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

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**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 Mahlck, 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

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competencies are focused roles and tasks a teacher realizes in the classroom where professional knowledge and skills are used and demonstrated. Those competencies that require teachers are closely linked to the goals of education, teaching and learning and helping to effectively achieve the stated goals and desirable outcomes, and effective teaching, teaching and learning resources and efforts.

### **Sense of Responsibility**

As generally conceptualized within educational settings, the fluid nature of responsibility is manifest in the variety of perspectives from which it has been studied. Winter (1992) and Birhoff et al. (2005), regarded responsibility as a relatively stable personality trait, shared by Guskey (1982) and Rose & Medway (1981), Lee and colleagues (Lee & Loeb, 2000; Lee & Smith, 1996) surveyed the shared sense of responsibility among teachers. The sense of responsibility is also linked to career success (Winter, 1991), goal commitment, achievement motivation, and self-efficacy (Bierhoff et al., 2005), and student achievement (Lee & Loeb, 2000; Rose & Medway, 1981). Pahliwan (1998) Responsibility is a strange concept for humans. Because humans live in communities, they have a responsibility for their behaviour in society relative to the "other". Responsibility means the consequences of one's own words and actions or behaviour within the scope of its authority. As stated by Lauermann and Karabenick (2013), sense of responsibility means " how teachers themselves view their responsibilities and the conditions under which they are willing to accept personal responsibility for such consequences ". According to Rose and Medway (1981), "Teacher responsibility has been associated with teachers' classroom behaviours". Teacher competencies are an outcome-based method for assessing teacher's performance. According to UNESCO (2008), a qualified, competent teacher in the 21st century must have a strong knowledge of the use of technology in the curriculum and syllabus of its subject. Similarly, sense of responsibility allude to the psychological foundation and motivation of the subject when accepting and practicing responsibility, and is an important part of responsibility.

### **Review of Literature**

Lauermann and Konig (2016) revealed that teachers' professional competency and their professional knowledge, skills, beliefs, and motivation an essential for teachers' professional well-being and success and no systematic relation with regard to gender, whereas teaching experience had a curvilinear association with GPK. Moshahid and Hussain (2017) disclosed that government teachers possess considerably higher teaching competence than private teachers and no significant distinction found between the teaching competence of government male and female school teachers. Mohan and Narayanaswamy (2018) conjointly showed that there was no significant distinction in the Teaching competence of secondary school male and female teachers. Rana and Shivani (2019) found no significant differences between the teaching competencies of male and female teachers. However, significant differences exist among secondary school teachers' teaching competence on their school location, school type, subject background, qualifications, and all teaching skills. Aliakbari and Kafshgar (2013) unconcealed that teachers differ significantly in some of sense of responsibility aspects in relation to gender, average student number, and graduation years. Females' sense of responsibility for teaching was more than that of males. However, the findings revealed that teachers didn't differ significantly on sense of responsibility in relation to age, school type, school location, marital status, educational level, and years of experience. Matteucci and Kopp (2013) unconcealed that the teachers sense of perceived responsibility is influenced by personal and contextual variables and perceived school positive climate concerning the relationships with students. The study also showed that the teachers who declared that teaching was absolutely their first-choice career obtained significantly higher values on all the responsibility scores. Lauermann (2016) studied on teacher's professional competency and sense of responsibility through understanding the links with pedagogical knowledge. The results show that general pedagogical knowledge has a positive association with sense of responsibility and Teacher's sense of

responsibility comes to be lower among older teachers than younger teachers.

### Research Objectives

1. To find the relationship between teaching competence and sense of responsibility among secondary school teachers.
2. To find the difference between teaching competence of secondary school teachers with respect to their gender.
3. To find the difference between the teaching competence of secondary school teachers with respect to locale.

### Hypotheses of the study

1. There exists a significant relationship between teaching competence and sense of responsibility among secondary school teachers.
2. The teaching competence of secondary school teachers differ significantly with respect to gender.
3. The teaching competence of secondary school teachers differ significantly with respect to locale.

### Methodology of the study

The present study is descriptive in nature and data collection is carried out through the Survey Method. Data collection was planned through the identification of Districts, Blocks, Clusters and Government High schools, and Government senior secondary schools from each cluster and finally teachers from each school.

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 (Ludhiana, Jalandhar, Hoshiarpur, and Sangrur) of Punjab. Multistage and proportionate sampling was used for a more comprehensive investigation. In the first stage, the First four districts were selected on the basis of the highest number of

government high and senior secondary schools in each district in ascending order. In the second stage, Blocks were selected randomly by lottery method from each district in a proportionate manner. In the third stage, clusters were selected from each block randomly in a proportionate manner. In the fourth stage, schools were selected from each cluster randomly in a proportionate manner. In the fifth stage, teachers were selected from each school by consulting the Principal in a proportionate manner. In the sixth stage, scale on general teaching competence was given to the teachers for the exploration of the study.

### Statistical tools used

In the present study different tools were used to collect data. The present study is descriptive in nature. The researcher has constructed, developed, and standardized Teaching Competence Scale and Sense of Responsibility scale for teachers in Indian conditions.

### Statistical techniques used

- Descriptive statistical techniques were used such as mean, median, standard deviation, and t-test.
- Product moment correlation worked out to study the relationship between teaching competence and sense of responsibility among secondary school teachers.

### Results and Discussion

#### 1. The relationship between teaching competence and sense of responsibility among Secondary School Teachers

To respond the first hypothesis posed in the study, product-moment correlation was run to investigate the relationship between teaching competence and sense of responsibility. As it is indicated in Table 1, there is a significant correlation between teaching competence and sense of responsibility ( $r=.50$ ).

**Table-1 Coefficient of Correlation between teaching competence and sense of responsibility of Secondary School Teachers**

Variables	category	N	r	Sig./NS
Teaching competence and Sense of responsibility	Secondary school teachers	500	0.50	Sig. at .01 level
	Male teachers	167	0.54	Sig. at .01 level
	Female teachers	333	0.48	Sig. at .01 level
	Rural teachers	325	0.48	Sig. at .01 level
	Urban teachers	175	0.52	Sig. at .01 level

As a significant relationship was found between teaching competence and sense of responsibility among secondary school teachers irrespective of their gender and locale, therefore **Hypothesis 1** stating, “There exists a significant relationship between teaching competence and sense of responsibility among secondary school teachers” stands accepted. The above finding is supported by Lauermann and Konig (2016) who found that teacher's professional competency has a positive

association with teacher's sense of responsibility.

## 2. The difference between teaching competence of secondary school teachers with respect to gender

In order to find if there exists any difference in teaching competence of male teachers and female secondary school teachers, the test of significant difference between the means of the sample through 't' test was calculated. The detail of the result had been presented in table 2.

**Table 2. Significance of Difference between Mean Scores of teaching competence among Male and Female Secondary School Teachers (N=500)**

Group	Variable	N	Mean	S.D	SE <sub>M</sub>	t-ratio	Sig./Not Sig.
Male Secondary School Teachers	teaching competence	167	144.46	15.81	1.22	0.16	Not Sig.
Female Secondary School Teachers		333	144.22	15.54	0.85		

**Table 2** revealed that the mean scores of **teaching competence** among male and female secondary school teachers as 144.46 and 144.22 respectively. The t-ratio is calculated as 0.16 with  $d_f=498$  which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of **teaching competence** among male and female secondary school teachers. Therefore, hypothesis 2 stating, “There is a significant difference in teaching competence of female and male secondary school teachers”, stands rejected. These findings are in line with (Lauermann and Konig, 2016; Sijila Das and Nalinilatha,2017; Mohan and

Narayanaswamy, 2018; Basapur, 2019; Rana and Shivani, 2019) who found that no significant difference exists between male and female secondary school teachers in relation to teaching competence.

## 3. The difference between teaching competence of secondary school teachers with respect to locale.

In order to find if there exists any difference in teaching competence of rural and urban secondary school teachers, the test of significant difference between the means of the sample through 't' test was calculated. The detail of the result had been presented in table 3.

**Table-3. Significance of Difference between Mean Scores of teaching competence among Rural and Urban Secondary School Teachers (N=500)**

Group	Variable	N	Mean	S.D	SE <sub>M</sub>	t-ratio	Sig./Not Sig.
Rural Secondary School Teachers	Teaching competence	325	143.35	15.46	0.86	1.86	Not Sig.
Urban Secondary School Teachers		175	146.07	15.79	1.19		

**Table-3** revealed that the mean scores of **teaching competence** among rural and urban secondary school teachers as 143.35 and 146.07 respectively. The t-ratio is calculated as 1.86 with  $d_f=498$  which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of **teaching competence** among rural and urban secondary school teachers. Therefore, hypothesis 3 stating, “There is a significant difference in teaching competence of urban and rural secondary school teachers”, stands rejected. The finding is in conformity with the studies conducted by (Liakipoulou;2011 and Bhattacharjee and Carri, 2020) who found that no significant difference exists between rural and urban secondary school teachers in relation to locale.

### Conclusion

The above study gives a clear idea that sense of responsibility is closely related with teaching competence. The teaching competence of teachers is vital. This is because teachers with high teaching competence are able to help the students not only to get the excellent result in the academics, but also they can teach students how to learn in the appropriate way to become the holistic students and sense of responsibility among teachers is essential requirement for positive school climate and student's outcome. There is no doubt that such findings provide some implications for academic practitioners and teachers. As teaching competence is significantly associated to sense of responsibility, educational practitioners are posited to study the teaching competence of teachers before they enter into academic career. In addition, it is recommended that academic practitioners should provide opportunities for teachers to conduct special classes outside the classroom to enhance their skills and to train them through peer discussion. Therefore, the MHRD ministry and schools should have clear policy and long- term program to maintain and upgrade the teaching competence of teachers. By increasing this attribute, their sense of responsibility will improve which will affect students' learning and educational achievement.

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