

A Comparative study of Teaching Competency of Secondary School teachers in district Srinagar

M.Y Ganaie¹, Hafiz Mudasir²

1. Associate Professor, Department of Education, University of Kashmir
2. Ph.D Research Scholar, Dr. C.V Raman University, Chhattisgarh, India.
hafizmudasir@rediffmail.com

Abstract: Teachers are the backbone of every nation. Every society depends on teachers for the betterment of their lives. It is teachers who can shape the whole world. But teachers should be competent enough to come up to the expectations of the society. The study has been selected by the investigator to measure the teaching competency of male and female secondary school teachers of District Srinagar. The study was conducted on a sample of 60 Secondary School teachers (30 male and 30 female) has been randomly selected from various higher secondary schools. The data for the present study was collected with the help of General Teaching Competency Scale by B.K. Passi and M.S. Lallitha. Proper statistical treatment was given in order to obtain the results. The study revealed that male Secondary School Teachers showed better teaching competency as compared to Female Secondary Schools teachers.

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Introduction

The role of the teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A Nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn. It is best expressed by Rabindra Nath Tagore in these words, "A teacher can never truly teach unless he is still learning himself. A Lamp can never light another lamp. Unless it continuous to burn its own flame". Many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience, and certification status (Shulman, 1986, Grossman, 1995, Westera, 2001). Darling Hammond s (1999) findings indicate a consistent and significant positive relationship between the proportion of well-qualified teachers and student achievement on the National Assessment of Educational Progress (NAEP) reading and mathematics assessment. Teacher effectiveness depends on how well a teacher performs in the classroom, and this is dependent on how competent the teacher is. One of the most widely held beliefs underlying both national and international educational development activities are that the most direct and efficient way to improve instructional quality is to improve the content pedagogical expertise of teachers through increased levels of training." Shulman (1986) reinforces this idea by stating that all three types of

knowledge, content knowledge, pedagogical content knowledge and curricular knowledge should be included in pre-service teacher training programmes.

Teacher competencies

There are two divergent approaches to defining "competencies". In one of them, "competencies" denote a set of conscious, trainable skills and abilities which make a teacher effective. In the other, "competencies" are addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques. This approach conceptualizes "competencies" as developing in the space of reflective practice. Competency as a basis of effective action; to be competent means to be effective; Competency as a condition for constructing individual psycho-social identity; it means (as articulated in Erikson's theory of psychosocial development) not only a technical ability to apply an acquired skill, but also a social identification which allows for constructing the social component of identity; - Competency as a capacity for reflective action which ensues from the conviction about interconnectedness of thinking and action (knowing-in-action) R. Kwasnica, in turn, distinguishes two basic groups of competencies: practical-moral competencies and technical competencies. He subdivides practical-moral competencies into:

- Interpretation competencies,
- Moral competencies,
- Communication competencies.

Interpretation competencies include the perception, reception and understanding of the world. They enable us to see the world as a reality which demands constant interpretation. Interpretation competencies prompt us to pose questions, whereby the deciphering of the world turns into an unending task.

Moral competencies are expressed in a continuing interrogation of the moral legitimacy of our actions and behaviors. They include inquiring into how one should act, what a teacher should be like not to constrain anybody and how one can remain faithful to oneself.

Communication competencies include an ability to sustain dialogue with others and with oneself, which, as Kwasnica insists, is not limited merely to discussion skills. It is rather a capacity for an empathetic understanding and unconditional acceptance of another person; an ability to offer criticism which is not disparaging but exploratory, i.e. intent upon unraveling the premises behind one's own and others' views, ideas and behaviors; a dismissal of directive attitudes for the sake of presenting one's own point of view as a conceptual offer on a par with other possible, provisional answers rather than a ready-made, closed and irrefutable answer.

Importance of Teaching Competencies

Unless we were lucky enough to have socially and emotionally competent teachers or parents growing up, our explicit training in the development of empathy, compassion, gratitude, and other social-emotional skills was nil. For teachers, these skills are imperative not only for their personal well-being but to improve student learning. According to Patricia Jennings and Mark Greenberg, leading scientists in the field of social-emotional learning, teachers who possess social-emotional competencies (SEC) are less likely to experience burnout because they're able to work more effectively with challenging students—one of the main causes of burnout. Educators with SEC also create warm and safe classroom climates, fostered by strong classroom management skills. In these kinds of classrooms, the teacher and students practice respectful communication and problem-solving; transitions from one activity to another run smoothly; and lessons are designed to encourage student engagement and love-of-learning—all of which promote academic achievement and create a positive feedback loop for teachers, sustaining their passion for teaching. Following are the importance of teaching Competencies:

- To contribute to achieving targets of national education,
- To carry out more effective cooperation and share of information at national level,

- To establish a structure/system for comparison of teacher qualifications,
- To try to establish consistent social expectations concerning status and quality of the teaching profession,
- To establish a clear, understandable and reliable source for professional development of teachers,
- To reach a consensus at national level regarding terminology and definitions to be used for the discussions on teaching profession,
- To define knowledge, skills, attitudes and values of teachers and to try to raise their status in the eyes of the society by creating awareness,
- To create opportunities for students to “learn how to learn”,
- To set up quality insurance for parents and society by ensuring that the teaching profession is more transparent.

Statement of the problem

The problem for the present study has been stated as under:-

“A Comparative study of Teaching Competency of Secondary School teachers in district Srinagar”.

Objectives of the study

The following objectives have been formulated for the proposed study for investigation.

1. To study teaching competency of male and female Secondary School teachers
2. To compare male and female Secondary School teachers on various dimensions of teaching competency skills.

Hypothesis

The following main hypothesis have been formulated for the proposed investigation

“Male and female Secondary School Teachers differ significantly on various dimensions of teaching competency skills”.

Operational Definitions of variables

Teaching competency

The teaching competency for the proposed study shall be accessed through B.K. Passi and M.S.Lalitha's Teaching Competency Scale.

For the purpose of the present study teaching competency means the right way of conveying units of knowledge, application and skills to the students. It has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation

competencies and class room management skills. The above skills have been accessed through B.K. Passi and M.S. Lalitha Teaching Competency Scale.

Secondary School Teachers

The Secondary School Teachers for the purpose study shall be treated trained teachers who are teaching classes IX & X.

Methodology

The details of the methodology viz. sampling, description of tools and procedure are given as:

Sample

The sample for the present investigation consists of 60 Secondary School teachers (30 male and 30 female). The sample has been taken randomly from various Secondary School institutions of district Srinagar.

The breakup of the sample is as under:-

S. No.	Teachers	No.
1.	Male teachers	30
2.	Female teachers	30
Total teachers		60

Tool used

The data for the present study was collected with the help of General Teaching Competency Scale by B.K. Passi and M.S. Lalitha.

Description of the tools

There are twenty one items related to twenty one teaching skills which encompass the entire teaching-learning in the class-room. They are related to five major aspects of class room teaching namely, planning, presentation, closing, evaluation and managerial. The items are such that they are centered on teacher-class-room behavior in relation to pupil behavior. It is a seven point rating scale measuring the use of the skill by the teacher in the class room corresponding to each item ranging from '1' for 'Not at all' to '7' for 'very much'

Administration of General teaching Competency Scale (G.T.C.S)

Before the administration of the test, the nature and purpose was frankly and honestly explained to the testis in the first two setting this was done to produce desirable rapport on the pre-appointed days of the test. The tests were given clear instructions before using the test. To ensure frank and honest answers, they were assured that the information collected in the test would remain confidential.

Every effort was made by the investigator to secure complete co-operation of all secondary school

teachers. The teachers were rated by their supervising-teachers on teaching competency scale. This was done when teacher was "teach to their students. As the teacher was teaching his supervisor sat at the back of the class and gave rating of different skills on G.T.C.S".

Procedure

The investigator visited Government Secondary Schools of District Srinagar in order to collect data. The General Teaching Competency scale was administered to 60 secondary schools teachers (30 male and 30 female) to assess their teaching competency. The tool was administered in accordance with the instructions provided in the manual of the tool.

Statistical Analysis

After the scoring of General Teaching Competency Scale (GTC, s) was completed, the data was subjected to analysis by applying:-

- Mean
- S.D.
- 't'-test

Analysis and interpretation of data

In order to achieve the objectives formulated for the present study the data collected was statistically applied "t"-test, Standard deviation and mean on scores of teaching competency skills. High score signify the presence of high competency while low scores signify the presence of low competency.

Table 1: Showing mean comparison of male and female secondary schools teachers on their teaching competency

Group	Mean	S.D.	N	t-value	Level of significance
Male	141.4	4.49	30	3.1	Significant at 0.01
Female	137.6	5.14	30		

The above table 1 shows that the two group's male and female secondary school teachers differ significantly on teaching competency at 0.01 level of significance. The mean score of two groups differ significantly. The male secondary school teachers showed good teaching competency than female secondary school teachers. The objective number first and second which reads "to study and compare male and female secondary school teachers on their teaching competency" has been realized.

In view of the above tabulated result, the hypothesis which reads "male and female secondary

school teachers differ significantly on various dimension of teaching competency” stands accepted. The objective was realized by tabulating the following data. The data analyzed through the table 1 reveals that male secondary school teachers showed better

teaching competency as compared to female secondary school teachers. The mean score favored the male secondary school teachers, which indicates that there is significant difference between male and female secondary school teachers.

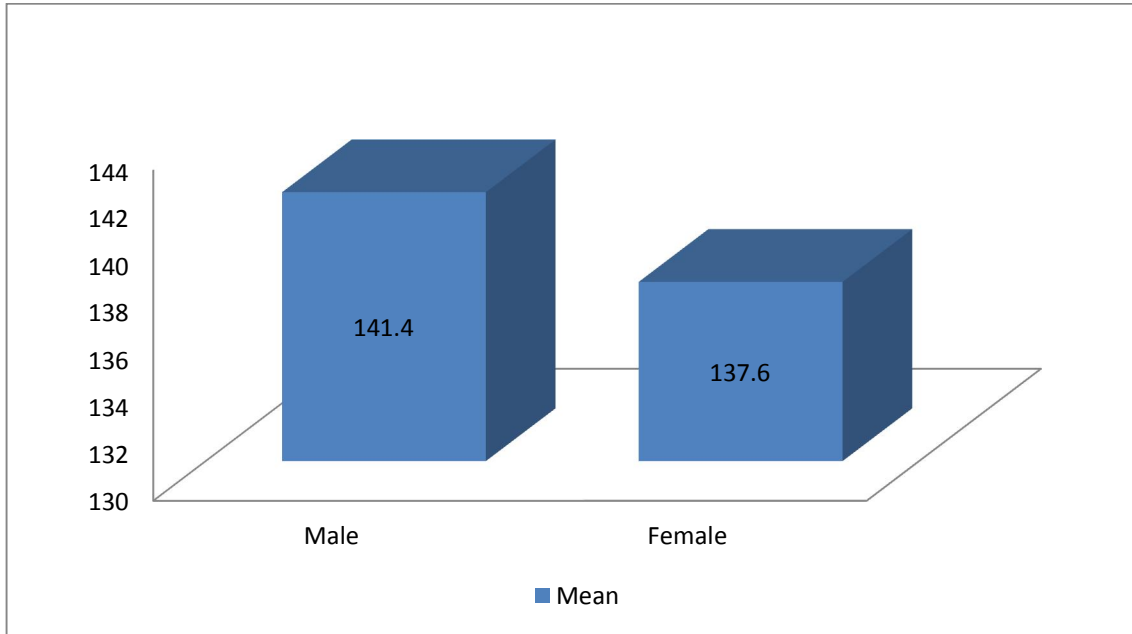


Fig.1: Mean comparison of male and female secondary school teachers on their teaching competency.

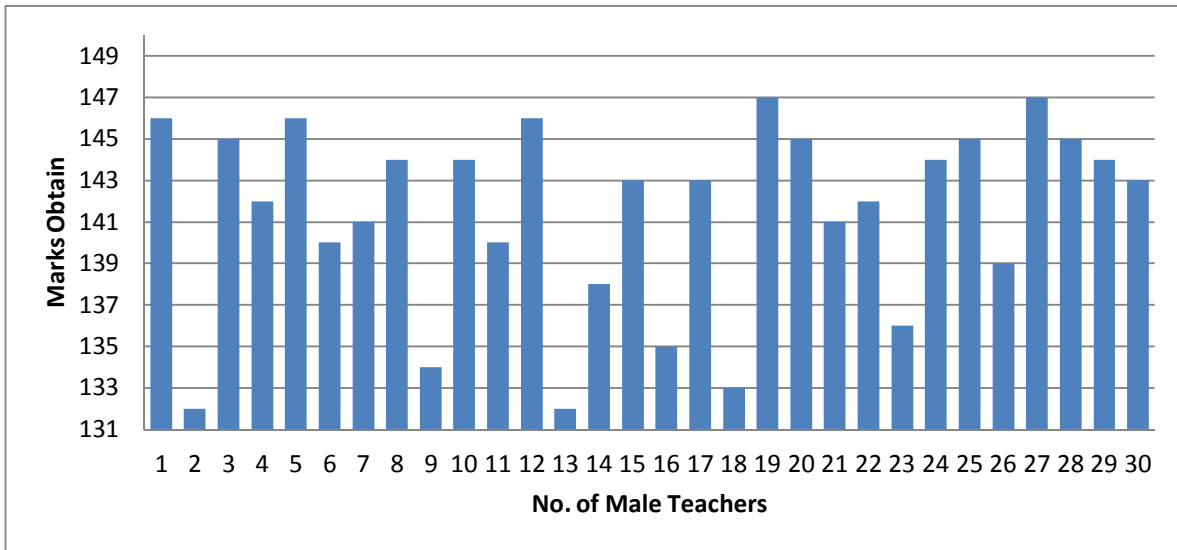


Fig. 2: Histogram plotted for the scores obtained by the Male teachers from the data presented in Table 1.

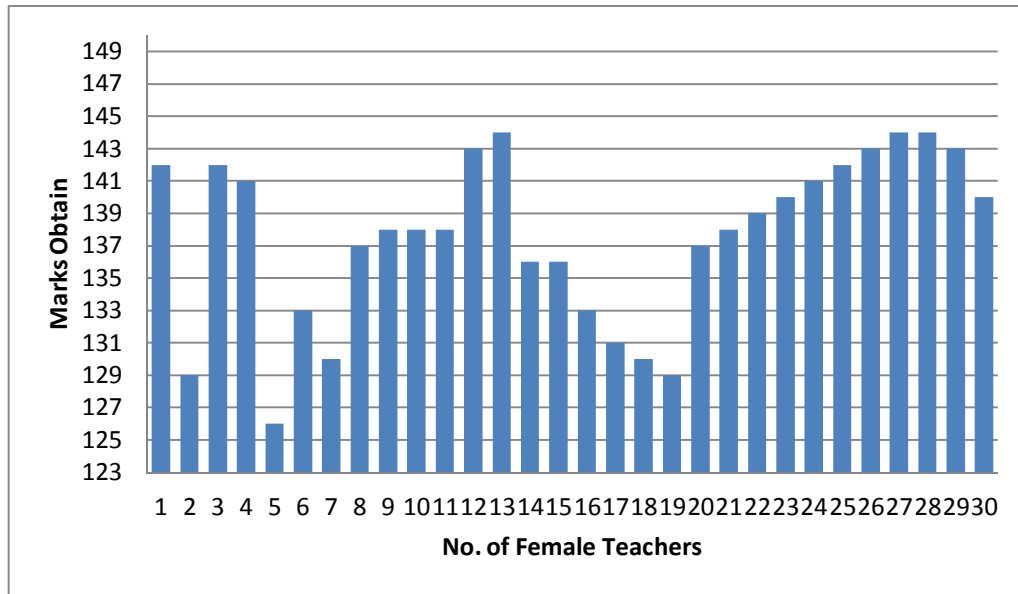


Fig.3: Histogram plotted for the scores obtained by the Female teachers from the data presented in Table 1.

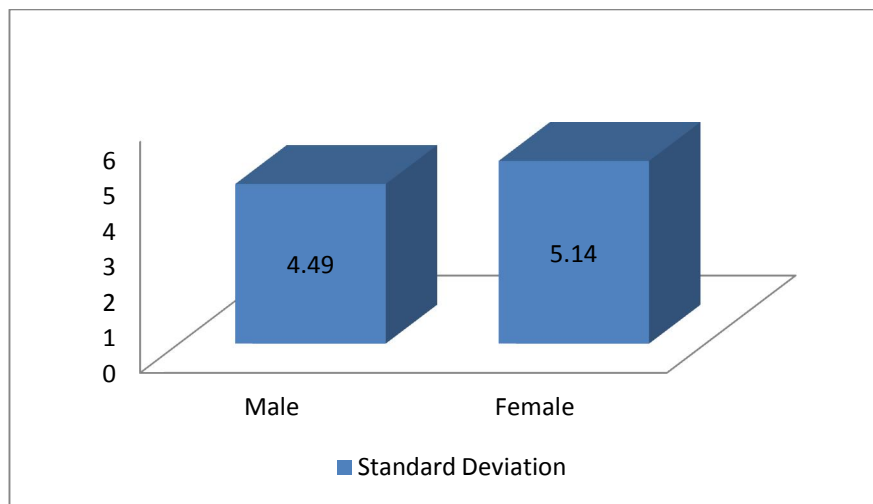


Fig.4: Standard Deviation Comparison of Male and Female Secondary School Teachers on their Teaching Competency.

Conclusion

The following conclusion has been drawn from the present investigation.

“The study reveals that male Secondary School Teachers showed better teaching competency as compared to Female Secondary Schools teachers.

Suggestions for further research

In the light of the findings of the presents study the following suggestion are put forth.

1. The study may be replicated on larger samples.
2. A study may be conducted on Teaching experience and Professional training etc.
3. A study may be conducted on Teaching Competency of Teacher of Higher Education, University level and also other districts of J&K.

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