



PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHING COMPETENCIES, ASPIRATIONS AND VOCATIONAL PROBLEMS

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Abstract

Indian Education Commission (1964-66) rightly remarked "The destiny of India is being shaped in her classroom". Similarly, Chhattopadhyaya Commission, 1985 says "No country can go beyond the level of her teachers". Teacher was accepted as next to God in ancient India. He is also called as the "architect of nation", "maker of man", and "the maker of history". It is said that God has created man after his own image, but teacher fashions child after his own image. The child receives second birth at the hands of the teacher.

The objectives for the present study are to study the relationship between teaching competencies and professional development among secondary school teachers.

1. To study the relationship between Aspirations and professional development among secondary school teachers.
2. To study the relationship between Vocational problems and professional development among secondary school teachers.

For the present study secondary school teachers working in Karnataka State considered as population. The 500 considered teachers were selected from Four Educational divisions of Karnataka. The stratified random sampling technique was used. We established linear relationship professional development, teaching competencies, aspirations and vocational problems scores of secondary school teachers by applying the Karl Pearson's product moment correlation coefficient method and the results are presented in this study. Found that professional development depends upon teaching competence, Aspiration, Vocational Problems of secondary school teachers.

Keyterms: Professional Development, Teaching Competence, Aspiration, Vocational Problems, Positive Correlation. Level Of Adjustment.

Introduction

Knowledge is an indispensable part of everyone's life. In each stage of our growing up years, it is very essential. Even an animal can be made to behave, but knowledge as a whole is what differentiates one person from another. It is rightly said that quality of a nation depends on quality of its citizens. The quality of its citizens depends not exclusively but in critical measures upon the quality of their education. The quality of their education depends upon the quality of their teachers. So Indian Education Commission (1964-66) rightly remarked "The destiny of India is being shaped in her classroom". Similarly, Chhattopadhyaya Commission, 1985 says "No country can go beyond the level of her teachers". Teacher was accepted as next to God in ancient India. He is also called as the "architect of nation", "maker of man", and "the maker of history". It is said that God has created man after his own image, but teacher fashions child after his own image. The child receives second birth at the hands of the teacher.

Teaching Competencies and Its Impact

Bhattacharya (2001) studied the degree of teaching competence and the level of adjustment of women student-teachers and found that women student-teachers teaching science and non-science subjects possessed an average level of teaching competence and a moderate level of adjustment with no significant difference between their teaching competence and level of adjustment. In terms of teaching science and non-science subjects, there was a significant correlation between teaching competence and the level of adjustment among women student-teachers teaching science and non-science subjects.

Kaur (1988) studied the development of professional competence of in-service teachers and concluded that teaching competence had a positive correlation with both the process and structure variables. She further stated that in-service training was useful in improving the skills of teachers and added that it had a positive effect on their attitude towards teaching.

Tharyani (1986)³⁹ studied that intelligence and knowledge in their Subject areas was important. Sharma & Kumar (1992)⁴⁰ presented that teachers require level of understanding and expertise in various teaching skills like Promoting pupil participation, using teaching aids, Questioning and the least important were: Closure, Pacing the lesson and Set induction.

Raju, P.V.S.R. (1994)⁴¹ reported planning, presentation of lesson, closing, evaluation and managerial dimensions were the best predictors of teachers' teaching.



Objectives of The Study

The objectives for the present study are as follows:

1. To study the relationship between teaching competencies and professional development among secondary school teachers.
2. To study the relationship between Aspirations and professional development among secondary school teachers.
3. To study the relationship between Vocational problems and professional development among secondary school teachers.

Population and Sample of The Study

The secondary school teachers working in Karnataka State considered as population of the present study. The 500 considered teachers will be selected from Four Educational divisions of Karnataka. The stratified random sampling technique will be used.

Analyses and Results

In this section we established linear relationship professional development, teaching competencies, aspirations and vocational problems scores of secondary school teachers by applying the Karl Pearson's product moment correlation coefficient method and the results are presented in the following section.

Null hypothesis (H₀): No significant relationship between teaching competencies with professional development scores of secondary school teachers

Alternative hypothesis (H₁): A significant relationship between teaching competencies with professional development scores of secondary school teachers

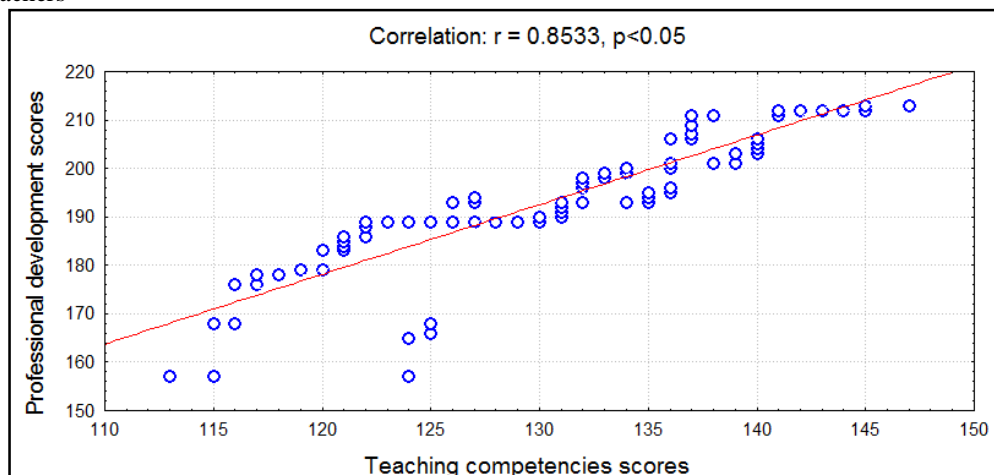
To examine the above null hypothesis, the Karl Pearson's product moment correlation coefficient was applied and the results are presented in the following table.

Table: Summary of Karl Pearson's product moment correlation coefficient between teaching competencies with professional development scores of secondary school teachers

Variables	Correlation coefficient between professional development scores of secondary school teachers with			
	r-value	DF	t-value	p-value
Teaching competencies	0.8533	498	36.5228	0.0001, S

The above table represents the correlation between teaching competencies with professional development scores of secondary school teachers. It clearly shows that, a significant and positive correlation was observed between teaching competencies with professional development scores of secondary school teachers ($r=0.8533$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the teaching competencies with professional development scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in teaching competencies with increase or decrease in professional development scores of secondary school teachers. The relationship is also presented in graphically in the following graph.

Figure: Scatter diagram of correlation coefficient between teaching competencies scores with professional development scores of secondary school teachers





Null hypothesis (H0): No significant relationship between aspirations with professional development scores of secondary school teachers

Alternative hypothesis (H1): A significant relationship between aspirations with professional development scores of secondary school teachers

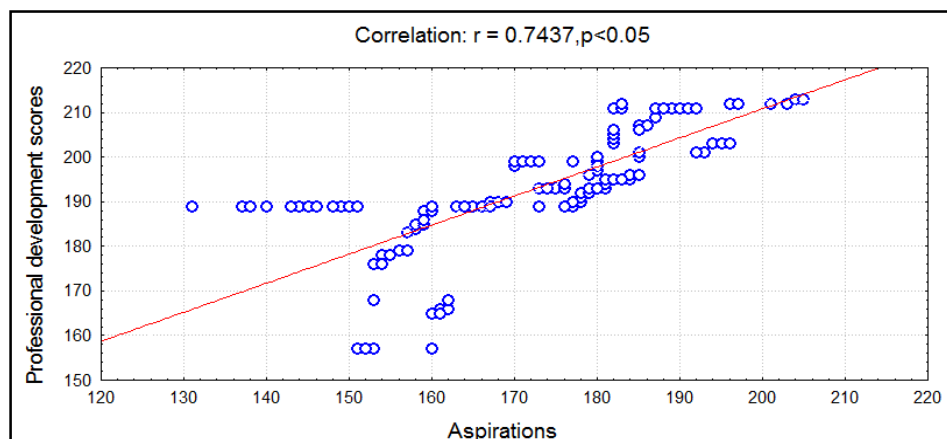
To examine the above null hypothesis, the Karl Pearson's product moment correlation coefficient was applied and the results are presented in the following table.

Table: Summary of Karl Pearson's product moment correlation coefficient between aspirations with professional development scores of secondary school teachers

Variables	Correlation coefficient between professional development scores of secondary school teachers with			
	r-value	DF	t-value	p-value
Aspirations	0.7438	498	24.8310	0.0001,S

The above table represents the correlation between aspirations with professional development scores of secondary school teachers. It clearly shows that, a significant and positive correlation was observed between aspirations with professional development scores of secondary school teachers ($r=0.7438$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the aspirations with professional development scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in aspirations with increase or decrease in professional development scores of secondary school teachers. The relationship is also presented in graphically in the following graph.

Figure: Scatter diagram of correlation coefficient between aspirations with professional development scores of secondary school teachers



Null hypothesis (H0): No significant relationship between vocational problems with professional development scores of secondary school teachers

Alternative hypothesis (H1): A significant relationship between vocational problems with professional development scores of secondary school teachers

To examine the above null hypothesis, the Karl Pearson's product moment correlation coefficient was applied and the results are presented in the following table.

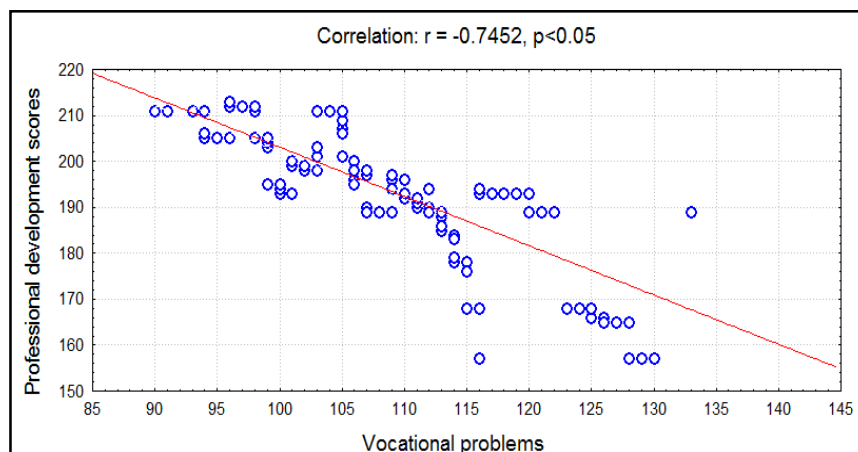
Table: Summary of Karl Pearson's product moment correlation coefficient between vocational problems with professional development scores of secondary school teachers.

Variables	Correlation coefficient between professional development scores of secondary school teachers with			
	r-value	DF	t-value	p-value
Vocational problems	-0.7452	498	-24.9386	0.0001, S



The above table represents the correlation between vocational problems with professional development scores of secondary school teachers. It clearly shows that, a significant and negative correlation was observed between vocational problems with professional development scores of secondary school teachers ($r=-0.7452$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the vocational problems with professional development scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in vocational problems with decrease or increase in professional development scores of secondary school teachers. The relationship is also presented in graphically in the following graph.

Figure: Scatter diagram of correlation coefficient between vocational problems with professional development scores of secondary school teachers



Null hypothesis (H0): No significant relationship among teaching competencies, aspirations and vocational problems scores of secondary school teachers

Alternative hypothesis (H1): A significant relationship among teaching competencies, aspirations and vocational problems scores of secondary school teachers

To examine the above null hypothesis, the Karl Pearson’s product moment correlation coefficient was applied and the results are presented in the following table

Table: Summary of Karl Pearson’s product moment correlation coefficient significant relationship among teaching competencies, aspirations and vocational problems of secondary school teachers

Variables	Teaching competencies	Aspirations	Vocational problems
Teaching competencies	-- --		
Aspirations	0.8660 P=0.0001,S	-- --	
Vocational problems	-0.7840 P=0.0001,S	-0.6140 P=0.0001,S	-- --

The above table represents the correlation between teaching competencies with aspirations scores of secondary school teachers. It clearly shows that,

- A significant and positive correlation was observed between teaching competencies with aspirations scores of secondary school teachers ($r=0.8660$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the teaching competencies with aspirations scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in teaching competencies with increase or decrease in aspirations scores of secondary school teachers.
- A significant and negative correlation was observed between teaching competencies with vocational problems scores of secondary school teachers ($r=-0.7840$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the teaching competencies with vocational problems scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in teaching competencies with decrease or increase in vocational problems scores of secondary school teachers.



- A significant and negative correlation was observed between aspirations with vocational problems scores of secondary school teachers ($r=-0.6140$, $p<0.05$) at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It concludes that, the aspirations with vocational problems scores of secondary school teachers are dependent on each other. In another word, the increase or decrease in aspirations with decrease or increase in vocational problems scores of secondary school teachers.

Conclusion: In the present study it is found that there is positive relationship between Professional development and teaching competencies, Aspirations and vocational problems of secondary school teachers.

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