

Teaching Competency and Self Concept of Elementary Teachers: A Correlational Study

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Abstract

Aim: The aim of the study was to study the teaching skills of elementary teachers in relation to their self - concept. **Method:** In first of sampling a list of the MCD schools and private schools situated in East zone of Delhi was obtained. Out of 203 MCD Schools in East Delhi, 40 schools were selected randomly. Similarly, out of 54 private schools, 20 schools were selected randomly. In second phase of sampling equal no of teachers from both types of schools were selected. The data was collected from 120 teachers, 60 of private and 60 of Government School, (MCD Schools) teachers teaching in Delhi. To measure the Teaching competency of teachers a teaching competency scale was developed by the researcher herself. The scale covers the items on Questioning, Explaining, Explaining, Illustrating with Example, Illustrating with Example, Reinforcement, Stimulus Variation, Encouraging Pupil Participation, Dramatization, Narration, Recitation and Classroom Management. Self -Concept was measured by using Self Concept Questionnaire by R K Sarswat (1984) was used. The inventory contains 48 items. It provides six separate dimensions of self-concept i.e. physical, social, temperamental, educational, moral, and intellectual self-concept. It also gives a total self-concept score. The alternatives given in SCQ were arranged in such a way that the scoring system for all the items would remain the same i.e. 5,4,3,2,1 whether the items were positive or negative. The summated score of all the items provides the total self-concept score of an individual. A high score on the questionnaire indicates a higher self-concept, while a low score shows lower self-concept. **Findings:** Female are more competent and skillful more flexible, adaptive and creative found in various studies. Influence of age on teaching skill as individual learns through experiences as age increases knowledge increases. Experience and age both goes hand in hand. As if age increases competency also enhanced. Male teachers are less competent because they play a major role in the family more involvement in other fields.

Keywords: Teaching Skills, Elementary Teachers

INTRODUCTION

There are numerous problems faced by teachers so as to make them awake it is necessary to give training so that they easily carve out their problems .learning in and form practice is professional practice. Preparing effective and competent teachers is a complex task. Make them learn how to maintain Professional standards in teaching profession. Profession standards make teacher an **accomplished teacher** which include high level of knowledge, how to enhance student learning, demonstrate high quality classroom teaching skills, adaptive approaches, constructive strategies. **Expert teacher** which include demonstrate teaching skill and **Leading teacher** in which it include commitment and leadership quality and high level of ability.

TEACHER EFFECTIVENESS

It is believed that teacher education should lead to better academic performance on the part of teachers, through the regular acquisition of new skills and competencies and through the upgrading of existing ones. The assessment of performance of teachers therefore remains an essential precondition for enhancing the effectiveness of educational processes. Practices and procedures adopted for assessing teacher performance are based on the assumption that this assessment will lead to better performance. Different ways of appraising teachers are utilized, such as the reports of the Head teachers, reports by the Inspector of schools, and reports by a panel of three experts who visit schools for several days and provide a comprehensive report. Major changes in the system of inspection and supervision were recommended by the National Commission on Education (1964–1966) which reported at a time of expansion in the education system and, under the circumstances, policy makers did not focus much on the “inspection and supervision” aspect of the report. The National Policy on Education (1986) recommended that the system of inspection and supervision be transformed into an “academic support system” and, as a result, several initiatives have been taken to improve the existing system of teacher evaluation.

Specific programs to orient (and re-orient) supervisory staff have therefore been regularly conducted by institutions. Considerable research has been undertaken over the past three decades on teaching, teaching efficiency and teaching effectiveness (Rajput & Walia, 2001). Most studies have taken samples of respondents according to the variables of geographical region, teacher qualifications, social and economic background,

cultural contexts and the rural/urban divide.

As a result of such research, it has been found that teacher attitudes, academic goals, socio economic status, age and teaching experience are good predictors of teacher effectiveness (Venkathiah, 1998; Lakshmi, 1998; Mishra, 1998). Highly effective teachers were found to be more intelligent and more conscious of self than were other teachers. They were also less suspicious, less guilt prone and less radical; while intelligence and knowledge in their areas of responsibility were found to be the best predictors of teacher effectiveness. The geographical region, designation, age, experience, and family size of teachers have also been found to significantly influence their level of teaching effectiveness (Tyagi, Harish 2011); while no significant variations have generally been observed between male and female teachers with respect to teacher effectiveness.

Effective teachers engage themselves in teaching activities, school work, in-service education programs and activities outside the school. The efficiency of teachers was found to be affected by job satisfaction, social and family conditions. Studies have also been conducted on the perceptions of learners in schools, regarding effective and ineffective teachers. Students in classrooms viewed effective teachers as ones who are favourably inclined towards their students, who attempt to infuse good qualities in learners, provide remedial inputs for learners on an equal footing and without prejudice, and who are conscientious and act as an effective guide (Kulandalvel & Rao, 1968). As a result of such research findings, it is necessary to have a fresh look at the existing appraisal system. The operationalization of village education committees responsible for managing schools, including recruitment and teacher assessment, is a recent development which is being observed with keen interest, since it has the potential to restore the age old close relationship in India between schools and community. Assessment practices will also need to change due to the massive impact of the new information technologies, which have the capacity to change the concept of traditional classrooms and transform the role of teachers.

The existing teacher appraisal systems rely heavily on teaching performance being linked to the examination results of students, while other indicators such as innovativeness, community acceptability, interactive abilities, and productivity in terms of the production of innovative teaching/learning materials and the like, receive negligible attention. The appraisal of those undertaking teacher assessment also warrant serious attention, since any assessment that is not objective and is conducted by un-prepared evaluators can do more harm than good (Rajput & Walia, 1998). In this regard, the National Council for Teacher Education has recently identified key areas with regard to teacher competency, commitment and performance, including: contextual, conceptual, content, transactional, and management competencies. In addition, competencies have been identified relating to other educational activities, such as: developing teaching/learning materials and working with parents (on the one hand) and working with the community and agencies (on the other). With regard to commitment, commitment to the learner, to the community and society, to the profession, and to knowledge and appropriate values, are used to define what is expected of the committed teacher. The significance of commitment is judged by the community through performance, for which five major areas have been identified, namely: performance in and outside the classroom and within the school; performance related to dealing with parents; and performance related to the wider community. It has been suggested by the National Council for Teacher Education that these areas, when taken together, provide the guiding factors in assessing teacher effectiveness through well-designed and professionally conducted appraisals. Teachers need to be convinced as to the desirability of accepting such assessment, since it provides an opportunity for remedial inputs for both themselves and their institutions.

TEACHING COMPETENCY

Competency is a term used extensively and hence, it is needless to say that, it is defined in different ways, Teacher education and the job performance of a teacher is one of the contexts in which the term is used. Pal B K and Shyam Sunder(2016) stated that “competencies are the requirements of a competency based teacher education, which includes the knowledge, skills and values the student, must demonstrate for successful completion of the programme. Similar views were expressed with respect to the meaning of a competency by McNamara (1992) and APEID; UNESCO (1980). According to DPEP, TamilNaidu (1996) teacher competence refers to “the right way of conveying units of knowledge, application and skills to students”. The right way here, includes knowledge of content, processes, methods, and means of conveying content in an interesting way, involving the activities of students.

NEED AND SIGNIFICANCE OF STUDY

Quality of a teacher chiefly depends upon the training he received. Similarly self-concept of a teacher also indicates about his teaching behavior. It has been observed from the review of literature that in past a number of studies have been conducted on teaching competencies and other related variables namely qualification and duration of training he received. It is possible to assess a competency from the performance of teacher which includes classroom competencies, competencies in relation to content and curriculum, motivational and value

based competencies, exploratory competencies, contextual, conceptual, transactional competencies, evaluation competencies and management competencies. Therefore the undertaken study was conducted by observing the teachers behavior in the real classroom teaching. This behavior was observed by the teacher educator through teaching observation schedule which is a unique study and its findings will certainly bring the changes in the preparatory programs of teacher education in general and in developing teaching skills in the particular subjects. The finding of the study certainly be the guideline to planners during the developing of the pre-service and in-service teacher education curriculum.

METHODOLOGY

In first phase of sampling a list of the MCD schools and private schools situated in East zone of Delhi was obtained. Out of 203 MCD Schools in East Delhi, 40 schools were selected randomly. Similarly, out of 54 private schools, 20 schools were selected randomly.

In second phase of sampling equal no of teachers from both types of schools were selected. The data was collected from 120 teachers, 60 of private and 60 of Government School, (MCD Schools) teachers teaching in Delhi. To measure the Teaching competency of teachers a teaching competency scale was developed by the researcher herself. The scale covers the items on Questioning, Explaining, Illustrating with Example, Illustrating with Example, Reinforcement, Stimulus Variation, Encouraging Pupil Participation, Dramatization, Narration, Recitation and Classroom Management

Self-Concept was measured by using Self Concept Questionnaire by R K Sarswat (1984) was used. The inventory contains 48 items. It provides six separate dimensions of self-concept i.e. physical, social, temperamental, educational, moral, and intellectual self-concept. It also gives a total self-concept score. The alternatives given in SCQ were arranged in such a way that the scoring system for all the items would remain the same i.e. 5,4,3,2,1 whether the items were positive or negative. The summated score of all the items provides the total self-concept score of an individual. A high score on the questionnaire indicates a higher self-concept, while a low score shows lower self-concept.

OBJECTIVES OF THE STUDY

1. To study the core teaching skills of private and govt. school teachers.
2. To study the relationship between core teaching skills and self concept.

HYPOTHESES

H1. There is a significant difference in core teaching skills of private and govt. teachers

TABLE 1. Showing means score, SD and value of 't' on the core teaching skills of government teachers and private teachers.

COMPARED GROUP	N	MEAN	SD	Df	't' value
GOVERNMENT	60	159.31	12.02	118	4.04*
PRIVATE	60	167.65	10.60		

Note: *Significant at 0.01 level

**significant at 0.05 level

TABLE 1 reveals that the mean score of government teachers is 159.31 and the mean score of private teachers is 167.65 whereas SD of government and private is 12.02 and 10.60 respectively. The calculated 'T' value 4.04 which is higher than the table value and significant at both the levels .01 and .05. Here higher the mean score, higher the competency in teachers.

Therefore it can be concluded that private teacher's mean score is high and more competent than the government teachers. Hence, the hypothesis that that there is significant difference in core teaching skills of private and govt. teacher is accepted.

H2. There is a significant difference in core teaching skills of teachers in relation to their age.

TABLE-2 Showing mean score, SD and value of 't' on the core teaching skills due to age of government teachers and private teachers.

COMPARED GROUP	N	MEAN	SD	Df	't' value
LESS AGE (25-38)	67	150.32	11.45	118	3.90*
MORE AGE (39-60)	53	162.82	8.15		

Note: *Significant at 0.01 level

**significant at 0.05 level

TABLE 2 reveals that mean score of less aged teachers is 150.32 and that mean score of more than aged teachers is 162.82. whereas S.D of less and more is 11.45 and 8.15 respectively.

The calculated T value is 3.90 which is higher than the table value and significant at both levels .01 and .05. Here higher the mean score higher the competency in teachers. Hence hypothesis that there is significant difference in core teaching skills of teachers in relation to their age is accepted.

H3. There is significant difference in core teaching skills of teachers in relation to their experience.

TABLE 3 Showing mean score, SD and value of ‘t’ on the core teaching skills of government teachers and private teachers.

COMPARED GROUP	N	MEAN	SD	Df	‘t’ value
LESS EXPERIENCE (2-8 YRS)	71	154.20	10.01	118	11.76*
MORE EXPERIENCE (8+YRS)	49	160.79	9.00		

Note: *Significant at 0.01level

**significant at 0.05 level

The TABLE 3 clearly indicates that the mean score of more experience teachers is 160.79 is significantly higher as compared to the mean score of less experience teacher which is 154.2.

The Standard deviation (S.D) of less and more experience teachers of private and government is 10.01 and 9.00 respectively. The calculated ‘t’ value is 11.76 which is higher the table value and significant at both the level .01 and .05.

This shows that there is significant difference in core teaching skills of teachers in relation to their experience. Here higher the mean score higher the competency in teachers Hence the hypothesis that there is significant difference in core teaching skills of teachers in relation to their experience is accepted.

H4 There is significant difference in core teaching skills of teachers in relation to their gender.

Table 4 Mean score on competency of total female and male school teachers of both types of schools

COMPARED GROUP of Private and Govt. teachers	N	MEAN	SD	df	‘t’ value
MALE	60	150.19	11.1	118	7.5*
FEMALE	60	162.30	12.17		

Note: *Significant at 0.01level

**significant at 0.05 level

TABLE 4 indicates that mean score of total male (private and government) is 150.19.and S.D is 11.1.and the mean score of total female (private and government) is 162.30 and S.D is 12.17. The calculated t value is 7.5 which is higher than the table value therefore the hypothesis that there is significant difference in core teaching skills of teachers in relation to their gender is accepted.

Table 5 Inter-correlation Matrix of Variables Teaching Competency and Self Concept of teachers

Sr.	Variables/Components	1	2	3	4	5	6	7	8
1	Teaching Skills	.00							
2	Physical	.38	.00						
3	Social	.40	.49	.00					
4	Temperamental	.51	.40	.65	.00				
5	Educational	.44	.45	.64	.42	.00			
6	Moral	.47	.54	.35	.37	.44	.00		
7	Intellectual	.67	.65	.51	.64	.48	.48	.00	
8	Total Self Concept	.59	.43	.42	.43	.54	.53	.44	.00

It can be seen from table 5 that self-concept and the teaching competency are inter correlated with each other. It can be further stated that self-concept of teachers and also their teaching competency go hand in hand. Therefore it may be concluded that both the variables are positively and significantly correlated with each other.

DISCUSSION OF THE RESULTS

After analyzing the data it is clear that the private teachers are more competent and effective than the govt. teachers. It may be concluded that these teachers are provided exposure to enhance their competency in teaching. Secondly, the schools are equipped with modern facilities i.e., computer etc private Teachers increase the use of instructional techniques, methods and media related to the teaching objectives, communicate more frequently with students in the classroom, reinforce and encourage students' involvement in instruction and organize time, materials and equipment appropriate for instructions. If teachers can improve their communications and performance inside classroom they would be in a better position to communicate and understand their students as well as infer their self-concept or another reason for their effectiveness is they are also sent to attend various programs organized by professional bodies.

Female are more competent and skillful more flexible, adaptive and creative found in various studies. Female are more sincere towards their duty second most important thing may be there household duty is being shared by their counterparts therefore they are more effective and concentrated and effective in their field.

Influence of age on teaching skill as individual learns through experiences as age increases knowledge increases. So age directly effect the teacher competency level. Experience and age both goes hand in hand. As if

age increases competency also enhanced.

Male teachers are less competent because they play a major role in the family more involvement in other fields. Due to industrialization and modernization people are not restricted to a particular field all are spreading their wings in different directions. Here teachers are not limited to their teaching after completing their school duty they are going to other income generated activities and that's why Men are not fully devoted to their work.

CONCLUSION

Now day's schools are focusing towards increasing their productivity. This can be best done by improving the classroom condition. One very important person that is the teacher further can help in improving it. If the teacher is effective and has the right attitude towards his/her profession, he/she will be able to foster all the necessary qualities and skills in the students. Teacher with firm knowledge of subject and built on that with a clarity and understanding design to help students, master the material, transfer should be effective only when the teacher is efficient and using of skills in the classroom make teacher competent.

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