

“A STUDY ON TEACHING COMPETENCIES OF SECONDARY SCHOOL TEACHERS IN RELATED TO PROFESSIONAL DEVELOPMENT”.

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Abstract:

Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc.

Keywords: Education, , Professional development, Teachers, Teaching competency .

Introduction

Education is the only instrument to make preamble true and only means for desirable social change. Article 1 of the Declaration of Human Rights (1948), adopted by UN says, —All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. The importance of education is quite clear. Education is the knowledge of putting one's potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated. The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. the quality of their education depends upon the competence, dedication and quality of school teacher sit is not brick ad mortar of the classroom, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers, all

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the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation.

This importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to make decision. The second reason for the importance of education is that only through the attainment of education, man is enabled to receive information from the external world; to acquaint him with past history and receive all necessary information regarding the present. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world. Education is thus the starting point of every human activity.

Role of the Teacher

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents‘ of social change. According to Swami Vivekananda, —Education is the manifestation of the perfection already in men. Education alone makes a man perfect and all round development of human personality is possible through education. Professor Linda Darling-Hammond of Stanford University has summarized research on the effects of teacher quality on student outcomes as follows: Teaching Competency, Professional Commitment And Job Satisfaction-A Study Of Primary School www.iosrjournals.org 45 | Page The effect of poor quality teaching on student outcomes is debilitating and cumulative. The effects of quality teaching on educational outcomes are greater than those that arise from students‘ backgrounds. A reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought .The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries (Darling-Hammond 2000).

Teachers shoulder the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teachers. Teachers are given the other name as creators....they are the creators of philosophers, leaders, doctors, advocates and many more. A teacher’s job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher’s personality, the training program would remain incomplete. Teachers work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose teacher’s need to be well trained and competent to perform their jobs. If teachers acquire Professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more

effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Educationist all over the world have started realizing that only securing enough teachers will not do, most important is securing the right type of teachers with right type of knowledge, skills, attitudes and competence. Due to this increased stress is being laid on the qualitative aspect of the teacher education. It is being realized now that efficient and competent teacher is major factor that will contribute to educational refinement and improvement and the search is on for those factors that make the teachers competent. According to the Programme of Action (1992), —Teachers are supposed to look after the development of children and their performance is the most crucial input in the field of education, thus their training should be adequate to stimulate the socio-cultural and moral development of the child. Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion. With time the concept of teaching and position of the teacher changed with the altered values and views of life. The increasing complexity of our educational system has given rise to new dimensions and consequently the role of the teacher increased immensely and has acquired a new meaning. Teachers are the most important assets for any educational system. They are the founders, creators and executors of the educational system. Teachers are expected to fulfill all the basic requirements of the teaching learning situations, to make the learning situations pupil friendly and pronounce all possible efforts to make learning possible in a healthy way. Teachers' attitudes more generally may diminish or increase the problem of underachievement. The role of the teacher is crucial in helping pupils develop a positive attitude to learning.

Teaching Competency

Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency development must a continuous process in the organization. Encyclopedia Dictionary of Education (vol.1: 1997) describes teaching competency as the state of having demonstrating skills, abilities or aptitudes in the satisfactory execution of a learning task. Encyclopedia of teacher training and education (vol.ii 1998) defines teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose, properly satisfied. As defined by B.K.Passi and M.S.Lalitha , — teaching competency means an effective performance of all observable teacher behavior that brings about desired pupil outcomes. S.Venkataiah (2000), defines, —Teaching Competency as any single knowledge, skill or professional expertise which (1.) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching. Halls & Jones (1976), defines competencies as —composite skills, behavior or knowledge that can be demonstrated by the learner and desired from explicit conceptualization of the desired outcomes of learning competencies are states so as to make possible the assessment of student learning through direct observation of student behavior. Walker (1992), developed the following definition of competence, —the attributes (knowledge, skills and attitudes) which enable an individual or group to perform a role or set of tasks to an appropriate level or grade of quality or

achievement (i.e. an appropriate standard) and thus make the individual or group competent in that role. In the consultations initiated by NCTE at several national seminars the following ten inter related categories of competencies have emerged quite prominently:

- **Contextual competencies** include not only educational but social and cultural systems also. It includes dealing with problems of wastage and stagnation, diversities in society, developing cohesive society and issues like urbanization and value inculcation
- **Conceptual competencies** include knowledge about stages of child development, right perspective toward education and implications of education
- **Content competencies** include joyful activities, media intervention, individual learning and provision of enriched environment for learning
- **Transactional competencies** include planning of action and evaluation, inclusion of activities like story telling, singing etc in teaching process
- **Competencies related to other educational activity** include human values, celebration of national events and community life activities
- **Competencies to develop teaching learning material** include innovative ways to teaching and local visits to banks and other community resources
- **Evaluation competencies** include positivistic evaluation process, importance of feedback etc.
- **Management competencies** include skills of classroom management and role and responsibilities of teacher
- **Competencies related to working with parents** include role of parents and requirement of their cooperation in teaching learning process
- **Competencies related to working with community and other agencies** include the knowledge about importance of community in the holistic development of students The competency based approach teacher education, on its being translated into actual practice will lead in improving not only the performance of the teachers but would also help them raise their status in society.

Professional Development

“Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.” The definition recognises that development can be provided in many ways, ranging from the formal to the informal It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g.

observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. TALIS asked teachers about their professional development activities during the 18 months prior to the survey (Box 3.1). This period of time was chosen in order to cover activities over almost two school years in order to give a more representative picture and lessen possible distortions due to unusually busy or lean periods of development and to ensure a manageable period for teachers' recall

Types of professional development

TALIS asked lower secondary teachers about the professional development they had participated in during the 18 months prior to the survey. Teachers were first asked to indicate whether or not they had participated in each of the following activities:

- courses/workshops(e.g. on subject matter or methods and/or other education-related topics);
- education conferences or seminars(at which teachers and/or researchers present their research results and discuss education problems);
- qualification programme(e.g. a degree programme);
- observation visits to other schools;
- participation in a network of teachers formed specifically for the professional development of teachers;
- individual or collaborative research on a topic of professional interest; and
- mentoring and/or peer observation and coaching as part of a formal school arrangement

Objectives Of The Study :

The objectives for the present study are as follows:

1. To find out level of Teaching competencies among secondary school teachers.
2. To study the relationship between teaching competencies and professional development among secondary school teachers.
3. To examine the significant difference in Teaching competencies of secondary school teachers when they are classified according to their age, gender, type of institution, subjects, training, locality.
4. To find out the interaction effect of Teaching competencies, on Professional development among secondary school teachers.

Research Design

The investigator adopted survey method to study the teaching competency among secondary school teachers. For the study about teaching competency, the sample size taken is 500 secondary school teachers in Karnataka.

Distribution of Samples based on Variables

Sl. No	Catogaory	Sub Groups
1	Gender	Male
		Female
2	Age Group	Lower Age group
		Higher Age group
3	Educational Qualification	UG
		PG
4	Type of Management	Govt
		Aided
		Private
5	Teacher Habitation	Rural habitation
		Urban habitation

Hypothesis Of The Study :

The hypotheses for the present study are as follows:

1. The secondary school teachers male and female do not differ significantly in the level of Teaching competencies.
2. The secondary school teachers with type of institution background do not differ significantly in the level of teaching competencies.
3. The secondary school teachers living in Government and Private Institution while pursuing job do not differ significantly in the level of teaching competencies.
4. The secondary school teachers belonging to trained and untrained training do not differ significantly in the level of teaching competencies.

5. The secondary school teachers belonging to rural habitation and urban habitation does not differ significantly in the level of teaching competencies.
6. The secondary school teachers with higher age group and lower age group do not differ significantly in the level of teaching competencies.
7. The secondary school teachers teaching in arts and science subjects do not differ significantly in the level of teaching competencies.

Tools Used For The Data Collection

Different tools will be used for the study.

They are as follows:

- Teaching competencies scale (TMS)
- **Teaching competencies scale :**

The standardized tool will used for data collection.

Statistical Techniques Employed :

For the further study the statistical techniques will be used to analyze the data for the purpose of knowing the content of relationship between the variables and also regarding their significant difference.

1. Mean
2. Standard Division
3. Pearson's Product Moment Correlation Coefficient
4. 't' test
5. ANOVA

*** Limitation Of The Study**

1. The present study will be confined only to the secondary school teachers of South Karnataka.
2. The present study will study only teaching competencies among the secondary school teachers in relation to professional development.

Conclusion

From the findings of the study conducted, it has been revealed that

- 1) There is no significant difference towards teaching competency among secondary school teachers with respect to Gender.

- 2) There is no significant difference towards teaching competency among secondary school teachers with respect to marital status.
- 3) There is no significant difference towards teaching competency among secondary school teachers with respect to educational qualification.
- 4) There is no significant difference towards teaching competency among secondary school teachers with respect to Type of management.
- 5) There is no significant difference towards teaching competency among secondary school teachers with respect to teaching experience.

The collaboration among the educators and the favorable environmental conditions of the schools completely leads to worthy teaching competency among teachers.

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