

A Study of Teaching Competency Influencing Factors with Special Reference to Secondary Schools



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Abstract

Teaching competency management as the first building block of talent management is a planned human resources outline for keeping an eye on the progress of teachers in the secondary schools. It is well said that school teachers have high level of potential if they are equipped with supportive working environment. In the modern era of competency eagerly environment, school organisations are facing number of problems in retaining competent teachers and maintaining right quality of education. Adequate teaching competencies become useful for both the schools and the teachers working therein. Therefore, it necessitates identifying influencing factors of teaching competencies existing with secondary school teachers. The present paper focuses on the teaching competencies required for secondary school teachers and also concentrated on its influencing factors.

This paper has been divided in to four parts. Part-I deals with the significance, scope, objectives and research methodology, Part-II discusses about competency and teaching competency, Part-III provides details of influencing factors and the ending Part-IV focuses on the perception of secondary school teachers.

Keywords: Teaching Competency, Influencing Factors, Secondary Schools.

Introduction

Education is an important aspect of development in society and a teacher plays an active role in the process of social change. Indian school education system is the third largest education system in the world. Ministry of Human Resource and Development is responsible for the supervision and coordination of secondary education in the country. Government of India initiated number of programmes at the school level like: Sarva Shiksha Abhiyan, Mid-Day Meal and Right to Education which brought a great increase in the school enrollments that further increased a demand for good teachers. Therefore, in the era of competition, increasing importance of a teacher calls for appropriate teaching competencies. The quality school teaching in today's competitive environment is the main concern to cope up with the problems of the society as it is becoming complex day by day. The quality and potential of students depends upon the quality of a teacher as he is the core element in the teaching-learning process of the school education. Therefore, timely improvements in knowledge, skills and attitudes towards job are becoming more important to create employability in the society.

Review of Literature

In this study, to identify the research problem and to formulate the research design numbers of sources were reviewed with a view to identify the issues which were taken care in the earlier studies.

Hamida Khatoon, Fareeda Azeem and Sajjad Hayat akhtar (2011), analyzed the impact of factors affecting teaching competencies at school level. They pointed out socio-cultural problems and environmental problems of the schools. Further, they listed economic, social, environmental and linguistic factors which play an important role in the performance of school education.

HamonanganTambunan (2014), discussed about the teacher's information technology competence. He suggested for allocation of sufficient funds for the development of information technology in order to improve interpersonal communication and quality education.

Preeti Nair (2017), presented a picture of essential teaching competencies which are required for a teacher. She analyzed different

factors namely personal, organisational, and job related that affect teaching competencies. She suggested taking care of these factors during selection, recruitment, training and performance appraisal process.

Significance of the Study

The present study will provide help to the teaching staff of the secondary schools to bring quality in the school education system further, it will also pinpoint influencing factors of teaching competencies that can contribute to recruit, train and retain the satisfied teachers for the promotion of effective education system.

Scope of the study

The study was limited to 30 government senior secondary schools located in the different four blocks (Barwala, Raipurani, Pinjore and Morni) of district Panchkula, Haryana. A sample of 54 male teachers and 106 female teachers has been taken for the study.

Objectives of the Study

1. To find out different factors affecting teaching competencies at secondary school level.
2. To know the perception of school teachers towards factors affecting the teaching competencies.

Research Methodology

The present study has been based upon both primary and secondary data. An interview schedule was prepared to collect the responses from the school teachers. The primary data so collected has been analyzed using cross tabulation with the help of the Statistical Package for Service Solutions. Data so analyzed has been presented in the tabular

and diagram form for easy understanding. For the secondary data, statistical abstracts, various books, newspapers, journals were consulted, wherever required. Various internet sites pertaining to educational organisations were searched for the relevant material.

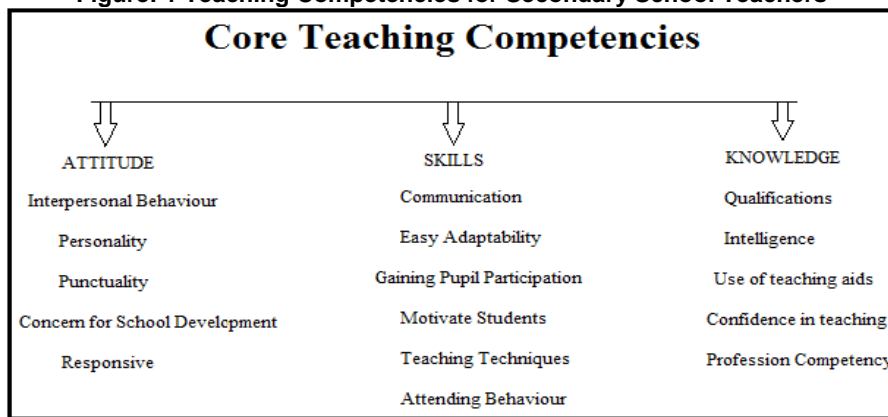
Competency

Peter Drucker defined competence as a cluster of abilities of an employee to show greater performance at the work in different situations. Competence is a basic quality of a person, motives, abilities, social knowledge that a person is able to use in an organisation (Boyatzis, Stubbs, & Taylor; 2002).¹ In an organisational organisation adequacy of knowledge with skills, abilities, and behaviours among teachers is needed to bring quality in education.

Teaching Competency

In today's scenario, a paradigm has taken a shift from strategic human resource to talent management in which the main focus is on competency management. Teaching competency is teachers' distinctiveness so as to accomplish desired goals of school education. Teaching competency planning provides help to discover the important skills that are required for teachers to excel in a school organisation. Competency driven management can work as an effective tool in development of school education. It ensures right teaching talent with right teaching skills at the right time in the schools. Teaching competencies consist of adequate knowledge, proper skills, high personal & social motive, precise behaviour, supportive ways of thinking and working. For the easy understanding, a list of main teaching competencies is given in the figure 1

Figure: 1 Teaching Competencies for Secondary School Teachers



Source: Self Created

However, in the ever changing environment and strategies the skills of the today did not match with the required skills of the future school organisations. Teaching competencies can be described as a grouping of basic characteristics of teachers which can be measured for a specific job.

In teaching profession, performance of teachers is affected by different factors like: personality, attitude, behaviour and thinking abilities etc. In school organisations a gap between desires of the educational authorities and performance of the

teachers is very wide. However, school teachers with adequate teaching competencies can produce employable young generation in the society.

Influencing Factors

The quality of teachers is affected by many factors but if they are studied and understood clearly the school education can grow more to deliver quality education to students therefore, the need arises to list all the important influencing factors of the teaching competencies.

Table : 1 Factors Affecting Teaching Competency

Demographic Factors	Gender, Age, Education, Income, Qualification, Experience, Designation, Distance between institution and living place, Area (urban/rural)
Profession Related Factors	Job satisfaction, Interest in profession, Training, expertise
Personal Factors	Personality, Teaching attitude, Subject knowledge, Teaching subject, Teaching methods, Ability to teach, Classroom experience, Lack of motivation, Use of ICT, Heavy workload, Students centered, Pupil achievement, Respect, Knowledge of information technology
Management Related Factors	School organisational climate, Government and non-government (type of management), Formal system of education, Distant education system, Political interference, Infrastructural facilities
Social factors	Establishing classroom participation, Cooperation with students, Interpersonal relations, Social and cultural problems, Interpersonal communication, Self improvement of teachers

Source: <https://www.google.co.in/search> (Accessed on 18-03-2018)

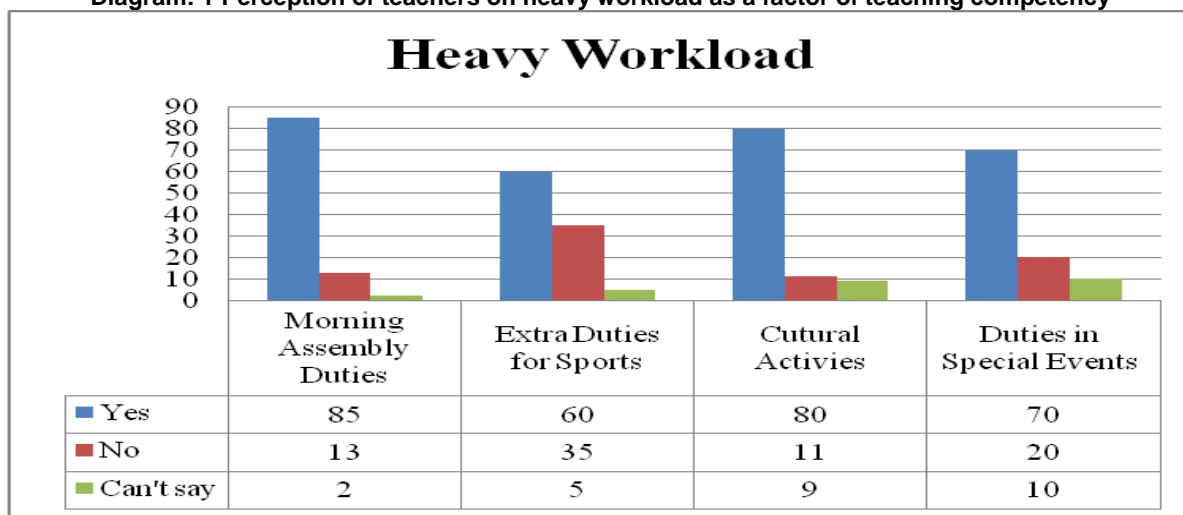
The above listed factors, demographic, profession related, personal, management related and social factors are important for bringing quality in the school education which is based on the positivity of these factors. On the other side, negativity can be a reason for the downfall of the school education.

Perception of the Teachers

School education is a first step for the success in life of citizens of the country. Teachers play a significant role in the delivery of quality education at school level. Apart from the availability of teachers, teaching competencies are equally required to meet the objectives of the education. In today's busy world, these are affected by many of the factors which influence the performance of the school teachers. In this part of the study perception of the school teachers was taken regarding basic influencing factors of teaching competencies.

Schools are the basic units of education in which morning assembly, sports & cultural activities and special duties plays a significant role in development of school children Morning assembly provides daily or weekly information in which teachers have to ensure control over all the students during prayer and check attendance of all the classes. In some of the schools, news headlines and important topic are discussed in the morning assembly which may overburden a teacher. Further, sports and cultural activities are also organized in the schools as these cater to a balanced school education and can motivate students to take a step in to higher education. With regard to heavy workload, perception of the school teachers was taken which is shown in the given diagram.

Diagram: 1 Perception of teachers on heavy workload as a factor of teaching competency

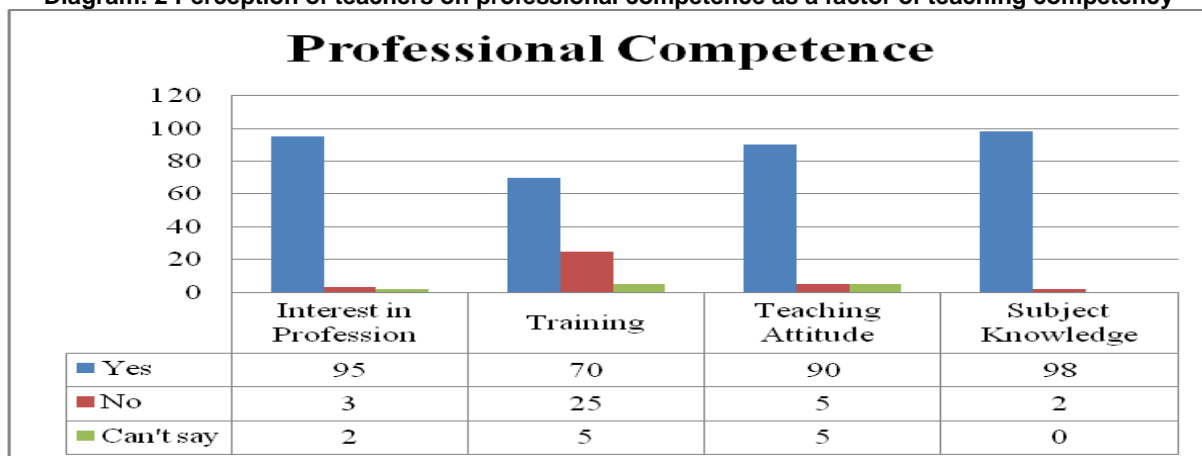


Source: Primary Data

The analysis of the above diagram shows a picture of heavy workload as a factor of teaching competency. It is found that above 60 per cent of the respondents admitted that morning assembly duties, extra duties for sports, cultural activities and duties during special events are important factors of teaching competencies which overburden them. Whereas, regarding extra duties 35 per cent and concerning duties in special events 20 per cent of the respondents think that they are not assigned such type of duties.

Teaching is a noble profession that demands full interest, properly trained employees, right teaching attitude and sufficient subject knowledge. Classroom teaching provides new insights to the students, foster creativity and develop character. The responses regarding above mentioned professional competencies are drawn in the given diagram.

Diagram: 2 Perception of teachers on professional competence as a factor of teaching competency



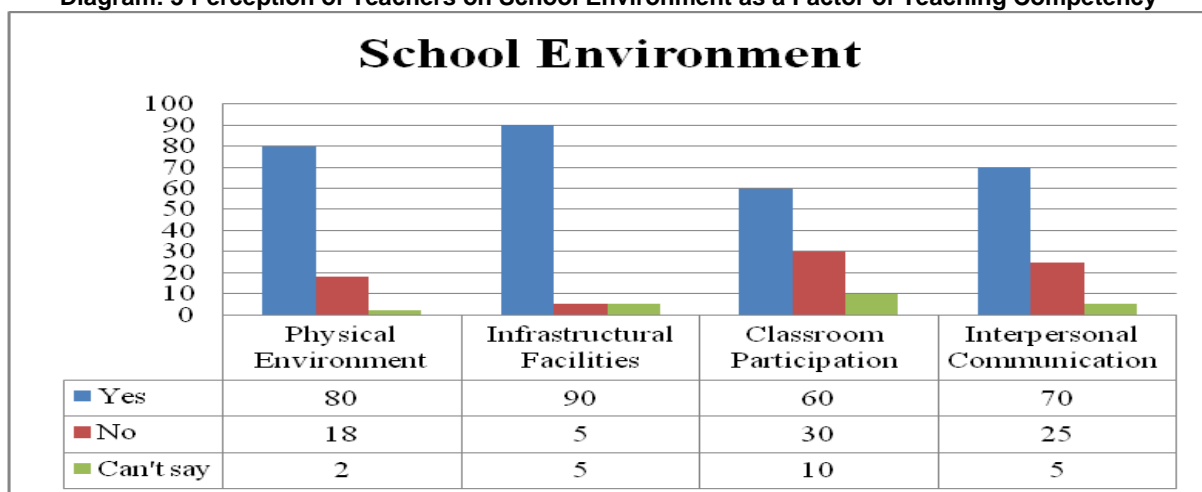
Source: Primary Data

The data presented in the above diagram shows a picture of professional competence of the teachers as a factor of teaching competency. It is found that above 70 per cent of the respondents feel that interest in profession, training, teaching attitude and subject knowledge are the important factors of teaching competencies. Whereas, 25 per cent of the respondents did not think training as an important factor of teaching competencies.

School environment is a key factor in the development of quality education that can be

promoted through adequate school internal environment, infrastructural facilities, classroom participation and interpersonal communication. Availability of required infrastructural facilities and proper physical environment can promote good teaching in schools. These factors of school environment may affect teaching competencies. The responses regarding school environment are shown in the given diagram.

Diagram: 3 Perception of Teachers on School Environment as a Factor of Teaching Competency



Source: Primary Data

The data highlighted in the diagram 3, depicts a picture of school environment as a factor of teaching competency. It is noticed that above 60 per cent of the respondents answered that schools' physical environment, infrastructural facilities, classroom participation and interpersonal communication are important factors of teaching competencies. Whereas, 30 per cent of the respondents reported that classroom participation and 25 per cent of the respondents admitted that interpersonal communication are not important factors of teaching competencies.

Findings of the Study

The major findings of the study highlighted essential teaching competencies and important factors which can affect these competencies. This study revealed number of findings which were as follows:

1. The study has presented some significant factors like: demographic factors, profession related factors, personal factors, management related factors, and social factors which affect teaching competency of school teachers as well as the quality of school education.
2. In the modern times, school education authorities have high expectations from school teachers. Therefore, they are allotted number of tasks to

perform. They are assigned special duties during farewell parties, Independence Day celebration, Republic Day celebration, tours and trips etc. All these extra duties can be a reason of heavy workload which can also influence competency of teachers.

3. Interest in profession, training, subject knowledge of teachers can build a teaching attitude among school teachers. These factors may affect their teaching competencies at school level.
4. Physical environment, infrastructural facilities, classroom participation and good relations with teaching faculty and other staff of the school are the important factors of teaching competencies that can play an effective role in the deliverance of school education.

These are some findings of the study that can help us to provide clear understanding regarding factors which may influence the teaching competencies. Further, these can also provide a direction towards the suggestion for improvement in the school teaching environment.

Suggestions

Teaching competencies among school teachers can be developed through implementing some of the valuable suggestions which are listed below:

1. The amount of extra workload in the schools should be decreased so that teachers can focus on teaching that is their primary duty being a teacher.
2. The school environment should be cooperative, flexible and working conditions (infrastructure and resources) in the school should be adequately available so that students' progress can be promoted in the schools.
3. The teachers' competencies should be managed in line with the future needs of teaching organisation.
4. Competencies should be identified in advance before recruitment. High skilled teachers are needed to face the competitive challenges in the global scenario. Their knowledge may have high impact on the readiness of learning and performance of students.

The above listed suggestions can improve teaching competencies among the school teachers for bringing quality education in the school education system if these are taken care with appropriate action.

Conclusion

In the education sector, a shift from general competencies to specific competencies can

be observed in the modern education environment where traditional education system cannot work adequately with respect to the management of teaching competencies. Universities, colleges and schools are demanding for a new management system that would be accountable and responsible. Teachers with adequate knowledge and skills should be appointed for the teaching jobs in the schools because right person at the right job is an important factor for success of any educational organisation that require combination of knowledge, skills and attitudes among school teachers for the delivery of quality school education.

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