

Do The Primary School Teachers Possess Required Competencies a Study With Special Reference to Primary School Teachers, Government of Karnataka



Management

KEYWORDS : *Teacher, Competencies, Perception, Effectiveness*

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ABSTRACT

This research is an effort to understand the perception of a teacher about the competencies that they possess and ideal competencies to be possessed by them. Researcher has collected the data from 273 primary school teachers of different schools of Davanagere district of Karnataka. It is concluded that there is a significant difference in their perception of the ideal competencies among male and female teachers. Female teachers are more competent than the male teachers. But both lack in competencies like, Narrating a story, Reciting a poem and Monitoring learners progress during and after the session, which are very much essential from the their performance point of view. Apart from these male teachers are less competent in competencies like, Basic knowledge of the child development and Knowledge of understanding the local culture.

INTRODUCTION:

Education is the life blood of the socioeconomic development of a country, the level of education in a country is directly related with the productivity of that country and intern with the standard of living. The effective teaching depends on both hardware and the software like infrastructural facilities, materials, curriculum, methodology, pedagogy and more so on the competencies of a teacher.

The term competent, as per Oxford dictionary means “Sufficient amount, Quality or Degree”

In 1973, David C. McClelland, Professor at Harvard University wrote a seminal paper: “Testing for Competence Rather than Intelligence” The paper created a new wave in area of industrial psychology. McClelland’s research says that although traditional academic aptitude and knowledge content tests were good predictors of academic performance, they seldom precisely predict on-the-job performance. He went on saying that best predictors of on the job performance indicators were underlying personal characteristics called competencies. Since then so many research work has been carried out in this area and say that work related competencies may be developed by providing the training to the employees. Finally it is competencies which make the difference between the performers and non-performers on the job. Hence it is the vital responsibility of the management how well are they inculcating the required competencies in their employees. Analysing the present and the ideal or future competencies will help to identify the areas of improvements for the better performance. The competent teacher creates an effective environment of “best teaching” practice

OBJECTIVES OF THE STUDY:

The study aims at answering the research questions like; What are the competencies the teachers possesses? What is their level of confidence about those competencies? Is there any gap between the current and ideal competencies? Based on these research questions the objectives like; To study the current competencies, the teacher possesses, to understand the level of confidence about those competencies, to analyze the gap between current and ideal competencies were developed.

METHODOLOGY:

The research design is descriptive in nature. Primary data was collected through administering the structured questionnaire personally. The reliability and validity of the questionnaire is checked by pilot study. The questionnaire is divided in to two parts, in the first part questions related to demography like age, gender, religion, qualification, years of academic and administrative experience, place of residence, marital status of the

teacher are included. In second part, questions related to role of a teacher, competencies that they possess and ideal competencies have been included in order to analyse gap. The five point Likert scale and other rating scales have been used to rate current and ideal competencies. A sample of 273 primary school teachers were selected from different talukas of Davanagere district by using stratified sample and the selection of the individual school and the teacher is selected by simple random technique.

DATA ANALYSIS:

Eighteen competencies have been identified (Vasant D Bhat et al., 2001) and teachers have been asked to rate these competencies on a five point Likert scale from least important to most important. Same scale is used to know the ideal ratings of the competencies to be possessed by them to become a successful teacher. Mean and the standard deviation and percent are calculated for each of these competencies for the competencies currently they possess and the competencies to be possessed to become an ideal teacher.

RESULTLS AND DISCUSSIONS:

Table no. 1: Comparison of the current and ideal competencies to be possessed by male teachers.

Sl. no	COMPETENCY (MALE)	ACTUAL			IDEAL		
		Mean	Per	S.D	Mean	Per	S.D
1	Demonstrating experiments	4.63	92.6	0.49	4.56	91.2	0.50
2	Effective communication both verbal and non-verbal	4.56	91.2	0.50	4.44	88.8	0.50
3	Knowledge of the syllabus	4.49	89.8	0.51	4.15	83	0.76
4	Use of black board	4.49	89.8	0.51	4.37	87.4	0.49
5	Knowledge of student learning speed	4.49	89.8	0.51	3.78	75.6	0.57
6	Knowledge of the school rules and policies	4.44	88.8	0.63	3.34	66.8	0.69
7	Using different aids	4.44	88.8	0.50	3.39	67.8	0.49
8	Command on the subject	4.37	87.4	0.49	3.44	68.8	0.50
9	Organizing guidance activities	4.34	86.8	0.62	4.10	82	0.49
10	Creating a positive atmosphere in the classroom	4.22	84.4	0.69	4.51	90.2	0.51

11	Using techniques of questioning	4.07	81.4	0.82	4.37	87.4	0.62
12	Knowledge of instructional language in spoken and written	4.00	80.0	0.55	4.32	86.4	0.69
13	Conducting a drama	4.00	80.0	0.87	4.66	93.2	0.48
14	Basic knowledge of the child development	3.59	71.8	1.34	4.02	80.4	0.76
15	Knowledge of local culture	3.59	71.8	0.84	4.39	87.8	0.59
16	Narrating a story	3.22	64.6	1.04	4.63	92.6	0.58
17	Reciting a poem	2.68	53.6	0.99	4.22	84.4	0.42
18	Monitoring learners progress during and after the session	2.68	53.6	0.99	4.63	92.6	0.58

Table no.1 depicts comparison between actual and the ideal competencies to be possessed by the male teacher. There is no significant difference between current and ideal competencies but lack in competencies like; Basic knowledge of the child development, Knowledge of local culture,

Narrating a story. There is a significant gap existing between current and the ideal competencies for the competencies like; Reciting a poem, Monitoring learners progress during and after the session (2.68, 2.68 actual and 4.22, 4.63 ideal).

Table no. 2: Comparison of the current and ideal competencies to be possessed by female teachers.

Sl. no	COMPETENCY (FEMALE)	ACTUAL			IDEAL		
		Mean	Per	S.D	Mean	Per	S.D
1	Demonstrating experiments	4.74	94.8	0.45	4.91	98.2	0.29
2	Effective communication both verbal and non-verbal	4.82	96.4	0.39	4.85	97	0.36
3	Knowledge of the syllabus	4.82	96.4	0.39	4.74	94.8	0.45
4	Use of black board	4.82	96.4	0.39	4.79	95.8	0.41
5	Knowledge of student learning speed	4.91	98.2	0.29	4.47	89.4	0.51
6	Knowledge of the school rules and policies	4.91	98.2	0.29	4.82	96.4	0.39
7	Using different aids	4.91	98.2	0.29	4.65	93	0.65
8	Command on the subject	4.76	95.2	0.43	4.82	96.4	0.39
9	Organizing guidance activities	4.82	96.2	0.39	4.74	94.8	0.45
10	Creating a positive atmosphere in the classroom	4.82	96.2	0.39	4.41	88.2	0.66
11	Using techniques of questioning	4.56	91.2	0.50	4.56	91.2	0.50
12	Knowledge of instructional language in spoken and written	4.41	88.2	0.50	4.47	89.4	0.66
13	Conducting a drama	4.38	87.6	0.78	4.62	92.4	0.49
14	Basic knowledge of the child development	4.15	83.0	1.40	4.62	92.4	0.49
15	Knowledge of local culture	4.32	86.3	0.47	4.06	81.2	0.89
16	Narrating a story	3.74	74.8	1.05	3.97	79.4	0.83
17	Reciting a poem	3.74	74.8	1.05	3.88	77.6	0.77
18	Monitoring learners progress during and after the session	3.74	74.8	1.05	4.93	98.6	0.26

Table no.2 depicts comparison between actual and the ideal competencies to be possessed by the female teacher. Mean rat-

ings of the some of the current competencies are better than the ideal competencies and vice versa. But there is a significant difference in the ratings of the competency, Monitoring learner's progress during and after the session from the current and the ideal (3.74 current and 4.93 ideal)

Table no. 3: Ideal competencies to be possessed by male and female teachers.

Sl. no	COMPETENCY	MALE IDEAL			FEMALE IDEAL		
		Mean	per	S.D	Mean	Per	S.D
1	Demonstrating experiments	4.56	91.2	0.50	4.91	98.2	0.29
2	Effective communication both verbal and non-verbal	4.44	88.8	0.50	4.85	97	0.36
3	Knowledge of the syllabus	4.15	83	0.76	4.74	94.8	0.45
4	Use of black board	4.37	87.4	0.49	4.79	95.8	0.41
5	Knowledge of student learning speed	3.78	75.6	0.57	4.47	89.4	0.51
6	Knowledge of the school rules and policies	3.34	66.8	0.69	4.82	96.4	0.39
7	Using different aids	3.39	67.8	0.49	4.65	93	0.65
8	Command on the subject	3.44	68.8	0.50	4.82	96.4	0.39
9	Organizing guidance activities	4.10	82	0.49	4.74	94.8	0.45
10	Creating a positive atmosphere in the classroom	4.51	90.2	0.51	4.41	88.2	0.66
11	Using techniques of questioning	4.37	87.4	0.62	4.56	91.2	0.50
12	Knowledge of instructional language in spoken and written	4.32	86.4	0.69	4.47	89.4	0.66
13	Conducting a drama	4.66	93.2	0.48	4.62	92.4	0.49
14	Basic knowledge of the child development	4.02	80.2	0.76	4.62	92.4	0.49
15	Knowledge of local culture	4.39	87.8	0.59	4.06	81.2	0.89
16	Narrating a story	4.63	92.6	0.58	3.97	79.4	0.83
17	Reciting a poem	4.22	84.4	0.42	3.88	77.6	0.77
18	Monitoring learners progress during and after the session	4.63	92.6	0.58	4.93	98.6	0.26

The comparison of the ideal competencies to be possessed by teacher from the teacher's point of view is presented in the table no.3. The perception of the male and female teachers doesn't vary significantly. Mean ratings of male are higher for some competencies and vice versa for female teachers. Even though competencies like, Knowledge of student learning speed, Knowledge of the school rules and policies, Using different aids for teaching and Command on the subject taught are perceived less important than other competencies by the male teachers compared to their counterparts. These competencies are essential for the better performance.

CONCLUSION:

Study revealed that female teachers are more competent than the male teachers but both of them lack in competencies like, Narrating a story, Reciting a poem and Monitoring learners progress during and after the session. Apart from these competencies male teachers are less competent in competencies like, Basic knowledge of the child development and Knowledge of local culture. Further it is evident that there is a significant difference in perception of the ideal competencies among male and female teachers. The competencies like, Knowledge of student learning speed, Knowledge of the school rules and policies, Using different aids for teaching, Command on the subject taught, Organizing guidance activities to student, are perceived less important by the male teachers. It is evident from the present findings that there is a requirement of orientation towards these com-

petencies and effort can be made in improving the attitude of the teachers because it's been observed that even though they possess the competencies but the same is not reflected in their classroom performance.

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