



Analysis of teaching competencies of Sr. Secondary school teachers in Haryana

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Abstract

The quality of education is directly related to the quality of instruction in the classrooms. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. Many factors are responsible for shaping the quality of teacher education in the country. These factors range from ideological and socio-economic needs to the existing structure of education system as well as ill-defined theories and practices of teaching and learning.

Keywords: teaching competencies, Secondary school, Haryana

1. Introduction

Competence is a concentric organization of a person's characteristics and behaviour. These characteristics are influenced by job demands, organizational environment and professional culture. It considers that the components are motives, traits, self-images, social roles, skills and knowledge.

Competence can be divided into two categories. First are those involving the teacher's mental abilities, skills and understanding. Second types of competencies are personality of the teacher, interest, attitude, belief, behaviour and working relationship with pupils and other individuals.

Competence has been used for evaluation at different stages; student teachers, beginning teachers and experienced teachers. These evaluations are conducted by different parties including teacher educators, researcher and the government. As the public demand for accountability increases, schools of education are forced to identify the qualities of effective teachers and planned curricula to ensure that prospective teachers demonstrate those qualities prior to certification.

Competence is usually understood as quality performance. It is not in the form of single and direct acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviors as clustered activities.

Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated actual performance situation. The teacher's competency will mean teacher's powers, skills, means or talent to perform his functions satisfactorily as a teacher. Teacher competence differs from "teacher performance" and "teacher effectiveness". Teacher competence, in fact, is a stable characteristic of the teacher that does not change applicably when teacher moves from one situation to another. Teacher competency refers to cognitive knowledge of the teacher, which entails effects on students learning. In contrast performance falls between

these concepts denoting the ability to perform according to a model of teacher.

1.1 Needs of the research

The need for teacher competency arises because the competent teacher possesses the ability to provide for and personally utilize more positive reinforcement and the elimination of tension within the classroom and to facilitate the development of more positive feeling within the children. The ability to provide increased opportunities for children to present unsolicited facts, information and opinions during the instructional process. Researcher felt that competence of teachers becoming a cause of deterioration of the standard of education hence the competencies of teachers should be improved at secondary level. The competence of teachers at secondary level needs evaluation. The researcher will concentrate on the evaluation of competencies of teachers of secondary schools in Haryana covering all aspects of a teacher. Researcher felt that evaluation of teacher's competencies is essential for better results and for improvement of student's behaviour towards teachers. It is also necessary for internal and external development of a student and a teacher.

1.2 Objectives

- To investigate the status of competence in secondary school teachers.
- To assess the effect of teachers competencies on students behaviour and in motivation.
- To determine the impact of teachers competencies on teaching learning process.
- To identify the personal and professional competencies of teachers.

1.3 Hypothesis

- There is no significant relationship between teacher's competencies and their profession.

- There is no significant impact of teacher's competencies on students result.
- Effect of teacher's competencies on education system is not significant.

1.4 Delimitation

Due to limited time and resources available help the researcher the study was delimited to ten Govt. and private Sr. Secondary schools in Charkhi Dadri

2. Research Methodology

The major purpose of this study was to analysis of the teaching competences of Sr. secondary school teachers in the Haryana. Main objectives of this study were to evaluate the following five competencies of secondary school teachers:

- Personal competencies
- Academic competencies
- Planning curriculum and instruction
- Class room management
- Social competencies

Following procedure was adopted for the study.

2.1 Sample

Ten Sr. schools were randomly selected as sample of the study.

2.2 Research Instruments

After going through the related literature, the researcher prepared following four questionnaires in order to measure the teachers' competencies.

1. A questionnaire for secondary schools Students consisting of 25 items.
2. A questionnaire for Secondary school teacher's having 25 items.
3. A questionnaire for Heads with 10 items.

Each item was to be responded on a five-point Likert scale.

2.3 Data Collection

The researcher had to visit 10 sample Sr. Sec. Schools again and again for this purpose. Their cooperation was commendable. Most of the heads and teachers returned the properly filled in questionnaires on the same day. The researcher personally travelled through the target areas of Charkhi Dadri, Balkara, and Mauri. However all the sample was covered by the researcher?

2.4 Data Analysis

Data collected through the above-mentioned research instruments were tabulated, analyzed and interpreted. For each category of respondents, the responses were given in total on each item and were shown in tabular form. The level of confidence used in the study was .05. For the statistical treatment of data, Chi Square was applied using the following formula: -

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

fo = Observed frequency

fe = Expected frequency

Σ= Sum of

2.5 Findings and Suggestions

The result of the study indicated that all the respondents were of the view that the Sr. Secondary school teachers were fully equipped with personal competencies. The Sr. secondary school teachers were aware of their dynamic personality, voice and gestures during teaching, their interest in their profession and dedication towards profession.

Another competency, which is more important for secondary school teachers, is his efficiency in management skills. Management skills are not only to maintain discipline in the classroom but also to make the teaching an interesting activity. So majority of respondents reported that secondary school teachers were found fully equipped with management skills. We found that secondary school teachers take care of class cleanliness, they develop self confidence among students and they also take care of students sitting arrangements.

Effective educators, teachers must be highly competent in planning and organizing instruction as well as managing in class room environment if their students are academically successful. Lesson planning and questioning are related with each other. During the lesson teachers use questioning techniques that make the teaching easy. Proper use of this technique, help the teachers not only to understand the problems of students but also to evaluate their teaching making lesson an interesting activity and in time use of questioning techniques through proper lesson is agreed upon factor by the all respondents in this way. Questioning technique encourages the proper involvement of students in the teaching learning process and increase confidence among students.

Heads of secondary schools, secondary school teachers and students were found satisfied with the social competency of Sr. Secondary school teachers. Social behaviour includes teachers relationship with their colleagues, sympathetic relationship with parents of students, guide students to improve their personality as a good citizen etc. such competency increases the involvement of parents in school affairs and they become more concern about their children. School being a social institution should promote the participation of the community in school management for upliftment of society and students.

A board education can make it possible for a teacher fulfills her obligation to be a teammate with fellow teachers and the administrative staff in the total instructional improvement program of the school. A good secondary school needs faculty members who are trained not only in special fields but also in helping to construct the total program of the school. The same attitude we found from this study that the secondary schoolteachers have good relationship with their colleagues. Such type of behaviour of secondary school teachers helps them in becoming a role model for students. In the other hand it also improves student's behaviour towards their friends and schoolmates.

Difference of opinion was observed among secondary school heads, teachers and students. In some areas of competencies such as teachers give individual attention towards students. The opinion of the heads of secondary

schools may not be valid as most of the heads do not visit the classes regularly, but when 40% the secondary school teachers themselves accept it becomes very alarming lessons to daily life and the teachers training institutions will have to plan the training programs in a positive manner to remove such deficiencies.

Use of correct language was pointed out as another weak area of planning curriculum and instructional of communication. If a teacher does not know the correct use of language it jeopardizes the whole teaching learning process. Thirty two percent of students feels problem in understanding the language used by their teachers. So, such requirements need to be incorporated in the future training programme. Effective communication requires that teachers possess a thorough knowledge of their subject matters and their students. Good communication helps to build a bridge between students and teachers, enabling teachers to make the subject matter understandable to their students.

Proper use of audio visual aids makes the teaching more interesting and durable for students. The students can understand easily and retain the information longer time. But unfortunately the lack of knowledge of audio – visual aids and proper use of audio – visual aids by secondary school teachers was reported by all categories of respondents.

Majority of teachers and students of Sr. secondary schools reported that secondary school teachers did not treat the students in psychological way. The reason may be lack of knowledge of the secondary school teachers. This deficiency maybe attributed to the weak programme of teacher training. If the teachers were fully trained in child psychology they would have developed and utilized this competency in a proper way.

One more weak area of secondary school teachers is lack of their interest in the problems of community. This students their motive to literate the students only not to educate them. If the sr. secondary school teachers avoid playing their role in solving the problem of society the future of the nation must be in darkness.

On the basis of analysis of data following conclusions were drawn:

1. a vast majority of heads of institutions, teachers and students accepted that secondary school teachers had dynamic personality, clear voice and gestures, well dressed, take interest in their profession, performed their duties honestly.
2. It was found that Sr. secondary school teachers were aware of time management that they complete the course well in time and they come a leave the class on exact time. It indicates their class management and instructional competency.
3. Majority of the respondents reported that the secondary school teachers in promoting the social behaviour and had relations with colleagues, parents of students.
4. It was observed that most of the secondary school teachers gave home task to the students regularly but some times represented ignorance to evaluate it.
5. It was found that the secondary school teachers maintain discipline during teaching in the classroom and developed self-confidence by encouraging them.

6. A significant number of secondary school teachers pointed out the weak competencies of the teachers such as lack of individual attention towards students and use of understandable language and development of communication skills among student. All these weakness may be attributed to the lack of proper training.
7. Majority of the heads of the secondary schools, secondary school teachers and students agreed on the points that secondary school teachers were found dealing with the students in non – psychological way, perhaps due to lack of training in child psychology.
8. Most of the heads, teachers and students of secondary schools accepted the less use of audio – visual aids during teaching. They needed proper training to improve their usage of audio visual aids.
9. It was found that secondary school students and heads of secondary schools did not satisfied with their encouragement of students to take interest in moral values and unawareness of secondary school teachers towards problems of the community.
10. Majority of secondary school students agreed that the secondary school teachers did not gave emphasis on individual differences of students such as sitting arrangements and individual attention towards them etc.

3. Suggestions

Keeping in View the revealed findings and conclusions drawn, following suggestions are made:

- A Major goal of education is students all round development. So the Sr. Secondary school teachers should use psychological way to teach them.
- Proper technical training should be imparted to the Sr. secondary school teachers by using latest techniques to enhance their efficiency and effectiveness.
- Secondary School teachers should take interest in development of moral values and aware towards problems of the community.
- Teacher's role in the teaching learning process is pivotal. Similarly they should play a key role in preparing students a good citizen.
- Teachers of Sr. secondary schools should give individual attention towards students and improve communication skills among them.
- Teachers should diagnose learning difficulties to keep their knowledge vital and everlasting.
- Teachers at Sr. secondary school level should represent their own example to come and leave the class room at exact time. It will become helpful in creating discipline among students.

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