



Continuous and comprehensive evaluation at high school level-competencies of teachers

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Abstract: Education is the process of enlightenment and empowerment of the human beings for quality of life. The larger part of education is to prepare futuristic citizens for a meaningful and productive life in a globalised society. There is a dire need to strengthen the education system even more so in a pluralistic society which addresses itself to a heterogeneous group. Evaluation is a means of realizing the extent to which we have been successful in imparting such an education. The source of true and holistic education is the teacher. Hence, the present investigation was undertaken to study the competencies of high school teachers regarding different aspects of continuous and comprehensive evaluation. The data for the present investigation was collected from 600 high school teachers from East Godavari district of Andhra Pradesh with the help of a rating scale to know teachers' competencies to implement continuous and comprehensive evaluation. The data was analysed using suitable statistical techniques.

Keywords: Teacher Competencies, Continuous and Comprehensive Evaluation, High School Teachers.

Introduction

The scheme of Continuous and Comprehensive Evaluation brings about a paradigm shift from examination to effective pedagogy. We need to look at the holistic assessment of a learner which also includes co-scholastic area of life skills, attitudes and values, sports and games as well as co-curricular activities. The Govt. of Andhra Pradesh has introduced CCE system in high schools of A.P. few years back. In this system, teachers' work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose teachers' need to be well trained and competent to perform their jobs. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the

classroom as well as in the school and community in genuinely professional manner, then a high quality learning among human students may result in cognitive, affective and psychomotor areas of development. Improving teaching performance through more effective teacher preparation. Therefore, is an essential ingredient in solving most educational problems.

Need of the Study

This study will give us a platform to see the performance of teachers on selected indicators. Quality indicators are necessary to control the system. Thus the development of quality indicators on the basis of performance of teachers in this study is quite pertinent. As per the requirement of local conditions, no standardized and academically accepted tool is available to measure the competencies of high school teachers.



This need advocates for the construction of a reliable and valid tool which the present study is to do.

There are very few studies conducted in India and other countries. Whatever studies are available related to this area reveals that evidence in this regard is not comprehensive. The study is important from both, the educational and the sociological points of view.

Review of Related Literature

Jarrar Ahmad, Mohd. Ahmad Khan (2016) explored *a study of teaching competency of secondary school teachers in relation to their educational qualification, stream and type of school* and found that science stream teachers are competent than art stream teachers.

Mohinder Singh and Sheojee Singh (2015) conducted *a study of teaching competencies of school teachers in relation to their ICT and teacher effectiveness*. The results found that there is no significant relationship between teaching competence and attitude towards ICT.

Armin Mahmoudi (2014) explored *'Reflection of competency among teachers on students learning'* and found that the teachers' competency shows better performance in their job and it also gives high effectiveness in students' learning. According to the results, mutually the male and the female teachers have similar attitudes towards their teaching competency and they also have shown the similar classroom performance.

Objectives of the study

The study has been devised with the following objectives:

1. To study the significant difference if any between rural and urban high school teachers in their competencies to implement CCE.

2. To study the significant difference if any between government and private high school teachers in their competencies to implement CCE.

Hypotheses of the study

In the light of the above objectives, the following hypotheses have been formulated for the purpose of the present study:

i). There is no significant difference between Urban and Rural teachers' competencies to implement CCE.

ii). There is no significant difference between Government and Private school teachers' competencies to implement CCE

Methodology

Method

Descriptive survey method of research has been employed for the present study.

Sample of the study

A sample of 600 high school teachers selected from 100 high schools was drawn by adopting stratified random sampling technique from four revenue divisions of East Godavari District.

Variables

Dependent Variable : Teacher Competencies

ii) Independent Variables: sex, locality, type of management

Tool used

A Teacher Competencies Scale developed by the investigator was the tool used for collecting the relevant data. The item in the scale are given under eight dimensions

viz., Conceptual Competencies (TC₁), Content Competencies (TC₂), Transactional Competencies (TC₃), Competencies related to other educational activities (TC₄), Competencies to develop Teaching Learning Material (TC₅), Evaluation Competencies (TC₆), Management Competencies (TC₇) and Competencies related to working with



parents, Community and other agencies (TC₈). The scale consisted of 52 items each to be rated on a three point scale. As per the scoring procedure i.e. weights of 3, 2 and 1 were given respectively for the responses marked Always, Sometime and Never. A pilot study was conducted on a sample of 600 teachers. Item analysis was carried out. The reliability and validity of the scale were established as 0.85 and 0.92 respectively.

Data collection

The researcher took permission from the heads of the schools for the collection of data from the selected schools. Before distributing teacher competencies scale, the purpose of the study was conveyed to them and detailed instructions for giving responses to the items of the scale were explained and clarified doubts. After collection of the data, the data were analysed using appropriate descriptive and inferential statistical techniques.

Statistical Techniques used

Descriptive inferential statistical techniques viz. Mean, standard deviation, t-test and F-test have been used to test the hypotheses.

Results and Discussion

To study the influence of background variables such as Locality and Management on teacher competencies of high school teachers to implement CCE, the data was tested for normality and the distribution follows normality. The following tables present the results:

Hypothesis-1: There is no significant difference between Urban and Rural teachers' competencies to implement CCE

The hypothesis is verified using t-test technique and the results are given in Table No- 2

Form the Table No-1, it is observed that the calculated t-values for the dimensions Conceptual Competencies, Content Competencies, Transactional Competencies, Evaluation Competencies, and Management competencies are not exceeding the table t-value (1.96) at 0.05 level for $df=598$. So, the calculated t-values for these 5-dimensions are not significant. Hence, the null hypothesis accepted in than case of for the dimensions In other words there exists no significant difference in the mean scores of competencies of urban and rural school teacher regarding Conceptual Competencies, Content Competencies, Transactional Competencies, Evaluation Competencies, and Management competencies

Further, for the dimensions Competencies related to other educational activities, Competencies to develop Teaching Learning Material and Competencies related to working with parents, Community and other agencies, the computed t-values are greater than the critical t-value (1.96) at 0.05 level for $df=598$. So for these 3-dimensions the calculated t-values are significant. Therefore, the Hypothesis-1 is rejected.

Hence, it is concluded that there exists significant influence of locality of the school on different dimensions of the teachers competencies such as Competencies related to other educational activities, Competencies to develop Teaching Learning Material and Competencies related to working with parents, Community and other agencies In other words, the urban and rural teachers differ significantly in their competencies to implement CCE.



Table no-1: Table showing the Influence of 'Locality of the school' on teachers Competency scores-dimension- wise.

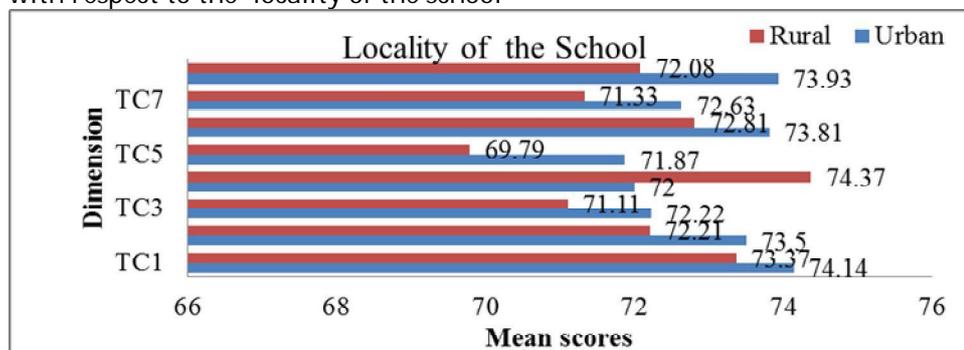
Sr. No	Dimension	Locality of the school				t-value	Level of significance
		Urban (N=350)		Rural (N=250)			
		Mean	S.D	Mean	S.D		
1	Conceptual Competencies	74.14	8.83	73.37	8.37	1.08	@
2	Content Competencies	73.50	8.76	72.21	8.82	1.77	@
3	Transactional Competencies	72.22	9.58	71.11	9.69	1.39	@
4	Competencies related to other educational activities	72.00	10.96	74.37	12.01	2.51	*
5	Competencies to develop Teaching Learning Material	71.87	10.40	69.79	10.74	2.38	*
6	Evaluation Competencies	73.81	9.29	72.81	8.07	1.36	@
7	Management Competencies	72.63	10.08	71.33	10.18	1.54	@
8	Competencies related to working with parents, Community and other agencies	73.93	9.68	72.08	9.33	2.35	*
Over all competencies		73.18	3.58	72.24	3.64	3.15	**

Note: @ not significant at 0.05 level,* significant at 0.05 level and ** Significant at 0.01 level.

Further, it is noticed from Table no-1, that the calculated t-value for overall competency is greater than the tabled t-value (2.58) at 0.01 level for df = 598. So the obtained t-value is significant for the overall competencies of teachers. Hence, the formulated Hypothesis-1 is rejected. Therefore it is concluded that

there exists significant influence of 'locality' on the competencies of teachers to implement CCE. That is the rural and urban Teachers differ in their Competencies to implement CCE. Contradictory results were noticed by Sharma (1979), Selvam (2010) and Himabindu (2012).

Fig-1: Mean scores of teacher competencies of high school teachers dimensions-wise with respect to the 'locality of the school'





Hypothesis-2: To study the significant difference if any between government and private high school teachers in their competencies to implement CCE.

The hypothesis is verified using t-test technique and the results are given in Table - 3

Table 2: Table showing the influence of 'Types of Management of the school' on teachers competency scores-dimension wise.

Sr. No	Dimensions	Types of Management of the school				t-value	Level of significance
		Govt. (N=338)		Private(N=263)			
		Mean	S.D	Mean	S.D		
1	Conceptual Competencies	74.44	8.02	73.01	9.32	1.98	*
2	Content Competencies	72.99	8.55	72.90	9.07	0.12	@
3	Transactional Competencies	71.92	9.46	71.54	9.85	0.48	@
4	Competencies related to other educational activities	72.35	11.05	73.84	11.72	1.58	@
5	Competencies to develop Teaching Learning Material	71.86	10.71	69.87	10.29	2.23	*
6	Evaluation Competencies	73.63	8.92	73.08	8.46	0.78	@
7	Management Competencies	72.84	10.39	71.09	9.61	2.16	*
8	Competencies related to working with parents, Community and other agencies	73.74	9.93	72.39	9.15	1.77	@
Over all competencies		73.12	3.57	72.35	3.63	2.75	**

Note: @ not significant at 0.05 level, * significant at 0.05 level and ** Significant at 0.01 level.

From the Table no-2, it is observed that the calculated t-values for the dimensions Conceptual Competencies, Competencies to develop Teaching Learning Material, Management Competencies, and overall competency are greater than the table t-value (1.96) at 0.05 level for df = 598. So the calculated t-values for all these dimensions are significant. Hence, the null hypothesis for the dimensions Conceptual Competencies, Competencies to develop Teaching Learning Material, Management Competencies, and overall competency are rejected. In other words

for the Conceptual Competencies, Competencies to develop Teaching Learning Material, Management Competencies, and overall competency there exists significant difference in the mean scores of competencies of teachers of Government and Private Schools.

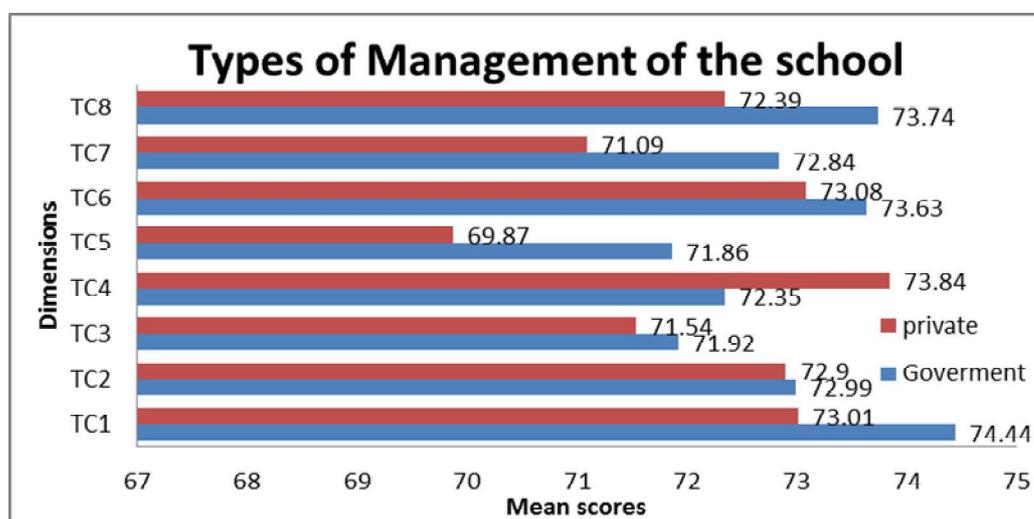
Further, for dimensions Content Competencies, Transactional Competencies, Competencies related to other educational activities, Evaluation Competencies and Competencies related to working with parents, Community and other agencies the tabled t-values



are less than the tabled t-value (1.96) at 0.05 level for $df=598$. So for these 5-dimensions the calculated t-values are not significant. Therefore, the hypothesis-2 is accepted. Hence, it is concluded that there exists no significant influence of type of management of the school on the teacher competencies to implement CCE.

Hence, the formulated null Hypothesis-2 is rejected. Therefore, it is concluded that the type of management influences the Competencies of Teachers to implement CCE. That is the Government and Private School teachers differ in their Competencies to implement CCE. Contradictory results were noticed by Himabindu (2012) and Jarrar and Khan (2016).

Fig-2: Mean scores of dimensions-wise teacher competencies of high school teachers with respect to the 'Type of Management of the school'.



Findings of the study

'Locality' has significant influence on overall competency of teachers and different dimensions of competency such as development of teaching learning material, working with parents, community and other agencies and other educational activities to implement CCE, whereas rural and urban teachers differ significantly in their competencies to implement CCE. It has no significant influence on the other dimensions of competencies such as conceptual competencies, content competencies, transactional competencies, evaluation competencies and management competencies.

There is significant influence of 'Type of management' of the school on different dimensions of teacher competencies such as conceptual competencies, competencies to develop teaching learning material, management competencies and overall teacher competency only.

Educational Implications of the Study

Continuous and Comprehensive Evaluation refers to system of school based evaluation of student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives are continuity in evaluation and assessment



of broad based learning and behavioural outcomes on the other. As regards the competencies of teachers in implementation of CCE, it was found that urban teachers are more competent than the rural teachers regarding Competencies to develop Teaching Learning Material, Competencies related to working with parents, Community and other agencies and overall competencies. Similarly the Govt. school teacher is more competent than the private school teachers regarding Conceptual Competencies, Competencies to develop Teaching Learning Material, Management Competencies and overall competences. That means teachers working in urban government schools are more competent than the other teachers in implementing CCE. Therefore, training input must reflect in the actual classroom teaching process. It should be activity based and strong monitoring mechanism need to be developed at the institution level in particular, regional and the National level.

Hence, to make teachers professionally competent they need to be trained in ten vital areas as suggested by NCTE (1998) viz., contextual, conceptual, content, transactional, educational activities, developing teaching learning material, evaluation, management, working with parents, community and other agencies. Further, teachers need to study variety of books for ensuring effective delivery system in the classroom situation. Also, through assessment of their own deficiencies and seeking information and resource support from different educational institutions and other sources, help the teachers develop competency to perform functions effectively.

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