



Teaching Abilities of Primary School Teachers : An Empirical Study

A. SWAMINATHAN Ph.D., Research Scholar, SCSVMV University, Kanchipuram, Tamilnadu

***Dr. P. SEKAR** Associate Professor, Achariya College of Education, Villianur, Puducherry-605110. * Corresponding Author

Dr. K. V. S. N. MURTY Professor & Head, School of Education, SCSVMV University, Kanchipuram-631 561, Tamilnadu.

ABSTRACT

The aims of present investigation is to find out the teaching abilities of primary school teachers with respect to gender, years of teaching experience and the levels of teaching abilities. Survey method was adopted for the present study. Teaching Abilities Inventory constructed and validated by the investigator was used for collecting the data. The sample consists of 600 primary school teachers working in various management schools in Vellore District of Tamilnadu. The data was analysed by using descriptive and differential analyses. The study reveals that the teachers have moderate level of teaching ability. Further, it is found that female teachers are significantly higher on teaching ability as compared to the males. As well, the young teachers (Below ten years of teaching experience) are significantly differed on teaching ability as compared to the teachers with more experience (10 – 20 years and above 20 years of teaching experience).

KEYWORDS : Teaching abilities, Primary school teachers.

INTRODUCTION

Education, essentially, is a process of the development of an individual in all spheres: cognitive, affective, and psychomotor. The teacher is expected to function not only as purvey of knowledge but also as moulder of student's total personality (Mohapathra, J.K., and Pradhan, H.C., 2001). Teachers are respected with high esteem throughout the world. It is all because of the significance attached with the teaching profession, being the noblest of all professions. Everyone is indebted to many people who played inspirational roles in shaping their lives, one among are teacher (Sekar, P and Mani, S., 2013). Teaching is not a job simply attending at the work place in a time frame, but a job with total commitment and dedication. Teaching is a complex one, and not a simple job of executing the work entrusted. The one who wants to be a good and effective teacher needs to have certain qualities and abilities. Teachers supposed to be a combination of born-to-teach and made-to-teach, because teaching is both an art and a science. Hence, teachers need to possess certain basic abilities to teach in a classroom context more effectively. To bring out the desirable changes in students, there emerged the demand for competent and committed teachers (Mani, S., 2006). Teacher performance is the most crucial input in the field of education. Teaching is not simply a process of giving information. It is an interaction between teacher and the learner wherein the role of teacher is to bring desired modifications in the learner's cognitive, affective and psychomotor behaviors. A comprehensive measure of teaching ability should include contextual, conceptual, content oriented, transactional, evaluational, managerial competencies and competencies related to other educational activities. In brief, teaching ability means competency to do instruction well or special faculty in a teacher to facilitate behavioural change in students (Anbuthasan, A and Balakrishnan, V., 2013). An Indian teacher need to possess some special abilities apart from the basic competencies required of a universal teacher.

IMPORTANCE OF TEACHING ABILITIES

As referred by Mani, S., (2006), teaching abilities are the acts or behaviours of a teacher in the teaching-learning process. Teaching abilities of a teacher is a combination of skills at the pre-teaching (pre-active), teaching (active) and post-teaching (post-active) stages. A teacher without these essential skills is of no use in the process of effective transformation of information, knowledge, experiences, skills, etc., to the students. So, every teacher needs to be more effective, or competent or efficient in performing the task of teaching.

In India, in the recent past, there are discontentments about the quality of teaching and teacher education. Various education committees and commissions have also been suggested for completely redesign-

ing of teacher education curriculum and the modes of training the future teachers. In spite of sufficient number of studies conducted and still studies are on the similar line to indicate the desirable competencies to ascribe a competent teacher. So, some of the competencies (or skills) need to acquire, develop and practice are presented below.

Physical:

(a) Appearance, (b) Health, (c) Age, (d) Constitution of the body, (e) Speech, and (f) Dress.

Individual:

(a) Aim of life, (b) Ideas, (c) Spirit, (d) Patriotism, (e) Wealth, (f) Importance of time, (g) Punctuality, (h) Courage, (i) Laboriousness, (j) Creativeness, (k) Good nature, (l) Honesty, and (m) Humility.

Teaching Competence:

(a) Interest in teaching (b) Behaviour with students, (c) Class control, (d) Knowledge of the subject, (e) Capacity to explain the subject matter, (f) Impartiality with the students, (g) Making the subject matter interesting, (h) Giving general knowledge with the subject, (i) Encouraging the student in the class, (j) Interest in research and writing books, (k) Use of aids in teaching, (l) Use of rewards and punishments at the opportune moments, (m) Giving attention to each student's problems, and (n) Tuitions.

Cultural:

(a) Participation in a drama and debate, (b) Interest in literature, (c) Interest in games and sports, and (d) Active part in politics.

Emotional:

(a) The sphere of popularity in the society, (b) Participation in social tasks, (c) Relations with the colleagues, and (d) Attitude towards the society.

Miscellaneous:

(a) Honesty, and (b) Teacher-taught relationship.

NCTE Classification

The Document (1998/36) of the National Council for Teacher Education (NCTE) entitled "Competency Based and Commitment Oriented Teacher Education for Quality School Education" based on the job and need analysis identified the following five performance areas meant for the present-day teachers in schools.

— Performance in the Classroom (including teaching and learning process, evaluation techniques and classroom management)

- School Level Performance (including organisation of morning assembly, celebrating of national, social and cultural events, and participation in school-level management)
- Performance In and Out-of-School Activities (including such educational activities as field visits of learners, observation tours, etc.)
- Performance Related to Parent Contact and Co-operation (including such matters as enrollment and retention, regularity in attendance, discussing progress reports, improving quality of achievement etc.)
- Performance Related to Community Contact and Co-operation (including such issues as village education committee work, joint celebration of certain events by the community, eliciting community support in the development of the school, etc.)

In order to help teachers in effective performance in the above stated five areas, the NCTE has identified the following ten competency areas.

- Contextual Competencies (to provide a wider view of the development of education in society and teachers role in it)
- Conceptual Competencies (including the concepts of education and learning psychological, sociological and neuro physiological aspects of education, etc.)
- Curricular and Context Competencies (according to specific stage of education such as primary, upper primary or secondary)
- Transactional Competencies (general, subjectwise, stagewise)
- Competencies in other Educational Activities (Such as planning and organising morning assembly, role-play, mono act in the subject area etc.)
- Competencies Related to Teaching-Learning Material (classical teaching - learning material, new educational technology, local resource, etc. and also preparation, selection, use)
- Evaluation Competencies.
- Management Competencies.
- Competencies Related to Parental Contact and Co-operation.
- Competencies Related to Community Contact and Co-operation.

NEED FOR THE STUDY

In the present competitive world, to compete with others in any profession and also the job providers seek personalities with professionally fit and able to do the job effectively. Teaching is the dignified profession which moulds and shapes the future citizen. Hence every nation wants not only well qualified teachers but also teachers with professional vigor and abilities in all levels of education. Effective teachers are necessary for students to receive the optimum benefit from educational institutions for their academic success as well as other all round developments. An able teacher can only do his/her work effectively and efficiently. Hence, the present study aims to know the status of abilities of teachers working in the primary schools.

STATEMENT OF THE PROBLEM

In the modern world, the teacher has great advantage in disseminating knowledge to the students in a specific and interesting manner. First and foremost, teachers must have the professional abilities and it provides a lot of innovation and instructional flow in the classrooms. Every teacher must know the abilities to want in the effective classroom delivery and interaction. It makes the teaching-learning process free from friction. Therefore, in the present study, the researchers have tried to find out the influence of gender and year of teaching experience on teaching abilities of primary school teachers. Hence, the present investigation is entitled as "TEACHING ABILITIES OF PRIMARY SCHOOL TEACHERS: AN EMPIRICAL STUDY".

OBJECTIVES

The following are the objectives formulated for the present study.

1. To find out the level of teaching abilities of primary school teachers.
2. To find out whether there is any significant difference in the dimensions of the teaching abilities of primary school teachers with respect to gender.
3. To find out whether there is any significant difference in the dimensions of the teaching abilities of primary school teachers with respect to years of teaching experience.

HYPOTHESES

The following are the hypotheses formulated for the present study.

1. The level of teaching abilities of primary school teachers is more.
2. There is no significant difference in the dimensions of the teaching abilities of primary school teachers with respect to gender.
3. There is no significant difference in the dimensions of the teaching abilities of primary school teachers with respect to years of teaching experience.

METHOD OF STUDY

Normative survey method has been employed in this present study.

VARIABLES CHOSEN FOR THE STUDY

Personal Variables:

Gender and Teaching Experience of the Teachers were considered as personal variables.

Research Variable:

Teaching Abilities of Teachers are taken as research variable.

POPULATION

The population of this study comprises of the teachers working in the primary schools in Vellore district of Tamilnadu state.

SAMPLE AND SAMPLING PROCEDURE

In the present investigation, the random sampling technique has been adopted for selection of sample of 600 teachers working in primary schools situated in Vellore District of Tamilnadu, India.

INSTRUMENTS USED

The following research tools have been used in the present investigation.

- 1) Personal Data Sheet.
- 2) Teaching Abilities Inventory developed and validated by the investigator.

ADMINISTRATION AND SCORING PROCEDURE

The Investigator personally met the teachers and administered the tools to the teachers in the schools selected for the purpose. Directions for providing responses to the items were given in the tools themselves. The teachers were requested to read the items carefully before marking the response for all the items in the space provided in the tools. No time limit was imposed.

DATA ANALYSIS

Descriptive and differential analysis was used to compute the obtained data and to verify the hypotheses by using the Statistical Package for Social Sciences (SPSS). The results of the analysis are presented in the Tables 1 to 3.

RESULTS

(A) Descriptive Analysis:

Table 1: Level of teaching abilities of primary school teachers.

Level of teaching abilities	N	%
Less	165	27.5
Moderate	276	46.0
More	159	26.5
Total	600	100

From the above table, it is observed that 46.0 % of the primary school teachers (N=600) involved in the present study have moderate level of teaching abilities, 27.5% of them have less teaching abilities and the remaining 26.5 % have more teaching abilities.

(B) Differential Analysis:

Table 2: Mean, SD and t-value in the dimensions of the teaching abilities of primary school teachers with respect to gender.

Dimensions of Teaching Abilities	Gender				't' value
	Male (N=203)		Female (N=397)		
	Mean	SD	Mean	SD	
Classroom Management	15.81	2.56	16.55	2.50	3.375*
Mastery of Subject Knowledge	12.49	2.10	13.45	2.03	5.453*
Problem Solving Skill	16.29	1.87	16.90	2.15	3.440*
Communication Skill	19.38	2.55	19.77	2.99	1.551
Motivational Skill	28.89	3.60	30.15	4.20	3.648*
Teacher Personality	22.55	3.42	24.48	2.90	7.244*
Overall Teaching Abilities	115.41	13.71	121.29	13.55	5.012*

Note: * Significant at 0.05 level.

From the above table, significant difference is noted in all the dimensions of teaching abilities of primary school teachers except communication skills with respect to gender at 5% level. Based on the mean scores of all dimensions of teaching abilities, motivational skill has more mean score than other skills (Male: 28.89 and Female: 30.15). In addition to the female teachers have more mean score than male teachers in all dimensions of teaching abilities including overall teaching abilities. It is evident that male and female teachers differ significantly in all the dimensions of the teaching abilities except communication skill.

Table 3: Mean, SD and F-ratio in the dimensions of the teaching abilities of primary school teachers with respect to teaching experience.

Dimensions of Teaching Abilities	Teaching Experience (in years)						F-ratio
	Below10 yrs (N=164)		10-20 years (N=217)		Above 20 yrs (N=219)		
	Mean	SD	Mean	SD	Mean	SD	
Classroom Management	17.47 ^b	1.74	15.94 ^a	2.33	15.77 ^a	2.95	26.254*
Mastery of Subject Knowledge	14.06 ^c	1.09	13.61 ^b	1.52	11.95 ^a	2.58	69.628*
Problem Solving Skill	17.53 ^a	2.18	16.26 ^b	2.02	16.19 ^a	1.78	30.548*
Communication Skill	20.02 ^b	2.53	19.78 ^b	2.15	19.21 ^a	3.56	4.328*
Motivational Skill	30.56 ^b	3.61	30.36 ^b	3.74	28.46 ^a	4.35	17.757*
Teacher Personality	25.23 ^c	2.27	24.07 ^b	3.09	22.53 ^a	3.44	38.470*
Overall Teaching Abilities	124.87 ^b	10.72	122.57 ^b	11.96	114.10 ^a	16.01	27.803*

Note: 1. * Significant at 0.05 level.

2. Different alphabets among teaching experience groups denote significant at 5% level using Duncan Multiple Range Test (DMRT).

The above table reveals that there is significant difference among the groups of teachers having different years of teaching experience in dimensions of teaching abilities such as classroom management, mastery of subject knowledge, problem solving skill, motivational skill, communication skill and teacher personality including overall teaching abilities at 5% level. Based on Duncan Multiple Range Test, the three groups of primary school teachers significantly differ among themselves at 5% level. The teachers with below 10 years teaching experience have more mean scores (124.87) in all dimensions of teaching abilities than their counterparts (122.57 and 114.10).

IMPORTANT FINDINGS

The important findings of the present study are given below.

1. In the present study, 46.0 % of the primary school teachers (N=600) involved, have moderate level of teaching abilities, 27.5% of them have less teaching abilities and the remaining 26.5 % have more teaching abilities.
2. Significant difference is noted in all the dimensions of teaching abilities of primary school teachers except communication skills with respect to gender. Based on the mean scores of all dimensions of teaching abilities, motivational skill has more mean score than other skills (Male: 28.89 and Female: 30.15). In addition to the female teachers have more mean score than male teachers in all dimensions of teaching abilities including overall teaching abilities. It is evident that male and female teachers differ significantly in all the dimensions of the teaching abilities except communication skill.
3. There is significant difference among the groups of teachers having different years of teaching experience in dimensions of teaching abilities. The three groups (below 10 years experience; 10 – 20 years experience; above 20 years experience) of primary school teachers significantly differ among themselves. The teachers with below 10 years teaching experience have more mean scores (124.87) in all dimensions of teaching abilities than their counterparts (122.57 and 114.10).

Discussion

In the present study, the primary school teachers involved have moderate level of teaching abilities. This result is similar to the findings of Amutha Ranjini and Mohanasundaram (2012) who reported average level of teaching competency among the secondary teacher trainees. This result may be due to the teachers have moderate level of knowledge of subject matter, average classroom management, moderate problem solving skill, seldom motivational skill, moderate communication skill and average teacher personality. But it was contradicted by the findings of Anbuthasan, A & Balakrishnan, V., (2013) who found high level of teaching competence.

Significant difference was noted in all the dimensions of teaching abilities of primary school teachers except communication skills with respect to gender. The female teachers are generally better than males with regard to overall teaching abilities. The result of the present study is supported by Anbuthasan, A & Balakrishnan, V., (2013); Amutha Ranjini & Mohanasundaram (2012); Titus & Annaraja (2012); Merline Preetha, K.F & Francisca, S., (2011); Mani, S., (2006); and Brophy, J (1985) have reported significant difference found between male and female teachers in their teaching competency. Female teachers have better teaching ability than male teachers. It may be due to the female teachers having more duty consciousness, being cautious, responsibilities, commitment, dedication and professional aspiration.

There exists significant difference in dimensions of teaching abilities among the teachers having different years of teaching experience. The teachers with below 10 years teaching experience have more mean scores in all dimensions of teaching abilities than their counterparts. The similar findings are observed by Micheal M. Van Wyk (2012). This was the teacher with less interest due to the age and repetition of subject matter taught, tedium of classroom management, seldom motivational skill, and poor teacher personality.

CONCLUSION

A thriving teacher is one who possesses an integrated personality, passion, sound mind, well trained and highly competent. Teaching ability is the skill and capacities having the teacher so as to make the teaching-learning environment effective and productive as to achieving the goals of education. On the basis of the present study, it is concluded that the teachers have moderate level of teaching ability. Further it is inferred that the gender and the years of teaching experience are the influential factors of teaching ability. Therefore, the teachers should have some teaching abilities, because the future of our country, of course, is determined by the teachers as observed by the Kothari Commission. As the student community needs to be the highly potential human capital of our country, the teaching community should be reengineered in such a manner to suit such a great demand. It is very important to remember this time the quotes:

"The mediocre teacher tells; the good teacher explains; the superior teacher demonstrates; the great teacher inspires." - William Arthur Ward

"A teacher affects eternity;

he can never tell where his influence stops"- Henry Brooks Adams

REFERENCES

- Amutha Ranjini, A & Mohanasundaram. (2012). A study on teacher's competencies and academic achievement of secondary teacher trainees. *New Horizons in Educational Research*, IV (1), 50-58. | | Anbuthasan, A & Balakrishnan, V. (2013). Teaching competency of teachers in relation to gender, age and locality. *International Journal of Teacher Educational Research*, 2 (1), 31-36. | | Brophy, J. (1985). Interactions of male and female students with male and female teachers. In: Wilkinson L C & Marrett C B (eds.) 1985. *Gender influences in classroom interaction*. Academic Press, Orlando, Florida. | | Henry E. Garrett. (1961). *Statistics in psychology and education*. New Delhi: Paragon International Publishers. | | Mani, S., (2006). Correlates of teaching competence of teacher trainees in colleges of education. Doctoral Dissertation, Alagappa University, Karaikudi. | | Micheal M. van Wyk. (2012). Teacher efficacy: The use of co-operative learning techniques in economics education in Free State secondary schools. *International Journal of Educational Sciences*, 4(3), 187-195. | | Mohapathra, J.K & Pradhan, H.C. (2001). Towards a taxonomy of expected functional abilities of post graduate teacher in physics. *Journal of Indian Education*, XXVI (4), 3-15. | | Merline Preetha, K.F & Francisca, S. (2011). Teaching competency of college teachers in relation to their anxiety. *Research and Reflections on Education*, 9(1), 18-22. | | Sekar, P and Mani, S. (2013). Parental encouragement to higher secondary students in Thiruvannamalai district: An empirical analysis. *Global Research Analysis*, 2 (11), 32-33. |