

A Study on Teaching Competency and Professional Commitment of Guest Teachers in Higher Secondary School

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Abstract: Education is the strong instrument for social change. Teachers are the necessary instruments to reform education and to rescue the world through education. Improve the educational quality of a teacher is the corner stone of any worthwhile reformation in the field of education. Teachers play a major role in educating the future members of a society through their works in schools as well as society. The present study examines the teacher competency and professional commitment of guest teachers among secondary level. Teacher competency analysis Scale and Professional Commitment Analysis Scale was administered on 150 guest teachers at higher secondary level and the data obtained was subjected to descriptive, correlation and differential analysis. The results revealed that there is significant different in teacher competency and professional commitment of guest teachers among higher secondary schools.

1. Introduction

A competent and committed teacher is in demand for today's revolutionary era. Teacher commitment has been identified as one of the most critical factors for the future success of education and school. It is closely connected to teacher's work performance and their ability to innovate and to integrate new ideas into their own practice experience as well as having an important influence on student's achievement.

Competencies are the requirements of a teacher, which includes knowledge, skills and values that a teacher must demonstrate for successful teaching learning process. Teaching competency has linkage with the entire three domains under which performance can be assessed. It covers the domain of knowledge, Affective and Psycho-motor skills. The skills and expertise of the teachers as a professional who has the vision and wisdom to perceive the future help the learner's prepare for it. Teaching competence and professional commitment are two variables contributing a lot to the success of teaching profession. A competent and committed teacher is a necessary factor for the social change and assets of society.

Teaching competency is the competency of the teachers and their planning and preparation of lessons for teaching, class room management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching and time management during their teaching learning (Stevan, Brogdom, Richard, 1985)

Definition of key term

The key terms used to state the problem has been defined below

Teaching Competency

Teaching competency refers to the right way of conveying units of knowledge application and skills to students. This study teaching competency means competency displayed by the higher secondary teachers

Professional Commitment

Professional commitment signifies an attitude reflecting the strong of the bond between an employee and an organization.

Guest Teachers

A guest teachers fills in for permanent teachers when they are absent from work. Common causes of absence are illness, transfer, retirement, long live etc. their nature of appointment is not permanent.

Objectives of the study

- To find out the teaching competency of guest teachers in higher secondary schools
- To find out the professional commitment of guest teachers in higher secondary schools
- To find out the significant difference in the teaching competency and professional commitment of guest teachers in higher secondary school

Hypothesis of the study

There is a significant difference between the teaching competency and professional commitment of guest teachers in higher secondary schools.

2. Methodology

The purpose of the present study is to compare the relationship of teaching competency and professional commitment of guest teachers in higher secondary schools. Hence survey method was adopted.

Design of the study

The investigator selected survey method for comparing the teaching competency and professional commitment of guest teachers in higher secondary level. The study was conducted by using a final sample of 150 higher secondary school teachers from Kasargod district in Kerala. The study compares the mean score of different variables under study.

Variables of the study

- Teaching competency of guest teachers of higher secondary schools
- Professional commitment of guest teachers of Higher Secondary Schools.

Tools selected for the study

- Teaching Competency Analysis Scale
- Professional Commitment Analysis Scale

Statistical techniques used for the study

- Percentage analysis
- Arithmetic Mean
- Standard Deviation
- Critical Ratio

3. Analysis and interpretation of Data

1. Levels of Teaching Competency among Secondary School Teacher for whole sample and Sub samples

The levels of Teaching Competency dimensions were calculated and its analysis revealed various levels of Teaching Competency dimensions among secondary school teachers with respect to total and sub samples. The level of high, average and low teacher Competency among secondary school teachers were calculated for the total sample, male and female were presented in table 1

Table 1: Levels of Teaching Competency dimensions among secondary school Teachers for total sample and Sub sample

Sample \ Levels	Total			Male			Female		
	H %	A %	L %	H %	A %	L %	H %	A %	L %
General competency	24	78	48	14	40	22	10	38	26
Classroom competency	27	82	41	15	41	20	12	41	21
Management competency	32	58	60	18	28	30	14	30	30
Subject & Curriculum Competency	20	60	70	10	32	34	10	28	36

The table 1 reveals that, the percentages of Teaching Competency dimensions among secondary school teachers for total and sub samples. The percentage and high ,average and low levels of General competency, Classroom competency, Management competency and Subject & Curriculum Competency among secondary school teachers for total sample were 24%, 78%, 48%, 27%, 82%, 41%, 32%, 58%,60%,20%,60% and 70% respectively .

The percentages of high, average and low degrees of Teaching Competency dimensions for male and female are calculated. General competency, Classroom competency, Management competency and Subject & Curriculum Competency among secondary school teachers for male were 14%, 40%, 22%, 15%, 41%, 20%, 18%, 28%, 30%, 10%, 32% and 34% respectively . The General competency, Classroom competency, Management competency and Subject & Curriculum Competency among secondary school teachers for female were 10%, 38%, 26%, 12%, 41%, 21%, 14%, 30%, 30%,10%,28% and 36 % respectively. The table shows that management competencies among male teachers were higher than female teachers and subject and curriculum competency among male and female are less.

2. Levels of professional commitment dimensions among Secondary School Teacher for whole sample and Sub samples.

Levels of professional commitment dimensions were calculated and its analysis revealed various levels of professional commitment dimensions among secondary school teachers with respect to total and sub samples. The level of high, average and low professional commitment among secondary school teachers were calculated for the total sample, male and female were presented in table 2

Table 2: Levels of professional commitment dimensions among secondary school teachers for total sample and Sub sample

Sample \ levels	Total			Male			Female		
	H %	A %	L %	H %	A %	L %	H %	A %	L %
Personal commitment	30	80	40	12	44	20	18	38	18
Professional commitment	30	76	44	16	40	20	14	36	24
Social commitment	20	80	50	10	42	24	10	38	26

The table 2 reveals that, the percentages of professional commitment dimensions among secondary school teachers for total and sub samples. The percentage and high ,average and low levels of personal, professional and social commitment among secondary school teachers for total sample were 30%,80%,40%,30%,76%, 44%,20%,80%, and 50% respectively .

The percentages of high, average and low degrees of professional commitment dimensions for male and female are calculated. The personal, professional and social commitment among male teachers were 12%, 44%, 20%, 16%, 40%, 20%,10%,42%and 24%respectively. The personal, professional and social commitment among female teachers were 18%, 38%, 18%, 14%, 36%, 24%, 10%, 38%,and 26% respectively.

3. Comparison of teaching competency and professional commitment of guest teachers in higher secondary school for total sample

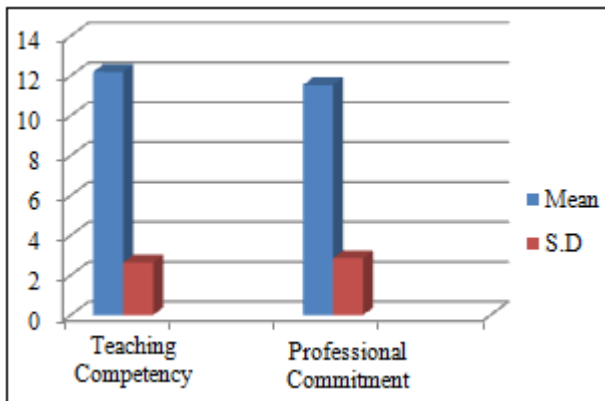
The investigator were tabulated the teaching competency and professional commitment of Guest teachers among secondary level, the mean and standard deviation were calculated. The difference between the mean scores of teaching competency and professional commitment was tested for significance by finding the critical ratio. The results of the test of significance are given in the table below.

Table 3: Data and results of the significance of teaching competency and professional commitment of guest teachers among secondary school level

Variables	Total	Mean	S D	CR	Level of Significance
Teaching Competency	150	12.2	2.64	2.08	0.05
Professional Commitment	150	11.54	2.86		

The obtained value of critical ratio is 2.08 which is less than the table value, 1.98 at 0.05 level and 2.61 at 0.01 levels of significance. Hence there exists significance difference between the mean score of teaching competency and professional commitment of Guest teachers among

secondary level at 0.05 level and not significance at 0.01levels for total sample.



4. Comparison of teaching competency and professional commitment of guest teachers in higher secondary school for sub sample

The investigator were tabulated the teaching competency and professional commitment of Guest teachers among secondary level for male and female, the mean and standard deviation were calculated. The difference between the mean scores of teaching competency and professional commitment was tested for significance by finding the critical ratio. The results of the test of significance are given in the table below.

Table 4: Data and results of the significance of teaching competency and professional commitment of guest teachers among secondary school level for male and female.

Gender	Variables	Mean	S D	CR	Level of Significance
Male	Teaching Competency	10.53	2.12	1.79	0.05
	Professional Commitment	9.92	2.14		
Female	Teaching Competency	10.58	2.03	2.06	0.05
	Professional Commitment	9.90	2.07		

The obtained value of critical ratio for the teaching competency and professional commitment of male teachers were 1.79 which is less than the table value, 1.98 at 0.05 level and 2.61 at 0.01 levels of significance. Hence there exists no significance difference between the mean score of teaching competency and professional commitment of male teachers at higher secondary level. But the obtained value of critical ratio is 2.06 .It is significant at 0.05 levels and 0.01 levels for teaching competency and professional commitment of female teachers.

4. Conclusion

Competencies are the requirements of a teacher, which includes knowledge, skills and values that a teacher must demonstrate for successful teaching learning process. Teaching competency has linkage with the entire three domains under which performance can be assessed. It covers the domain of knowledge, Affective and Psycho-motor skills. The responsibility of a teacher also lies in providing activities and materials that engage and challenge the students intellectually. A good teacher transmits his passion of the subject into his students in an interesting, clear and conscious manner. In this study examines the teaching

competency and professional commitment of guest teachers among secondary school students ,the obtained results reveals that teaching competency and professional commitment is differently significance. The nature of the appointment of guest teachers is affected their teaching effectiveness and their professional commitment.

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