



TEACHING COMPETENCE AMONG SECONDARY SCHOOL TEACHERS IN
RELATION TO SENSE OF RESPONSIBILITY, GENDER AND LOCALE

□ Vimal Vidushy*
Dr. Nand Kishor**

ABSTRACT

This study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their sense of responsibility, gender and locale. As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour. The present study was conducted on a sample of 500 regular in-service teachers from Government high schools and government senior secondary schools from four districts of Punjab. The study used a self-developed standardized Teaching Competence Scale for teachers and Sense of Responsibility scale for teachers. Descriptive and inferential statistics were used to draw inferences on the hypotheses. The findings of the study revealed a significant relationship between teaching competence and sense of responsibility among secondary school teachers and gender and locale has no significant effect on teaching competence.

Keywords : Teaching Competence, Sense of Responsibility, Teachers, gender and Locale

Introduction

Teaching is a collaborative partnership between teachers and taught. An effective teacher can create such an environment. On the contrary, an ineffective teacher just fails to provide the student with a proper climate of learning. Thus, the role of the teacher in society is vital for its improvement. Teaching strategies and methods are changing rapidly due to advances in information technology. Thus, teachers' expectations have risen (Tural and Kabadayi, 2014; Chapman and Mahlek, 1997) and Nye, Konstantopoulos, and Hedges (2004) highlighted a positive relationship between teacher's quality and student accomplishment. If teachers acquire professional competencies and show a great sense of responsibility in their work and if they are enabled and empowered to perform multiple tasks the result would be a high quality of teaching which will eventually lead to nation-building.

Teaching Competence

Good teaching is probably the most crucial part of a solid education and teaching is a versatile and valued exercise that is geared towards bringing about achievement in students' learning. Because of the importance of teaching, there is a need for it to be effective and of good quality. The National Education Policy 1968 stated, "Of all the factors that determine the education quality and its role to the development of the country, the teacher is unquestionably of the highest importance. The success of all educational ventures must eventually depend on his personal characteristics and character, his educational qualifications and professional competence." Niemi and Sihvonen (2006) argue that "The social and economic well-being of a society is definitely dependent on the qualitative educational outcomes, and this is related to teacher competence".

European Commission (2013) states that teaching

*Ph.D. Research Scholar, Panjab University, Chandigarh
**Principal, S.D.College, Hoshiarpur