3 also showed, the mean scores of teachers' competence towards pre-instruction were 4.66; the mean scores of teachers' competence towards presentation was 4.56; the mean scores of teachers' competence towards learning environment were 4.62; the mean scores of teachers' competence towards student learning were 4.54; the mean of teachers' competence towards professionalism were 4.78. All those mean scores were in the range of 4.50, according to the interpretation criteria, it meant Teachers' Competence towards all 5 areas including Pre-instruction, Presentation, Learning Environment, Student Learning and Professionalism at Rathedaung High School were "high".

Among 5 means, the mean scores towards professionalism were 4.78 as the highest, which indicated that the teachers have more competence professionalism at Rathedaung High School.

However, the mean scores towards student learning were 4.54 as the lowest, which indicated that teachers have least competence on student learning at Rathedaung High School.

Table 3: Teachers' Competence of Rathedaung High School

Teachers' Competence	N	Mean	S.D.	Interpretation
1. Pre-instruction	39	4.66	0.7005	High
2. Presentation	39	4.56	0.8188	High
3. Learning Environment	39	4.62	0.7538	High
4. Student Learning	39	4.54	0.8675	High
5. Professionalism	39	4.78	0.5577	High
Total	39	4.632	0.73606	High

(2) Teachers' Competence of Jay Di Pyi High School

In general, as Table 4 below shown, the total mean scores of teachers' competence were 4.38, in the range of 4.50, according to the interpretation criteria, it meant teachers' competence at Jaydi Pyin High School were regarded as "High".

Meanwhile, Table 4 also showed in details, the mean scores of Teachers' competence towards *pre-instruction* were 4.33; the mean scores of teachers' competence towards *presentation* was 4.28; the mean scores of teachers' competence towards *learning environment* were 4.52; the mean scores of teachers' competence towards *student learning* were 4.23; the mean of teachers' competence towards *professionalism* were 4.56. All those mean scores were in the range of 4.50, according to the interpretation criteria, it meant Teachers' Competence towards all 5 areas including Pre-instruction, Presentation, Learning Environment, Student Learning and Professionalism at Rathedaung High School were "high".

Among 5 means, the mean scores towards professionalism were 4.56 as the highest, which indicated that the teachers have more competence of Jay Di Pyin High School.

However, the mean scores towards student learning were 4.23 as the lowest, which indicated that teachers have least competence with presentation at Jay Di Pyin High School.

Table 4: Teachers' Competence of Jay Di Pyin High School

Teachers' Competence	N	Mean	S.D.	Interpretation
1. Pre-instruction	26	4.33	0.7558	<i>High</i>
2. Presentation	26	4.28	0.9505	<i>High</i>
3. Learning Environment	26	4.52	0.7205	<i>High</i>
4. Student Learning	26	4.23	0.9915	<i>High</i>
5. Professionalism	26	4.56	0.7056	<i>High</i>
Total	26	4.38	0.82478	<i>High</i>

Finding for Research Objective three

The third research objective is to compare the teachers' competence according to their gender, age and education background at Rathedaung high school and Jay Di Pyin high school as third research objective. For this object, the researcher used Teacher Competence which was from the total score of five components including, pre-instruction, presentation, learning environment, student learning and professionalism for teacher competence. According to this objective, the researcher set up a "Research Hypothesis", which is "there are significant differences of teacher' competence according to their gender, age and education background at Rathedaung high school and Jay Di Pyin high school in northern Rakhine (Arakan) State, Western Myanmar. Independent Samples t-test were used to compare the Teachers' Competence according to their Gender, Age and Education background from two high schools, since Gender, Age and Education background all have two categories only.

In order to test the research hypothesis, teachers from Rathedaung high school and Jay Di Pyin high school were added up, and compared with each demographic variable by use of the independent sample t-test.

(1) Teachers' Competence Comparison according to their Gender in two schools

Table 5 showed Teachers' Competence Comparison according to Gender, since the probability significance was .000, which was smaller than .05, therefore, "there was a significant difference of the teachers' competence according to their gender at both

high schools in Rakhine (Arakan) State, Western Myanmar.” And since the t is -4.172, it also indicated that the female teachers’ competences are higher than the male teachers’ in these two schools.

Table 5: Teachers’ Competence Comparison According to Gender

Gender	Mean	SD	t-test for Equality of Means		
Male	4.0951	0.76093	t	df	Sig
Female	4.6635	0.31965	-4.172	63	.000

(2) Teachers’ Competence Comparison according to their age in two schools
Table 6 showed Teachers’ Competence Comparison according to Age from two, since the probability significance was .701, which was bigger than .05, the research hypothesis was rejected and thus, it meant “There is no significant difference of teachers’ competence according to their age at both high schools in Rakhine (Arakan) State, Western Myanmar.

Table 6: Teachers’ Competence Comparison according to Age

Age	Mean	SD	t-test for Equality of Means		
Under 30	4.5000	.33961	t	df	Sig
30 and over	4.5611	.52281	-.385	63	.701

(3) Teachers’ Competence Comparison according to their education background in two schools

Table 7 showed Teachers’ Competence Comparison according to their education background in two schools, since the probability significance was .598, which was bigger than .05, the research hypothesis was also rejected and thus meant “There is no significant difference of teachers’ competence according to their education background at both high schools in Rakhine (Arakan) State, Western Myanmar”.

Table 7: Teachers’ Competence Comparison According to Education Background

Education Background	Mean	SD	t-test for Equality of Means		
High School diploma	4.2895	.	t	df	sig
Bachelor Degree Or Higher	4.5539	.49520	-.530	63	.598

Discussion

For research objective one

(1) Gender

As shown in the finding of this thesis, In Rathedaung High School, it was observed that 7.7% of the respondents were males and 92.3 % were females. In Jaydi Pyin High School, it was observed that 38.5 % of the respondents’ males and 61.5 % of were females’ teachers. This fact is not surprising in this province for numbers of factor. Rathedaung high school had more teachers than Jay Di Pyin high school. In both Rathedaung High School and Jay Di Pyin High School, it was observed male teachers

are less than female teachers. A significant difference of the teachers' competence according to their gender at both high schools in Rakhine (Arakan) State, Western Myanmar, and it indicated that female teachers' competency are higher than male teachers.

(2) Age

It was observed from the findings that most of teachers from Rathedaung high school are 30 and over 30 years accounted for a sizable percentage (10.3%) are under 30 years while older teachers 30 and over 30 years are 89.7% while Jay Di Pyin High School, the respondents' ages less 30 years were 30.8 %, and the respondents' ages 30 years and over were 69.2%. This data indicated that the contingent of teachers in both schools is old. New policy should be taken into consideration as key element in order to help younger teachers upgrade their levels of competence such as knowledge, skills, abilities and other characteristics. A lot of older teachers whose knowledge is not undated, and who are unqualified to meet the new requirements, have to retire prematurely or be translated to other professions to give way to younger teachers, it does not mean those older teachers who have qualified enough and always update their knowledge, skills, abilities and other characteristics in 21st century. But some older teachers are willing to quit the teaching profession to move to other positions to make more money because teacher salaries are generally low as compared with others. It is stated that young teachers, thought having less experience than older teachers, were more enthusiastic and willing to try new things. As a result, they could come up with better teaching methods and involve student more efficiently into their lessons. However, Huyen, T., T (2003) reported that older teachers who were experts in teaching not only had more knowledge in subject areas than young teachers, but also were more efficient in using of their teaching methods.

(3) Education background

The findings also showed that In Rathedaung High School, 2.6 % of the respondents were high school diploma holder and 97.4 % of the respondents were bachelor degree or higher. In Jay Di Pyin High School, all the respondents got at least bachelor degrees. Rathedaung High School still had few teachers with high school diploma holder. But in Jay Di Pyin High School, all the respondents got at least bachelor degrees.

For research objective two

As this study found, teachers' competence towards Pre-instruction, presentation, learning environment, student learning and professionalism at both schools were high.

But then, at Rathedaung high school and Jay Di Pyin high schools teachers had most confidence on professionalism and had less confidence on student learning. In fact at the both schools, there were no previous studies conducted about the teachers' competence, while this study indicated that the general teachers' competence towards pre-instruction, presentation, learning environment, student learning and professionalism are confident. This result should be able to help the school leaders and teachers to become qualified leaders and teachers.

Previous researchers like Huyen (2003) also did a study on teachers 'competence with teachers from 10 secondary schools in Thaibinh Province, Vietnam. Her findings

were that the data collection of this study was done with teachers from 10 secondary schools in Thaibinh Province, Vietnam. The purpose of finding was to find out the perception of teachers about competence of their school teachers and their demographic profile such as Gender, Age, Working Experience and Education.

The researcher found out components of teacher competence. Among many areas that the researcher found, one area of teacher competence (teaching methods) was at a high level of performance. Other elements of teacher competence which included teacher expectation, instructional planning, teaching methods, uses of instructional technology, communication with learners, physical environment, classroom climate, student thinking, behavior, management, motivation of students, community interaction, school operations and professional development, student learning, professional contributes and leaning involvement had average levels of performance. Two elements such as professional attitudes and behavior and instructional times had low levels of performance.

According to Huyen's (2003) finding, male and female teachers were statistically significant differences. Female (80.1 %) were quite young and had good education backgrounds. As far as age was concerned, about half of the total number of teachers were aged from 30 to 40 years old while under 30 years old accounted for almost one third (30.6%) and teachers over 40 years old accounted for much less (19.9%) regarding working experience, almost half of the teachers had than 5 years of working experience accounted for approximately one third (30.1%). teachers having more than 12 years of working experience accounted for just about one forth (24%). Concerning education, a bachelor degree was the most popular with 82% of the teachers, while higher than a bachelor degree and less than a bachelor degree were much less popular, at 10.2% and 7.1% respectively.

For research objective three

There was no significant difference of the teachers' competence according to their age and education background at both high schools in Rakhine (Arakan) State, Western Myanmar.

But a significant difference of the teachers' competence according to their gender at both high schools in Rakhine (Arakan) State, Western Myanmar, and it indicated that female teachers' competence are higher than male teachers.

In general, male teachers and female teachers were all different from each other performance on teacher competence. Gender also played a considerable role in their perceptions as well as their needs regarding their performance as Parkay (2013) pointed out. The number of female teachers was much higher than that of male teachers.

Regarding age, teachers of different age groups were not different on Teacher Competence. Teachers' ages in both schools showed no effect on their performance. Teachers of all age groups were not well provided training and they all have not improved their professionalism yet and showed on differences on this component. However, there was a significant difference of the teachers' competence according to their gender at both high schools in Rakhine (Arakan) State, Western Myanmar.

Regarding education background, teachers in the education levels were no different from each other on performance in all elements of teacher competence

which included pre-instruction, presentation, learning environment, student learning and professionalism.

In many cases, teacher education exerted a great effect on how well they handled classes. Teachers have difference levels of performance due to the knowledge, abilities and skills because they have been equipped with by their colleges.

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