

The impact of different factors on teaching competencies at secondary level in Pakistan.

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Abstract

The study investigated in to a descriptive research to critically review of the impact of different factors on teaching competencies at secondary level. The study has defined female school teacher's socio cultural problems and environmental problems .The main objectives of the study were to find out the female school teachers, socio cultural problems, and environment problems and to measure the teaching competency of teachers by relationship between teachers and students. The following results were drawn by the researcher in the light of the analysis of the data. The mostly families are in favors of female teacher's job. The result proves that the female spare the time for domestic work due to have half day job. The result proves that professional jealousy is everywhere and mostly it effects on their teaching competency.

Keywords: Socio cultural problems environment problems, Teaching competency and personal school problems.

Introduction

Education is a major instrument for economic and social development. Investment in education is considered as investment in human capital and this increase labour productivity furthers technological innovation and produces rate of return markedly higher then that of physical capital. Education also contributes to poverty reduction by increasing the productivity labor.Chakrabarti (1998) clears that teaching is an important element of educational process and a helping profession.Elliottetal (2000) highlighted that effective teaching requires more than straight forward teaching methods.

Teachers need to know their students well and be able to adapt their teaching styles to a particular classroom and to individual students. Anderson (1991) says that effective teachers are those who achieve the goals they set for themselves or have set for them by others. An effective teacher must possess the knowledge and skill needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. A good teacher needs to concentrate on her students at their current developmental stages. She should teach them according to their individual learning needs and not according to their chronological ages. Therefore, a teacher needs to have to her own philosophy of education to help her to focus on the reasons, why she makes educational decisions for her students. Her philosophy of education need not to be the once presented by different educationist and philosophers it could be a mixture of the ones already available or something new and significant that she found effective in teaching her students. Teaching and learning are important components of education the development of education as a professional field

was largely restricted to the general discipline of philosophy and recently was dominated by psychology. Today other disciplines such as anthropology, economics, political science and sociology have been increasingly important for persons taking education as a profession. It has no specific conceptual domain which would isolate it out from other fields. The main areas of concerns are quality of education, developing curriculum, teaching method and strategies pedagogical issues, school producers and design educational technology training of teacher right are disadvantaged special education and quality of education.

Literature

Teaching is a complex task for performing this task a systematic planning is needed. Teaching is to be considered in terms of various steps and different step constituting the process are called the phases of teaching. According to Aggarwal (2003) three phases of teaching are:

1. Pre-active phase
2. Interactive phase
3. Post active phase

These are independent variables.

1. Teacher as an independent variable.
2. Student as dependent variable.
3. Content and the strategy of presentation as intervening variables.
 - The teacher plans the role of an independent variable. Student is dependent on her in the teaching process. The teacher does the planning organization leading and controlling of teaching for bringing about behavioral changes in the students. She is free to perform various activities for providing learning experiences to students. Students as the dependent variables. The student is required to act according to the planning and organization of the teacher. Teaching activities of the teacher influence the learning of the students.
 - Content and the strategy of presentation as intervening variable. The content determines the mode of presentation telling, showing and doing etc. Teacher is a "Facilitator" in modern age. They know that an important part of their role is to structure learning to ensure success.

Teacher use instructional resources and learning technologies that are appropriate to the age, needs and competencies of the class.

Competent teacher apply broad deep and integrated sets on knowledge and skills as they plan for improvement and revise instruction. Technology proficiency is but one dime new of research on teacher knowledge and teaching standards suggests that overtime effective teachers develop the following skills and behaviors.

1. Teacher knows how to plan and prepare for designing effective curriculum assessment tools, and instruction strategies.
2. Teachers are skilled instructional facilitators.
3. Teachers are reflective practitioners.
4. Teachers are professional committed to life long learning.
5. Teachers know how to direct student through course content.
6. Teachers know how to assess and evaluate student work, how to provide effective feedback and how to apply what they have learned to improve instruction. The quality of education is directly related to the quality of instruction in the classrooms. The teacher is considered the most crucial factors in implementing all educational reforms at the grass roots level. It is a fact that the academic qualifications and knowledge of the subject matter depends on competence and skills of teaching learning process.

According to Roy Killen (2003) Teaching is not only an activity from which one earns her livelihood but it is treated as a profession also. Teaching is a unique and essential

service to the society which involves intellectual exercises on the part of an individual or so called teacher.

Competency means the right way of conveying units of knowledge applications and skills to the students. According to Weiner M. (First five year plan 1955-60) teaching is not recognized as a profession in Pakistan as it is in other parts of the world. Teachers do not fully understand the distastes of their profession and have a low opinion of it. Teacher's work falls into three broad categories intellectual work, emotional work and work organization when we keep all these areas in mind the teacher should be responsive in classroom and school environment which is not possible if the teacher is poorly paid, socially distressed, psychologically distributed, under the pressure of society, parents family and high authorities.

A recent study of the key competencies required teachers in the light of curriculum reforms published by UNESCO suggests that teachers should be facilitating the learning process by creating an environment in which it can take place to be effective. Teachers should be able to determine the needs of each student in relation to a new learning task and then help the pupil.

- Teachers should be able to make the curriculum relevant to the individual child by linking it with the real life problems of the learner and making the student aware of societies concerns.

But there are some factors which have played an important role in shaping and determining the objective of education and the system of education.

Economic Factor: Formal education is possible where production exceeds consumption. This will depend upon the fertility of the soil abundant mineral deposits and proper climatic conditions for work where there is a subsistence economy. This is the reason why poorer and underdeveloped countries have a minimum education for their children while industrially advanced countries keep nearly all their children at school and for a longer time. The educational process is affected by the economical status of individual.

Social Factors: Education reflects the social pattern of society. Even the general social environment in which a teacher moves affect her emotional health favorably or adversely on the street the teachers lives in. The schools teachers and other people, she comes into contact with are predominantly suspicious, worrying quarrel some angry hostile and inclined to flare up into sudden fits of rage the teacher can hardly remain immune to their emotionally distributing influence. Different social problems also leave their effects on the teaching competencies and can be hurdle in running smoothly the learning process.

Environmental Factors:

According to M. Sultan (1963), the physical environment is also considerably potent on its ability to color one's health. A desirable healthy and aesthetically appealing atmosphere is soothing and comforting. It is liable to promote emotional harmony and balance in unhealthy environment on the contrary can become a source of many emotional upset and disturbances. These disturbances become a big obstacle in effective teaching. If the environment is not healthy then how can we expect teaching efficiency from the teachers?

Linguistic Factors: Language is one of the natural factors that helps and influences growth of the educational system of a country. By the difference and clashes of languages the teaching competency can also be affected.

We can say that in secondary level teaching is complex work. Unlike other professions teaching requires simultaneous interaction with large numbers of people. Decisions have to be made quickly and reasonably. No one day is quite similar as previous day, every day they have a lot of opportunity of new experiments and problems.

Methodology

Survey and questionnaire were the main means of the data collection. The self assessment questionnaire was administered on senior teachers. The researcher has used simple Mean, Standard Deviation and Percentage. Ten (10) Towns and their 300 Teachers selected for study. Total 300 Questionnaire were filled by teachers from 50 schools of Ten (10) towns selected from 18 (eighteen) Town of Karachi city.

Analysis

Analysis of the teacher’s opinion regarding the impact of different factors on teaching competencies at secondary level

S.N	Statements	Yes	TSE	NO	\bar{X}	SD
1	Your family is in favor of your job.	94	190	16	152.7	62.865
2	Do you have a time for domestic work?	181	24	95	152.15	54.029
3	You are fit and healthy	228	6	66	190.82	71.83
4	You are punctual during the job timing.	213	2	85	190.7	57.148
5	Your school is near to your residence.	110	5	185	156.2	42.94
6	You are satisfied with the behavior of your head mistress/ Principal.	110	90	100	102.66	8.151
7	Are you satisfied with your time table?	213	2	85	190.783	57.148
6	You are satisfied with the behavior of your head mistress/ Principal.	110	90	100	102.66	8.151
7	Are you satisfied with your time table?	213	2	85	190.783	57.148
8	You suggest to your student to read related books to your course.	190	85	25	160.48	64.714
9	Instructional aids are used during your teaching process.	105	85	110	103.16	10.4
10	You use the different skills in classroom which are taught during training.	140	90	70	112.116	28.09
11	You motivate the student by asking question in the classroom.	100	90	110	102.66	8.15
12	You explain more beside the topic of the book.	180	70	50	136.16	53.5
13	You are satisfied with your salary and grade.	150	100	50	116	31.357
14	You agree that professional jealousy among colleagues effect on teaching Competency.	115	110	75	105.16	76.367

15	You agree that the environment of schools effects on teaching competency.	120	80	100	102.9	14.52
16	What is the reaction of the headmistress about your Performance?	252	37	11	225.22	73.193
16	What is the reaction of the headmistress about your Performance?	252	37	11	225.22	73.193

Result

Table 1: shows that mostly the families were in favour to some extent (T.S.E) due to the social values. However the mean \pm S.D. for this question were represented as mean =152.7 \pm S.D. = 62.865

Table 2: shows that most of the female teachers have spare the time for domestic work due to have half day job while 31% disagreed with it. However the mean \pm S.D. for this question were represented as mean =152.15 \pm S.D. = 54.029

Table 3: shows that mostly female teachers were fit and healthy. However the mean \pm S.D. for this question were represented as mean =190.82 \pm S.D. = 71.83.

Table 4: shows that mostly teachers were punctual during the job timings.

However the mean \pm S.D. for this question were represented as mean =190.7 \pm S.D. = 57.148

Table 5: shows that mostly school teachers were not living near to the school.

However the mean \pm S.D. for this question were represented as mean =156.2 \pm S.D. = 42.94

Table 6: shows that mostly female teachers were satisfied with their administration. However the mean \pm S.D. for this question were represented as mean =102.66 \pm S.D. = 8.151

Table 7: shows that mostly female teachers were satisfied with their administration. However the mean \pm S.D. for this question were represented as mean =102.66 \pm S.D. = 8.151

Table 8: shows that mostly teachers suggested their students to read related books. However the mean \pm S.D. for this question were represented as mean =160.48 \pm S.D. = 64.714

Table 9: shows that mostly the instructional aids were not used during the teaching process. However the mean \pm S.D. for this question were represented as mean =103.16 \pm S.D. = 10.4

Table 10: shows that mostly female teachers used the different skills in classroom which are taught during training. However the mean \pm S.D. for this question were represented as mean =112.116 \pm S.D. = 28.09

Table 11: shows that mostly teachers did not motivate the student by asking question in the classroom. However the mean \pm S.D. for this question were represented as mean =102.66 \pm S.D. = 8.15

Table12: shows that mostly teachers explained more beside the topic of the book.

However the mean \pm S.D. for this question were represented as mean =136.16 \pm S.D. = 53.5

Table 13: shows that mostly teachers were satisfied with their salary and grade.

However the mean \pm S.D. for this question were represented as mean =116 \pm S.D. = 31.357

Table14: shows that mostly teachers agreed that professional jealousy among colleagues effect on teaching competency. However the mean \pm S.D. for this question were represented as mean =105.16 \pm S.D. = 76.367

Table 15: shows that mostly teachers were agreed that the environment of schools effects on teaching competency. However the mean \pm S.D. for this question were represented as mean =102.9 \pm S.D. = 14.52

Table16: shows that mostly teachers were agreed that the reaction of the headmistress about their profession was good. However the mean \pm S.D. for this question were represented as mean = 225.22 \pm S.D. = 73.193

CONCLUSION

The findings of this study will be helpful for the policy makers and decision-makers to understand the causes of low quality of teacher's competence. To develop such strategies that would bring together the key components of society in the teaching learning process Motivation is an important area of teaching and learning process in classroom as well social and economical problems adversely affect the teaching performance of secondary school teachers. Most of the female spare the time for domestic work due to have half day job. Professional jealousy is every where and mostly it affects on their teaching competency. Mostly female teachers are fit and healthy and the family is to some extent in favour of their job. Mostly teachers are not living near the schools so they face many problems to come in school which is also impact on their teaching competency. Mostly teachers are satisfied with the behavior of Head Mistress/Principal. Mostly teachers are satisfied with the time table and suggest students also to read related books to the course. Majority of school teachers are not using audio visual aids due to their carelessness and non availability of audio visual aid. Most of the teachers use different skills in the classroom which are taught during training but question answer techniques and latest techniques are not used in the classroom. Most of the teachers explain beside the topic of the book and they are also satisfied with their salary and grade. Most of the teachers agree that lack of respect is the major social problem. The reaction of the headmistress about most of the performance of teachers is good. Most of the teachers agreed that the performance of teachers may be improved if their problems will be solved but misbehaving among the colleagues does not create problems in teaching competencies. Most of the married female teachers face professional problem with their children. Mostly teachers were agreeing that lack of discipline effects on their teaching competency.

Recommendations

- The interaction between the parents and teachers can only bring about the change in education.
- There must be friendly environment between teachers and students so that student should not hesitate to ask any question.
- The teacher must be trained to teach the student in attractive way to build interest of study in them and for effective education.
- The number of students must not be more than 30 so that more and more attention could be given to every individual.
- There are not enough schools for the children according to population the ratio of student is quite high so more and more schools must be opened.
- The numbers of teachers must be appointed as permanent basis for their mental relief.
- The government personnel must visit these schools to check the performance of the school to guide them but it should be on surprise basis.
- Teaching facilities should be provided to the teachers in the classroom teaching.
- Relaxation should be granted for teachers for further studies.
- Relationship between the teachers and student must be developed positively.

- The teacher should well aware about her instructional objectives before going for teaching.
- Positive reinforcement should be given to student by the teachers,
- Teachers should encourage the interaction through question answer technique among the students.
- Teacher should have a command on subject matters.
- The teacher should know all the techniques and methods of teaching.
- The teacher should be a confident.
- Teacher should now show a very strict behavior due to realize the atmosphere of school.

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