



A Study on Teaching Competencies among Secondary School Teachers in Hyderabad Dist (T.S)

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EDUCATION: The word “Education” is derived from the Latin words “Educare” and “Educere”. ‘Educare’ means “to lead out or bring-forth” and ‘Educere’ means “to draw out”. It implies that through organized questions the knowledge, understanding and the potentialities of children have to be brought out; it is not pouring in knowledge assuming that children are like empty vessels. According to Gandhiji, “Education is drawing out of the best in child – body, mind and spirit”. The system of education at this time gave importance only to the intellectual development of the child and had equated education to the imparting of knowledge. That is why Gandhiji desired that the best of body and spirit also be drawn out along with that of the mind. In the same spirit, Swami Vivekananda defined education as the “manifestation of the perfection that is already in man”. It means that there is a “self” in man, which is self-contained and is a part of the universal reality. The purpose of education is to make man aware of this cosmic power in him and enable him to draw this out, to lead a complete life. Modern Education aims at the all round development of the personality of pupils. To achieve this the institutions provide adequate programmes for the development of all aspects of pupils personality.

Education is a dynamic process which is defined as:

- 1. Education as acquisition of knowledge:** Education is defined as acquisition of knowledge in relation to a definition of philosophy as love of knowledge. The famous Greek philosopher, Socrates had said that “knowledge is virtue” and he who is knowledgeable is virtuous and just Francis Bacon opined that “knowledge is power” and the knowledge of the universe around is instrumental for the progress of a society.
- 2. Education as a tool to discipline the intellect:** John Locke, the English philosopher of the sixteenth century conceived of the mind as a function of different components like memory, imagination and thinking. The school of thinking which believes in such a concept of mind is called as Faculty Psychology. However, the mind at the time of birth of the child will be like a clean slate, “tabula rasa”. He believed that child's mind is just like Plastic and it is pliable. It is just like a twig. It will grow in the direction you try to bend it. Therefore, education means the training of the different faculties of the mind.
- 3. Education as a preparation for life:** every individual desires to live a successful life. In order to achieve this, the skills and the abilities are to be learnt. These skills will definitely help the individual in solving the problems of life. Thus, a child must be familiarized with the problems of adult life and one has to provide the solutions therein when they are studying in school. In this sense education is a preparation for life.
- 4. Education as direction:** Educating a child means directing the child properly. It is the prime concern of education to direct the underdeveloped capacities attitudes, interests, urges and the needs of the young people into the most desirable channels. Children are born with instincts. These instincts are to be properly directed in a socially acceptable way. Children have many desires. They have desire for play, for asking questions, to know the world around them and for receiving attention from their elders. All these desires are not only to be satisfied but also have to be led continuously. It is the duty of the teacher to see that these active tendencies are not dispersed aimlessly. This is what “directing” means. They should not only be given an insight into what is best

but also be given such firmness of mind that they always choose the best. Wise direction includes in "guidance" and "control". While directing a child, care should be taken that the nature of the child is not violated.

5. **Education as growth:** An individual undergoes many changes during his life time. These changes are seen from cradle to death. These changes are cognitive, conative and affective. Whenever changes take place there is growth and development. This development and growth leads to certain functions. It is conditioned by two factors (1) Training and (2) Environment. Every person acts, reacts or interacts with his environment and the training makes him capable of these. He is, thus, transformed from his original nature to a different shape. All the processes of transformation are processes of growth and finally processes of education. Growing is education and getting education is growing. Growth consists of:

- a) building pupil's physical strength, stamina and endurance;
- b) sharpening pupils wits and cultivating his faculties by giving him knowledge about the various recognized branches of instruction;
- c) giving him the realization of moral and spiritual values;
- d) socializing him to the extent of making him "an acceptable and contributory citizen".

According to John Dewey, "Since growth is the characteristic of life, education is all one with growing, it has no end beyond itself".

6. **Education as transmission of culture:** The views of education discussed so far have individual as their focus. But from the view point of the welfare of the society, education means the transmission of culture. Culture is another name for his social heritage. In a subtle way, the essence of all human development and achievements is culture. In the words of E. B. Tylor, "Culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as a member of society". According to J.S. Mill, "Education is the culture which each generation purposely gives to those who are to be its successors". Thus: a) preservation of culture is possible only through education. The goal of all activities of every generation is the preservation of culture. b) there is no culture which can be said to be perfect. There is a need to refine it.

7. **Education mean as modification of Behaviour:** Education is an activity or a process, which transforms the behaviour of a person from "instinctive behaviour" to "human behaviour". Man, instead of acting impulsively, acts rationally. Education gives a new shape to man. Thus, education means modification of behaviour.

INSTRUCTION (TEACHING LEARNING PROCESS):

The teacher who is committed to sincerely to teaching should always make an appraisal of the value and effectiveness of the teaching learning process. Educational psychology is mainly concerned with the learning process. However, learning process as such is not the only topic for study that educational psychology takes up, psychological processes, factors or phenomena that, in any way, may affect the processes of learning make the topics for study in educational psychology. We are interested in the personality, development of the organism, motivation, emotions, attitudes etc. in so far as they influence the learning in the human being. That is why the data for the educational psychology can come from sociology, psychology, social psychology, experimental education or any other branch of science that is connected with learning situation as such.

The contribution of educational psychology is to help the teacher understand the pupil while in a learning situation. By understanding the basic principles of learning and the factors that can influence an individual in a learning situation, the teacher is able to help the students to learn the most by least effort and pain. In educational psychology the educator gets the answer to some of the following questions: How to motivate students? How to help them learn? What techniques can be used to make learning interesting? When should the actual reading start with a young child? How can we help the child develop certain habits? Etc. With the knowledge of educational psychology the educator is able to enrich his own life as well as help the child by bringing an improvement in his institution. By understanding the child he makes his teaching - learning process easier and more interesting

EVALUATION:

Evaluation is defined as the process of getting evidences for the development of pupils behavior in accordance with the pre destined educational objectives and specifications and placing a value on it. Mere collection of data is not sufficient. The data so collected has to be properly recorded and reported to the pupils, parents, higher educational authorities and employing agencies. Hence in technique of evaluation summarizing of data is an important step which is obviously very important. Evaluation in general is an act or a process that allows one to make a judgment about the desirability or value of a measure. Evaluation in educational situation is thus a relatively new term introduced to designate a more comprehensive concept of measurement than is implied in conventional tests and examinations. The emphasis in evaluation being upon broad personality changes and major objectives of an educational programme and therefore include not only subject matter achievements, but also attitudes, ideals, ways of thinking, work habits and personal and social adaptability. Thus evaluation is not just a testing programme. tests are but one of the many different techniques that may contribute to the total evaluation programme. Evaluation in any systematic continuous process of determines:

- i) the extent to which specified educational objectives, previously identified and defined are attained.
- ii) the effectiveness of the learning experiences provided in the classroom.
- iii) how well the goals of education have been accomplished.

Thus evaluation is integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievements. It exercises a great influence on the pupils' study habits, the teacher's methods of instruction and thus helps not only to measure educational achievements, but also to improve it. The techniques of evaluation are necessary for collecting evidence about the students' development in desirable direction. In its highest form, evaluation brings out the factors that are inherent in students' growth such as proper attitudes and habits, manipulative skills, appreciations and understandings in addition to the conventional acquisition of knowledge.

Purpose of Evaluation:

The following are the purposes of evaluation:

To provide for the collection of evidence which will show the degree to which the pupils are progressing towards curricular goals.

To permit teachers and supervisors evaluate the effectiveness of curricular experiences, activities and instructional methods,

TYPES OF EVALUATION:

To make provision for guiding the growth of individual pupils, to diagnose their weaknesses and strengths, to point out areas where remedial measures are desirable.

To provide a basis for modification of the curriculum or for the introduction of experiences to meet the needs of the individuals and groups of pupils. To motivate pupils towards better attainment and growth.

1) Formative Evaluation:

The term 'formative denotes the ongoing or systematic assessment of student achievement while the course or instructional programme is in progress.

2) Summative Evaluation:

The term summative refers to assigning a grade for students' achievement at the end of a term, course or instructional programme. Therefore making an overall assessment or decision with the instructional programme is summative evaluation.

3) Diagnostic Evaluation:

Test results provide a basis for drawing conclusions about learning and teaching. A useful test not only provides information about student's achievement but reveals the instructional effectiveness as well.

4) Prognostic Evaluation:

Prognosis means prediction. Prognostic evaluation thus serves the purposes of predicting the future performance of the students in a specified area of learning. Prognostic evaluation assesses the background skills and abilities, which are prerequisite for success in a particular subject. Hence prognostic evaluation is helpful. Australian work on competency standard for the professions (Gonzi et.al., 1993) has adopted a similar approach with somewhat greater clarity of definition. They first use the word 'competence' in a holistic sense, nothing that Performance is what is directly observable whereas competence is not directly observable, rather than it is inferred from performance. Elkin (1990) adds yet another perspective to this issue when he defines competencies of the kind used in competency based training systems as 'micro-competencies'. For further up the occupations hierarchy in an organization the more important that underlying macro-competencies and the less important the micro-competencies.

COMPETENCY IN TEACHING PROFESSION

'Teacher Competency' refers to the behaviour of a teacher while teaching a class (both inside and outside the classroom). Teacher performance is differing from teacher competence. It is defined in terms of teacher behaviours, of what teacher does, while teacher competence is defined in terms of what the teacher's pupils do, teacher performance resembles teacher competence in that it too is a product of the interaction between certain teacher characteristics and the teaching situation-teacher performance is often used as a basis from which teacher competence can be inferred. 'Teacher Competence' refers to the set of knowledge, abilities and beliefs a teacher possess and bring to the teaching situation. Teacher competence differs from teacher performance and teacher effectiveness in that it is a stable characteristic of the teacher does not change appreciably when the teacher moves from one situation to another. It resembles teacher performance in that it has also been proposed as a basis from which teacher effectiveness can be inferred.

By teaching competency the investigator means the ability to handle the subject effectively by incorporation of the following components and dimensions in his/her teaching, includes content and (a) Knowledge (Component:-It knowledge dimensions.

(i) Content dimension refers to mastery over a specific subject.

(ii) Knowledge dimension refers to the sound knowledge Education by the teacher. Thus knowledge competency is a dimension that specifies the cognitive understanding the teacher is expected to demonstrate.

(b) Performance Component:- It refers to the ongoing teaching behaviour as performed in the classroom. It includes the dimensions of clarity, organization, communication and teaching-learning material.

(i) Clarity here refers to the clear presentation of the subject

(ii) Organization refers to the logical arrangement of the presentation

(iii) Communication refers to the verbal and non-verbal expressions.

(iv) Teaching-learning material refers to the teaching aids as well as the effective use of Them by the teacher.

(c) Behaviour Component :- It includes the rapport and personality dimensions of the teacher.

(i) Rapport refers to the close relationship between teacher and his/her students.

(ii) Personality refers to the qualities of the teacher in moving with his/her colleagues and taking care of the learners.

(d) Consequence Component:- It refers to the outcome produced by the teachers in the form of students' performance in education. teacher training is a major component in the effort towards equality improvement in primary education under DPEP / SSA. Underlying this is a belief that a primary school teacher who is competent is an essential factor in quality improvement compared to the pre-independence period in India. The concerns under the National Policy of Education (1986) and the national efforts through the DPEP / SSA have highlighted the need for systematic and rigorous teacher training to ensure teacher competence to meet enlarging demands on him. However, in the absence of a valid understanding of the competencies essential for a primary

school teacher and the effect of related factors such psychological, sociological and personal factors on Teaching Competency of primary school teacher.

MEANING OF STRESS:

Stress is a condition stream on one's emotions, thought process and physical conditions. When it is excessive, it can pretend one's ability to cope with environment. Stress is the general term applied to the pressures; employs developed various symptoms of stress as an adjective demand placed on the organism. From the above definitions it may be understood that stress pretends the well being of the organism, conditions that tend to cause stress are called pressures. In this age of anxiety, stress is considered as an inevitable aspect of human life, forcing him to cope up with it for successful and happy life.

The main factors creating stress in an individual are Biological, Psychological and Socio-cultural. Biological factors influence all aspects of our behaviour including our intellectual capabilities, basic temperament, primary reaction tendencies and stress tolerance. Psycho-social factors of stress also influence the well being of the individual in competency life. Stress due to failure, losses, personal limitations, guilt and loneliness leads to self-devaluation. Modern living is a bundle load of pressures acting on individuals. Each individual experience his own unique pattern of pressures such as competing with others, meeting educational, occupational and marital demands and coping with the complexity and in rapid pace of modern life. There are other socio-cultural factors creating stress on modern man such as problems of war and violence, group prejudice and discrimination, economic and unemployment problems, rapid social change and social existential anxiety. In this last decade of 20h century, many people are unable to cope up with stress generated as a result of circumstances forcing them to adopt fast paced life styles. This proposition is highly significant when people are at work. A rational and logical inference one can make at this juncture basing on the above premises is that working styles are also subjected to change in accordance to the fast changing life styles may be presupposition for work stress or job stress. So, job stress has received an increasing concern to the researchers in the areas of organizational behaviour and social psychology, who have been undertaking evidences about the efforts of stress on the organization, worker output and the physical and emotional well-being of the worker.

TEACHER STRESS:

Job stress is the most common psychological phenomena that is prevalent among people who are in different jobs and professions. The stress studies are initially directed toward industrial organizations within the private sector. Researchers have come to believe that stress may be especially prevalent among human service professions, particularly the teaching profession. As teaching is a human service profession, stress within the teaching profession is considerable and may have far reaching consequences on the entire education system. Teaching is a complex process where in teacher is expected to exhibit many skills. This makes a teacher to experience stress in the profession. further, it is also opined that – teacher stress has a nationwide concern and relatively new area of empirical research. Concerning regarding stress among school teachers have been raised over 40 years. Stress is considered to be very significant in any educative process much attention is not drawn towards this. Teacher behaviour and his performance, classroom interactions, school and classroom climate may be considered as the important components of any educative process. the other category of definitions views job involvement as "component of self-image". According to this category of definitions, job involvement refers to the degree to which individuals identify themselves psychologically with their jobs. In another view of the psychological literature, Saleh and Hosek (1976) have identified four different interpretations of the concept of job involvement. A person is involved:

- i. When work to him is a central life interest.
- ii. When he actively participates in his job.
- iii. When he perceives performance as central to his selfesteem. and
- iv. When he perceives performance as consistent with his self concept.

ATTITUDE TOWARDS TEACHING

It is needless to mention that the attitude of a teacher or any other worker for that matter, towards his /her profession is an important aspect that helps one to feel well in his job. A favorable attitude towards teaching is likely to prove helpful to teachers in maintaining harmonious relations with other pupils, characterized by mutual affection and sympathetic understanding though teaching is considered to be the noblest of all professions, people do not think of the teacher as professional worker. Further, today many a teacher seems to take to teaching not because of any interest and liking towards the job, but because of their inability to secure

jobs elsewhere. As such the number of persons inspired with consecration and ardour for teaching has comedown vastly, with the loss of prestige and probe for the profession. These observations indicate a highly negative attitude on the part of the teachers towards their profession. However, not many researchers have been conducted on the attitude towards their profession to unveil its relation with other variables. It refers to the degree of internalization of organisational goals. It is needless to explain that unless the teacher feels engrossed his work, unless he feels himself as a part of the institution and the system as a whole, he will not be able to do justice to his job. Do the present day teachers feel involved in their job with all the abominable negative aspects of the teaching profession like lack of power, prestige, facilities and material rewards?

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