

A study on Skill and performance of higher secondary school teachers –Competency mapping and analysis

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Abstract

Teachers are the soul of the younger generation. They ignite light to the students for equipping themselves and to reach heights in their life. So, it is mandatory for a teacher to have suitable understanding of human nature, their needs and developmental principles, technology advancements, etc.,. Simple possession of knowledge and certified qualification does not give assurance for a teacher to meet the competency. Day by day the role of teacher is changing. Due to extension of roles and responsibilities teacher need to show high order of professionalism both inside and outside the classroom. It is unfeasible for a teacher to have all competencies in perfect combination though training and experience lead teacher towards proficiency. Quality teaching has become an issue of magnitude as the background of higher education has been facing continuous changes. This research article focuses on how competencies match with the skill and how the performance to be executed.

Keywords: - *Competency mapping, quality teaching, skill, performance, training*

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I. Introduction

Competency mapping identifies individuals' strengths and weaknesses. The aim is to enable the person to better understand him or herself and to point out where career development efforts need to be directed. New students call for new teaching methods. Modern technologies have entered the classroom, modifying the nature of the interactions between students and teachers. Government, students, their families, the employers, fund providers increasingly demand value for their money and desire more efficiency through teaching. Hanushek, Kain and Rivkin(1998), Some key competencies for a teacher is the competency needed to perform the professional activity and it includes information communication competency, social working competency, language competency, socio cultural competency etc., some special competencies represent the level of competencies of teachers for the content of the subject they teach and for the research of their own practice, in order to create one's own style of teaching, in the function of better achievement of students.

1. Factors affecting competency of school teachers

The literature stresses that "good teachers" have empathy for students, they are generally

Good teachers always have empathy for students they are experienced teachers and most of all are organized and expressive. "Excellent teachers" are those who have passions: passions for learning, for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors. In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Naik (1998) explains that teaching is dignified, but demanding occupation. In order for teachers to maintain a high level of professional performance under these conditions, they must assume personal responsibility for their own performance, growth and development. Teachers are the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role.

Teachers must be seen as part of the solution, not part of the problem. Poor pay, low status and morale are key causes of poor performance and corrupt behavior in the public sector. Across the world, millions of

teachers, most of them women, are working tirelessly for poverty wages educating the next generation. Smith and Glenn, (1994) explains that internal factors have an impact on teachers feeling of success and a number of external forces can either aid or hinder a teachers success. There are number of factors that influence teacher performance. Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Teachers are no exception. Low pay and student conduct problems in the classroom are just a couple of issues that teachers face. Low morale among teachers is another very important problem that must be addressed if the problem of teacher shortages is going to change and ultimately improve. In order to work toward a solution, the first step is to identify those factors that have the greatest impact on morale levels, both negative and positive.

2. SIGNIFICANCE OF THE STUDY

This study focuses on the teachers who teach subjects for higher secondary students especially those who are in plus one and plus two for the betterment of higher secondary education. It states the competencies which are required to teach them and they help the institutions also to have an effective contribution for the upliftment. We can see directly that a competent teacher will help to have better quality and promote the students to have better future. Competency of a teacher means constant updating and refinement in knowledge, skill, and positive attitude towards profession is becoming inevitable to create not only educated youths but also make them to climb the ladder which suits correctly. Teachers are the potential instrument of National Development. Therefore, this study has made an effort to understand the most essential teaching competencies needed by teachers who teach higher secondary education. These competencies can be targeted upon to ensure an effective teaching and learning process, ultimately result in successful students. This research study helps to identify the factors that which influence competencies of a teacher. The results of the study help all educational institutions to create a satisfied working environment through targeting a satisfied work force which delivers efficient and effective performance. On the other hand this study also helps the institutions to select the right person for the right job for and ensure that the human resource based activities like training, development, performance appraisal and succession planning is based on the right set of competencies.

II. Review Of Literature

Higher education of any country will always play a key role in development. In this perspective educational institutions should concentrate and focus on competency development in skill and ability of post graduate faculty to render their roles properly. This strengthens the statement given by NAAC (2003). If we benefit from huge investment that we have made in education our teachers must be enabled and motivated to commit themselves personally and professionally to all round development of students. Chandan Maheshkar 2015 states that competency mapping scale not only help institutions by providing blue print for the entire behavioral scope that fabricate excellent performance but also useful tool to guide University teaching personnel development. Devakar G.A 2013 states that objective of competency mapping is to understand the competencies required to fulfill the job role requirement and institutional performance and assess determination of one's strengths as an individual worker and in some cases as part of institutions. It actually examines Emotional Intelligence, Individual Strength in areas of structure, leadership and decision making. Dr ShwetaTiwar, (mishra) (2012) in the study "Skill, Competency and Employability through Business Education" has examined industrial competency requirement and the current skill of the students. .

III. Objectives of the study

- ❖ To analyze the relationship between the skills required and how it links with the performance of the higher secondary school teachers.
- ❖ To evaluate the skills and performance of higher secondary school teachers using competency mapping.
- ❖ To find out the skills that develops the name and fame of the school.

IV. Methodology of the study

The main objective of the study has been achieved with the help of primary data after preparing a structured questionnaire and it was sent to school teachers through Google forms. Data was collected from 250 respondents and the data was properly analyzed with the help of SPSS. The sampling technique used for this study is random sampling. The study area selected is the PG teachers who are working in Cuddalore, Villupuram and Thiruvannamalai districts.

V. Analysis and Interpretation of the data

I. Socio Economic Characteristics of the respondents (the main socio economic factors taken for this research study is age, gender, years of experience, working in government of private school, marital status, etc.,)

. TABLE 1 - SOCIO ECONOMIC CHARACTERISTICS OF RESPONDENTS

Competency Mapping

NATURE		FREQUENCY	PERCENTAGE
AGE	25 -35 YEARS	80	32.0
	35 – 45 YEARS	72	28.8
	45 YEARS AND ABOVE	98	39.2
GENDER	MALE	145	58
	FEMALE	105	42
YEARS OF EXPERIENCE	FRESHER AND LESS THAN 5 YEARS	107	42.8
	5 – 15 YEARS	89	35.6
	15 YEARS AND ABOVE	54	21.6
MARITAL STATUS	MARRIED	165	66
	UNMARRIED	85	34
NATURE OF ORGANISATION	GOVERNMENT	82	32.8
	PRIVATE SCHOOL	102	40.8
	AIDED SCHOOL	66	26.4

SOURCE: PRIMARY DATA

The above data clearly states that socio economic characteristics of the respondents and it clearly indicates that majority of the respondents are male members. About 66% of the respondents got married. Majority of the respondents are working in private schools. And about 43% of the respondents have less than 5 years of teaching experience. They are the people who entered into the teaching field just after completion of their post graduation and bachelor of education.

FACTORS WHICH INFLUENCE THE COMPETENCIES OF TEACHERS.

For analyzing the various factors that affect the teaching competencies 16 criteria have been considered in this study and these are the primary factors influencing the teaching profession. By analyzing the factors, the dimension reduction method has been used by applying factor analysis.

Before applying the factor analysis, it is obligatory to test the data adequacy test for the information collected from the respondents. The Kaiser-Meyer-Olkin test and Bartlett’s test of Sphericity is applied. The final result as,

TABLE 2 – KMO AND BARLETT’S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.920
Bartlett’s test of sphericity	Approximate chi square	2522.28
	df	120
	significance	0.0000

SOURCE – PRIMARY DATA

The measure of sampling adequacy test value shows 0.920 that the data is adequate for applying factor analysis (>0.700). The Bartlett’s test indicates the significance result for applying the factor analysis. The p value is 0.000<0.01. Hence, the factor analysis is suitable for the study.

Communalities

TABLE 3 – COMMUNALITIES EXTRACTION

FACTORS	INITIAL	EXTRACTION
Relationship with others (students, parents, other teachers, management)	1.000	0.725
Students acceptance to adapt new technologies	1.000	0.666
Students level of responsibility with teachers (motive)	1.000	0.584
Training and development helps to enhance knowledge and skill	1.000	0.623
Feedback from students	1.000	0.563
Work environment	1.000	0.722
Infrastructure inside the campus	1.000	0.593
Job security, satisfaction and positioning	1.000	0.711

Goal achievement	1.000	0.558
Performance appraisal process	1.000	0.595
Career option to act as a teacher	1.000	0.666
Skill and performance	1.000	0.644
Result from students(Passing percentage)	1.000	0.527
Easy accessibility to the working place(distance between school and living residence)	1.000	0.504
Opportunity to switch from one place to another place(transfer because of personal reasons)	1.000	0.614
Flexible working environment	1.000	0.636
PRINCIPAL COMPONENT ANALYSIS		

The above factor analysis communalities extraction varies from 0.504 to 0.725. It clearly indicates that the data collected is useful for and valid for further interpretation.

Table 4 Rotated Component Matrixes

FACTORS	Component		
	1	2	3
Relationship with others (students, parents, other teachers, management)	0.144	0.800	0.012
Students acceptance to adapt new technologies	0.790	0.112	0.032
Students level of responsibility with teachers (motive)	0.699	0.162	0.100
Training and development helps to enhance knowledge and skill	0.698	0.270	0.250
Feedback from students	0.521	0.430	0.003
Work environment	0.721	0.242	0.030
Infrastructure inside the campus	0.070	-0.037	0.693
Job security, satisfaction and positioning	0.268	0.489	0.093
Goal achievement	0.699	0.332	0.186
Performance appraisal process	0.492	0.600	0.032
Career option to act as a teacher	0.237	0.702	0.116
Skill and performance	0.638	0.246	0.171
Result from students(Passing percentage)	0.683	0.249	0.154
Easy accessibility to the working place(distance between school and living residence)	0.340	0.600	0.172
Opportunity to switch from one place to another place(transfer because of personal reason)	0.633	0.360	0.002
Flexible working environment	0.120	0.200	0.746
Principal component analysis Varimax and Kaiser Normalization			

The 16 factors are grouped in to 3 components. They are skill, job and management related factors.

SKILL RELATED FACTORS	JOB RELATED FACTORS	MANAGEMENT RELATED FACTORS
PERSONAL AND FAMILY RELATIONSHIPS	CAREER DEVELOPMENT AND TRAINING	JOB POSITION AND RESPONSIBILITY
READY TO LEARN NEW TECHNOLOGIES	FLEXIBLE WORK ENVIRONMENT	OPPORTUNITY TO SWITCH FROM ONE PLACE TO ANOTHER
ACCEPTANCE OF RESPONSIBILITY	CAREER OPTION TO ACT AS A TEACHER	EASY ACCESSIBILITY
RESULT FROM STUDENTS	JOB SECURITY, SATISFACTION AND POSITIONING	PERFORMANCE APPRAISAL PROCESS
GOAL ACHIEVEMENT	FEEDBACK FROM STUDENTS	INFRASTRUCTURE

VI. Conclusion

Competency mapping is done to analyze the skill and performance of post graduate school teachers in Villupuram, Cuddalore and Thiruvannamalai districts. From this study the competency of teachers mapped with factors namely skill, job and management related factors. It is imperatively proved that the skill includes acceptance of responsibility, student's results and goal achievement. The line that competency mapped with skill to job and job to management. It is evident that teacher need to have self assessment about their performance and qualification, and self assessment should be done to creative activities with reference to innovative methods of teaching according to the time situation and demand. Teachers need to sharpen their skills in involving themselves in preparing study materials for their subjects and motivate the students to write in their exams.

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