A Study on Teaching Skill of Secondary School Teachers in Relation to Their Professional Qualification

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Abstract:
The present study tried to find out the professional teaching skill of secondary school teachers in relation to their professional qualification. The sample was collected through purposive sampling and it includes 100 secondary school teachers of South 24 Parganas, West Bengal. A standardized scale i.e. General Teaching Competency Scale (GTCS) developed by B.K. Passi and M.S Lalitha (2011) was administered in this study for collecting data. Descriptive statistics and Inferential statistics were used in this study for analyzing the data. The study showed that there is no any significant difference between trained teachers and untrained teachers in regard to presentation, closing and evaluation skill of teaching competency but there is a significant difference between trained and untrained teachers in regard to planning and managerial skill of teaching competency.

Keywords: Teaching skill, Teaching Competency, Secondary School Teachers.

1. Introduction:
Any nation’s development depends upon the quality of education. And the quality of education depends upon the competency of the teachers. A competent teacher builds our future generation to be self-dependent. A professional competent teacher knows how to mould the minds of the students and how to make them prepared to face the challenges that may come on their way in the future. Many studies showed that there is a significant relationship between students’ performance and teachers’ competency (Nbina, 2012; Kajaru, Ibrahim & Olaleye, 2015). So nation needs a lot of trained teachers who will be competent. Westera (2001) pointed out that teaching competency includes knowledge, skills, attitudes, metacognition and strategic thinking and presupposes conscious and intentional decision making. He also pointed out that competences are subskills (pp. 75-88). Teaching skill is one of the important components of teaching competency. According to Gage (1968) “Teaching Skills are specific instructional activities and procedures that a teacher may use in his classroom. These are related to the various stages of teaching or in the continuous flow of teacher performance” (as cited in Rani, 2011, pp.141-150). B.K Passi & M.S Lalitha (2011) defined teaching competency as an effective performance of all observable teacher behavior that bring about desired pupil outcomes (pp.1-20).

Medley (1982) pointed out that possession of knowledge and skills are regarded as teacher competence and uses of them in classroom are regarded as teacher performance. Competence and performance make a teacher an effective teacher (as cited in Anderson, 2004, pp.1-171). Nair (2017) pointed out in her study on the basis of ‘The Iceberg Model of Competencies’ developed by Spencer & Spencer (1993) that teaching competency includes knowledge, skill, attitude, traits, thinking styles, self-image, motive etc. Only knowledge and skill are visible and easy to assess but attitude, traits, thinking styles, self-image and motive are difficult to assess (pp.1-421). Choudhury & Chowdhury (2015) pointed out in their study that teaching competence involves effective use of various teaching skills (pp.17-23). Kyriacou (2007) defined teaching skills as discrete and coherent activities by teachers which foster pupil learning (pp.1-149). Uppsala
University (2003) in its booklet titled ‘Assessing Teaching Skills in Higher Education’ pointed out that ‘teaching skills are related to the way in which the teacher has carried out the activities and what results have been achieved’. It explored the following aspects of teaching skills – Different kinds of abilities, different types of knowledge, attitude and values, cooperation with others, pedagogic leadership and efficient administration. On the basis of these aspects it determined 11 criteria to assess the teaching skills. From the above discussion it can be said that teaching skill is the most important competence among all teaching competences because application of teaching skill by the teacher in real classroom situation helps to know the competency level of the teacher. A skilled teacher possesses the following: i) Different kinds of knowledge such as subject related knowledge, knowledge with respect to students’ learning and teaching; ii) Attitude of teacher towards different issues related education; iii) Values that he embraces and apply; iv) Professional qualification with respect to classroom management, leadership, administrator and cooperation with others. That is why the present research undertakes the study of the teaching skill possessed by the secondary school teachers of South 24 Parganas, West Bengal.

1.1 Rationale of the study:
Economic prosperity of a nation depends upon its efficient Human Resources. And education is the weapon to build competent Human Resources. In this regard teachers have a great role to play. Because the responsibility of future generation rests with the teachers. So teachers have to be competent at first to build the future generation competent. Teaching competency means capability to teach. David G. Ryans (1969) pointed out that Competence includes knowledge, attitude and skills. Teaching skill is one of the factors of teaching competency. According to Bimla Rani (2011) “A teaching skill is defined as a set of behaviours associated with the teaching of the subject matter which are especially effective in bringing about desirable changes in the teacher or the trainee who makes practice of the skill”. It helps pupils in Mastery learning. There are some Teacher Education Courses such as Bachelor of Education (B.ED) and B.ED in Special Education for Secondary school teachers to prepare skilled teachers. The study attempted to explore the influence of professional qualification on the teaching skill of secondary school teachers of South 24 Parganas, West Bengal.

1.2 Research Question:
There is no difference between trained teachers and untrained teachers of South 24 Pargans, West Bengal in teaching skill.

1.3 Objective of the study:
To find out whether there is significant difference in the teaching skill of the trained and untrained teachers

1.4 Variables:
Independent Variables: Professional qualification (B.Ed and Without B.Ed)
Dependent Variable: Teaching Skill

1.5 Hypothesis:
The following null hypothesis were formulated to attain the above mentioned objective.

H₀: There is no significant difference between trained and untrained secondary school teachers in regard to their teaching skill.

1.6 Operational definition of variables:
Teaching Competency: The Commonwealth report (1974) explains teacher competency “In order to be competent the teacher must have a knowledge of child development, of the material to be taught and suitable methods; his skills must enable him to teach, advise and guide his pupils...
community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and moral and social values.

Teaching Skill: Rani (2011) defined teaching skill as “a set of behaviours associated with the teaching of the subject matter which are especially effective in bringing about desirable changes in the teacher or the trainee who makes practice of the skill”.

Secondary teachers: The secondary school teachers are the teachers who teach students of class IX and X. Trained teachers imply who do possess B.Ed degree and untrained teachers who don’t possess B.Ed degree.

1.7 Delimitation: The study was limited to secondary schools of South 24 Parganas.

2. Review of related literature:
   a) Onyekuru & Ibegbunam (2013) conducted a study titled “Teaching effectiveness of secondary school teachers in Emohua local government area of Rivers State, Nigeria” where they explored that the teachers who possess bachelor degree in education as additional qualification are more effective in teaching than the teachers who don’t possess the same.
   b) Dash & Barman (2016) conducted a study on “Teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal”. The study revealed that there is no statistically significant difference between untrained teachers and trained teachers in regard to the level of teaching effectiveness.
   c) Chetia & Joseph (2017) conducted a study on “Factors of teacher effectiveness with special reference to selected schools in Nagaland, India: A study”. The finding of the study is that the trained teachers are better than the untrained teachers in regard to teaching effectiveness.
   d) Arshad & Akramnaseem (2013) conducted a study on “Comparison between the performance of trained and untrained teachers in Lahore”. The sample of this study was 150 teachers and 300 students of primary, middle and secondary level in private and government schools of District Kasur and District Lahore. The teachers treated as trained who have PTC(Primary Teaching Certificate), CT(Certificate of Teaching), B.Ed degree, M.Ed degree in this study. The findings were – i) Trained teachers are more capable to manage the discipline in the classroom than the untrained teachers. ii) Trained teachers are more competent in completion of the course in time than the untrained teachers. Trained teachers are more capable in apply the principles of individual differences than the untrained teachers. iii) Untrained teachers use lecture method more than the untrained teachers. iv) Trained teachers use the audio visual aids more than the untrained teachers in the classroom. v) Trained teachers provide help more to the students in their personal problems than the Untrained teachers. vi) Trained teachers use class management techniques more in classroom than the untrained teachers. vii) Trained teachers focus more on the individual students than the untrained teachers. viii) Trained teachers use charts and models more in the classroom than the untrained teachers. ix) Trained teachers encourage the students more to ask the questions than the untrained teachers. x) Trained teachers create interest more in the students towards lessons than the untrained teachers.
   e) Farooq & Shahzadi (2006) conducted a study on “Effect of teachers’ professional education on students’ achievement in mathematics” where they explored that trained teachers are better performer than untrained teachers in teaching mathematics.
f) Kaushal (2017) conducted a study on “Analysis of teaching of competencies of sr. Secondary school teachers in Haryana” where he explored that -- i) Teachers do not give attention to the individual students and the reason of this is lack of proper training ; ii) Teachers are teaching students through non-psychological method and the reason is lack of proper training in child psychology ; iii) They use audio-visual aids less during teaching and the reason is lack of proper training in the usage of the said aids.

g) Myrberg & Rosen (2004) conducted a study titled “The impact of teacher competence in public and independent schools in Sweden” where they showed that the teachers with certificate for teaching are better than the teachers who don’t have certificate for teaching in regard to students’ achievement.

h) Akyeampong(2001) conducted a study on “Teacher Training in Ghana – Does it count?” . The findings were as follows –
   i) Untrained teachers consider academic subject knowledge as a most important competence in teaching.
   ii) Trained teachers consider both academic subject knowledge as well as pedagogical knowledge as the most important competences in teaching.
   iii) Untrained teachers are inefficient in the preparation of lesson notes for teaching.
   iv) Trained teachers are capable to prepare lesson notes for teaching.
   v) Untrained teachers are inefficient to introduce the lesson which is one of teaching skills.
   vi) Untrained teachers are inefficient in application of the teaching methods properly.
   vii) Untrained teachers are incapable of guiding the students who are in group.
   viii) Untrained teachers are lacking in application of instructional materials.
   ix) Trained teachers are more efficient in application of teaching methods, in introduction of the lesson, in writing lesson plans and in guiding the students in group than the untrained teachers.

i) Angonjam & Sarungbam (2015) conducted a study on “A Comparative study of the methods of teaching and evaluation by trained and untrained teachers : a case study of secondary school teachers in Imphal East District, Manipur”. The findings revealed the followings:
   i) Most of the trained teachers use teaching aids frequently, some used very frequently and very less number of teachers use sometimes. Whereas maximum untrained teachers use teaching aids sometimes, less did not use and very less use very frequently.
   ii) Trained teachers apply scientific methods of teaching more than the untrained teachers.
   iii) Trained teachers conduct classroom tests more than the untrained teachers.
   iv) Trained teachers conduct practical classes whereas untrained teachers don’t take any practical class test.
   v) Trained teachers use modern techniques of evaluation whereas untrained teachers don’t use modern techniques of evaluation.

j) Zehra & Abbas (2012) conducted a study on “Degree of difference between the performance of trained versus untrained teachers”. The findings was that the difference between performance of trained and untrained teachers is not immense.
k) Banerjee (2016) conducted a study on “A Comparative Study on the Perception of Trained & Untrained Higher Secondary Level Teachers Towards the Effectiveness of B.Ed Teacher Education Programme”. The researcher explored the following –

i) Trained teachers are more effective than the untrained teachers in their teaching.

ii) Both the trained and untrained teachers opine that B.Ed teacher education programme is effective on Total Quality Education, Curriculum Formation, Professional Skills and Capability to conduct and Direct Special Education.

iii) Trained teachers support the effectiveness of teacher education programme on student-teacher relationship, method of teaching and classroom management but untrained teachers don’t support the effectiveness of teacher education programme on these three aspects.

l) Quayyum, Hassan, Sheikh & Mustafa (2015) conducted a study on “COMPARATIVE STUDY OF TEACHING EFFECTIVENESS OF TRAINED AND UNTRAINED TEACHERS AT SCHOOL LEVEL WORKING IN PRIVATE SECTOR”. The study was conducted on the basis of important four factors of teaching effectiveness. They are—i) Lesson plan ii) Instructional material iii) Task orientation iv) Ideas and Contribution of students. The finding of this study was that there is no significant difference between the teaching effectiveness of trained teachers and untrained teachers.

3. Methodology for the study:

The descriptive method was used for this study.

3.1 Population: All the teachers of secondary schools of South 24 Parganas was the population for this study.

3.2 Sample: The sample comprised of 100 secondary school teachers including 50 teachers who have B.Ed degree and 50 teachers who don’t possess B.Ed degree. Random sampling technique was used for the selection of sample.

3.3 Data collection tool: A Standardized scale was used for collecting data in this study. The standardized scale is General Teaching Competency Scale developed by B.K. Passi and M.S Lalitha (2011). It has 21 items related to teaching skills categorized under five major aspects of teaching competency namely Planning, Presentation, Closing, Evaluation and Managerial.

3.4 Statistical technique: The data was analyzed by Descriptive statistics such as Mean and SD. Also t-test was used to analyze the data as the distribution is near to normal.

4. Data Analysis and Interpretation:

Hypothesis (H₀): There is no significant difference between trained and untrained secondary school teachers in regard to their teaching skill.
**TABLE : Training and skill**

<table>
<thead>
<tr>
<th>Aspects of Teaching Competency</th>
<th>Variable (Training)</th>
<th>Mean</th>
<th>Standard Deviation (SD)</th>
<th>t-value</th>
<th>P(T&lt;=t) two tail</th>
<th>df (Degree of freedom)</th>
<th>Significant Status (at 0.05 level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Planning</td>
<td>Trained</td>
<td>10.92</td>
<td>1.83</td>
<td>2.94</td>
<td>0.003</td>
<td>98</td>
<td>Significant (as p-value is less than 0.05 so null hypothesis is rejected)</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>9.96</td>
<td>1.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill: Presentation</td>
<td>Trained</td>
<td>28.7</td>
<td>2.02</td>
<td>6.29</td>
<td>8.82</td>
<td>98</td>
<td>Not significant (as p-value is greater than 0.05 so null hypothesis is accepted)</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>25.8</td>
<td>2.55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill: Closing</td>
<td>Trained</td>
<td>7.06</td>
<td>1.11</td>
<td>4.16</td>
<td>6.64</td>
<td>98</td>
<td>Not significant (as p-value is greater than 0.05 so null hypothesis is accepted)</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>6.04</td>
<td>1.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill: Evaluation</td>
<td>Trained</td>
<td>2.58</td>
<td>0.67</td>
<td>1.31</td>
<td>0.19</td>
<td>98</td>
<td>Not significant (as p-value is greater than 0.05 so null hypothesis is accepted)</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>2.42</td>
<td>0.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill: Managerial</td>
<td>Trained</td>
<td>6.22</td>
<td>0.76</td>
<td>3.35</td>
<td>0.001</td>
<td>98</td>
<td>Significant (as p-value is less than 0.05 so null hypothesis is rejected)</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>5.68</td>
<td>0.84</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here df= N-2 , N denotes total number of teachers included in sample.

**Fig.1.** Mean and Standard Deviation (SD) of Teaching Competency (Skill : Planning) Scores of secondary school teachers with respect to their professional qualification.

**Fig.2.** Mean and Standard Deviation (SD) of Teaching Competency (Skill : Presentation) Scores of secondary school teachers with respect to their professional qualification.
The following points are inferred from the above table –

1. Trained teachers are better than untrained teachers in planning skill of teaching competency.

2. There is no significant difference between trained teachers and untrained teachers in presentation skill of teaching competency. But mean value shows that trained teachers are better than untrained teachers in presentation skill of teaching competency.

3. There is no significant difference between trained teachers and untrained teachers in closing skill of teaching competency. But mean value shows that trained teachers are better than untrained teachers in closing skill of teaching competency.

4. There is no significant difference between trained teachers and untrained teachers in evaluation skill of teaching competency. But mean value shows that trained teachers are slightly better than untrained teachers in evaluation skill of teaching competency.
5. Trained teachers are better than untrained teachers in managerial skill of teaching competency

5. Discussion: The findings show that the trained teachers are better in planning and managerial skill of teaching competency than the untrained teachers and there is no significant difference between trained and untrained teachers in presentation, closing, and evaluation skills of teaching competency. There could be multiple extraneous factors behind this finding which was not explored as the present study was confined to a small section of teachers only so it calls for more intensive and extensive study in this area. It was found that most of the schools are not well equipped with proper infrastructure that may be one of the reasons that the teachers are unable to show their teaching competencies properly. Also, it was found that teachers are to travel long distances daily to reach their schools that may be one of the hindrances in the competencies of the teachers. There are more independent variables such as age, gender, teaching experience, and locality of schools that may have influence on teaching competency, which need to be identified and addressed in order to develop the teaching competencies of the teachers who are entrusted with the future of future generations in our country. The present study opens up a new vista for new research in the area of teaching competencies.

References


