

Professional Development and Competency Level of Social Science Teachers

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ABSTRACT

Education means reconstruction (or) reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences. The goal of education is to shape people so that they develop integral multi-facet personalities and is able to carry out fully their social role by developing their intellectual, physical and spiritual capacities and encouraging remove elevated level of human feeling and aesthetic taste, thus turning the ideological principle into personal connections and habits of behavior. Professors are groups of people with common goals who have attempted to institutionalize or systematize their patterns of behaviour. All professions attempt to establish a standard of behaviour which clearly evident to member and non-member alike. As much as there are many professions, there is likely to be a wide variety of standards. Professional development training courses are not only applicable to people in business or management, but are also important for professionals such as Social Science teachers. Some of these professional courses are officially recognized and certify the candidates, on completion. This recognition is an added advantage of being trained at professional development institutes. The knowledge and skills that Social Science teachers gain during their pre-service education days may not serve them for all time to come in a rapidly changing world. Professional development programs or in-service education is meant for updating and broadening the knowledge and skills of social science teachers.

1. Introduction

A calling may be portrayed as an occupation which requires particular information or propelled learning. An expert is one who can get a reserve of information, extent of abilities and their application in the administration of humankind. In this manner proficient method having a spot with a calling, showing the bent of a readied individual: doing particular work for portion and not as a recreation movement. Along these lines, an instructor is considered as an expert since he/she is set up to train and has acquired abilities. Calling is an occupation, business or livelihood where specific learning of a subject, field or science is associated - Wikipedia, the online reference book. Online business word reference portrays calling as occupation, practice, or employment requiring predominance of a baffling plan of learning and abilities through formal instruction just as helpful experience. Australian Competition and Consumer Commission portrays calling as an encouraged assembling of individuals who hold quick to high moral measures and keep up themselves to and are recognized by general society as having one of a kind information and aptitudes in an extensively saw, dealt with combination of taking in got from instruction and preparing at an abnormal state, and who are set up to practice this learning and these abilities in light of an authentic worry for other individuals.

2. Characteristics of Professional Development of Teachers

In perspective on overview of writing, instructor's expert improvement shows the going with attributes.

- i) Professional exercises incorporate scholarly work that is orchestrated and intentional association spoken to by the necessities of the school, understudies and society.
- ii) Focus on focus substance and having new identity for the substance.

- iii) Emerging in actuality and association in a shared system among the accomplices.
- iv) Evolving possibilities and ingenious administration in classroom exercises.
- v) Solving difficulties looked in managing and appraisal work by using diverse techniques and foresight.
- vi) Inculcation of high caliber and to set higher norms through new academic techniques.
- vii) Inclusion of embedded improvement and reviving support.

3. Routes towards Teacher's Continue Professional Development

Recollecting the purpose of in-administration programs for expert improvement, there is a need to see the grouping of sorts of in-administration activities and experiences that can contribute towards and keep up proficient advancement. This is especially so in the setting in which 20 days of preparing for each rudimentary educator is being requested by the legislatures.

- i) Short and long - term courses
- ii) Use of separation media
- iii) Sabbatical study and research
- iv) Professional gatherings and gatherings.
- v) Professional discussion, asset rooms, and materials.
- vi) Faculty trade visits and cooperations.

4. Competency Level of Teachers

Self-adequacy is specific to a particular game plan of practices and to bring real bury changes in close to home limit and all out systems of individual organization. Bandura (1986) depicts self-viability as individual trust in their ability, through determinations of practices proportion of effort and dauntlessness built up a development. All educators can

instruct better. The present examination went for investigating the impact of instructor's educate - viability on their tendency of work in schools

1. Efficacy to impact basic leadership

It makes the educator to finish up influential individual both inside and outside the class. The instructor can pass on his/her view, visionary arrangement anyway much as could sensibly be normal for the welfare of the school.

2. Efficacy to impact school assets

Through this the educator gets the instructional materials and equipment for the convincing class. A conventional educator is a well utilizer of both the instructional materials and supplies.

3. Instructional self-viability

It urges the educator to impact the class sizes in the school. He/she can go over the most troublesome understudies, how to propel learning, the sum to grow understudies memory of what they have been told in past class, how to induce the moderate students, how to vanquish the impact ominous system conditions on learning and the sum to spur youngsters to complete their work.

4. Disciplinary self-adequacy

It is so helpful to the instructor for making kids seek after classroom rules, controlling risky conduct in the classroom and moreover staying away from issue conduct on the school ground.

5. Efficacy to enroll parental contribution

It includes motivating gatekeepers to finish up connected with school exercises. It causes them in helping their youngsters do well in school. It finally makes them feel extraordinary coming to class.

6. Efficacy to enroll arrange association

The educator is connected with getting neighborhood gathering related with working with the schools; worshipping spots in the school, getting business drew in with working with the school and to get nearby schools and colleges connected with working with the school.

5. Review of literature

ShymalaMuthusubramanian, and Loganathan Reddy, G. (2006), uncovered that a basic key errand is to create a structure of relationship in the school with the target that all youths inspire the chance to learn. To do this, principals must have and utilize capable data and capacities to make a school situation in which children can accomplish their possible results with understudy accomplishment as the basic purpose of union of primary duty; principals need getting ready in master improvement in instructional action and the officials. There is a need for managing head organizing programs and in-organization programs for principals with the present substances of the activity.

SurinderJitKaur, and HarjitKaur, (2006), referred to that educator's impact advance energetic understanding among pre-grown-up understudies. The real disclosures of the present

examination are in the normal headings and for the theories. The examination of the hard and fast endeavors shows that the endeavors are most conspicuous on the competency of social territory and not a great deal of on social spaces. Likewise, again this rate is in like way far underneath the average. This is the time of ready where instructors must fathom that they are not doing tasteful endeavors to advance eager knowledge among young understudies.

Dakshinamurthy, K. (2007), drove an examination on an association impact of teachers, appearing, teachers' personality and educators' outlook on insightful accomplishment in human science among understudies gathering in discretionary schools. This examination was attempted to think about the teachers' personality, air towards appearing and appearing on accomplishment in human science and in addition to consider the impact of higher and least limit of instructors and impact of lower experienced educators regarding character, mien and appearing in sociology. The model was taken erratically which included 68 helper schools (In which 19 government schools, 32 private reinforced and 17 private un-helped schools) from Dharwad region of Karnataka state. The operator utilized stratified sporadic testing strategy. 94 male and 56 female teachers, in this way a total of 150 discretionary school humanism instructors, were picked. There were 450 understudies including 237 young fellows and 213 young women gathering in class IX picked erratically.

Narayanan, V and AntoBoopalarayan, G. (2007), concentrated on that there is an obligation of a specialist teacher who is making a decent attempt to blend and move his/her understudies. A perfect teacher ought to be revolved around his/her calling to be a gainful instructor. Obligation is an unborn quality, which can be gotten by a teacher. Obligation comes through observing yet an instructor may get it even at the specific start of the employment. The writers of this article have recommended that the master instructor passes on unimaginable inhabitants, reviewing the future welfare of the nation. As demonstrated by perspectives of them, educators work has been making on genius of demand, is relied on to be capable in his deeds. The dedication, in this sense is reliant upon the existential association between the master and the relationship, since the master instructor is definitely not a self-decision ace. Cleaned philosophy requests that the ace ought to be the master of master data.

Shoeb Abdullah, (2008), completed an examination handle Demographic, Academic and Professional Profile of Teacher Educators. From the perspectives of this examination, a normal time of educator instructors (35 - 40 yrs) has been diminished conversely with the age revealed 91 by before studies. In sex, this might be an immediate aftereffect of the course that reliably, more women are going for cutting edge instruction and in like way the measure of working women has expanded, which might be generous for evolving establishments. n educational record of winning bit of the educator instructors a particular climb is noticeable. This academic record has been improved as they have advanced from school to educational abilities (B.A, M.A, B.Sc., M.Sc.) to capable capacities (B.Ed., M.Ed.). Regardless when emerged from continuously youthful

teacher teachers the model is progressively clear among in like manner logically arranged instructors.

Eugene Michael, P. (2008), drove an examination on word related stress of teachers of various portrayals working in Chennai. This examination is to be embraced for assisting the women teachers with going to classes (or) workshops outside the institutional activities and in moving their preparation capacities. It is trusted that the largeness of women instructors might be diminished a little to have a moderate word related stress for an unrivaled and required execution. Women teachers might be given additional workplaces for rest and excitement. The board may have certain designs to deal with the posterity of women instructors amidst the working of the establishments itself. The game-plan for crèche and pre-school preparing might be made accessible on the school grounds itself.

Sunil Behari Mohanty, (2008), planning a dynamic report, inspected that preparation calling requires people with fitting propensity for teaching and learning and besides attitude towards life and the instructing calling. The present examination explored the characteristics of schools teachers and need, to be attempted to detail a game plan of in-organization instructor getting ready projects. Nature of educators is the most pivotal focal factor for nature of preparing. Research takes a gander at have demonstrated positive association between understudy accomplishment and educator academic aptitudes, measurement of substance learning, huge loads of involvement and eagerness for substance related capable improvement openings.

Dash, D. Misra, B. furthermore, Satapathy, M.K. (2010), completed an examination on Education for viable progression. They investigate their contemplations in the objectives of the examination; to check and survey the learning of pre-organization and in-organization Secondary School Teachers on Sustainable Development and its obvious estimations, to look at the data of Pre-organization and in-organization instructors on viable headway with association with their subject foundation, spot of limitation and cash related status, to discover the association, tolerating any, between appearing, age, and budgetary status with data on functional improvement for in-organization helper educators; and to think about the impression of pre-organization and in-organization discretionary educators about affordable progression to the degree its criticalness to class informative modules.

6. Teacher professionalism and classroom processes

Eventually what matters is that teacher professionalism increases learning in the classroom. Classroom processes mean all the processes which happen in the classroom. The basic process which happens and which should happen in the classroom is teaching-learning. This involves delivery of the intended curriculum through lessons in an appropriate way. Despite the criticism of the Herbartian framework of the lesson delivery, experts have not suggested something that is really an alternative. Managing classroom environment is the next important process which can aid or hinder learning. Therefore classroom processes are basically teaching-learning and creating conducive conditions for teaching-learning. The latter

precedes the former. The first involves classroom environment management and the second involves pedagogical strategies. There are three dimensions of classroom environment - the physical dimension (the material order of things), the human dimension (the human actors i.e. the teacher/s, children), and the social dimension (the interaction amongst the actors). Classroom management involves managing this environment in all its dimensions for the goal of learning. The other important aspect of classroom processes is appropriate learning strategies to teach each of the constituents of literacy at the primary level reading, writing and mathematics/numeracy.

7. Need of Professional Development

The need for teacher development is vital in an environment where educational goals for schools, teachers and students are high. Teachers are expected to help students become critical, constructive thinkers who have developed thorough conceptual understandings. Students are required to synthesize information, solve problems, invent new ideas, create models, and explain themselves with confidence and proficiency. Classrooms are viewed as places where rich discourse should take place as students engage in their work and explore problems with meaningful contexts [8]. The traditional approach to teaching is a long-established style and is especially prevalent in schools amongst older teachers who were taught, and have long been teaching in this manner. It consists of the mastery of concepts and procedures as the ultimate goal of instruction and places little emphasis on the processes of geography, or on the knowledge that comes out of geographical problem situations. There is therefore a strong contemporary need for teacher development. Modern curricula and new theory also indicate that a move is necessary from the over reliance of teaching practices where exposition and individual seatwork exist, towards activities that promote students' involvement in constructing, applying, and evaluating geographical ideas. This move is especially important for rural schools where there is a special need for teaching to include more geographical reasoning and problem solving, more communication, and more connections between the geographical ideas and applications. The contemporary approach is premised on constructivism, in which learning is directly focused on the construction of knowledge, and not the traditional transfer of it from the teacher to the student. However, this constructivist approach often takes teachers far beyond their traditional and familiar roles and practices, requiring changes in epistemological perspectives and knowledge of how students learn mathematics. In addition, they also require changes in classroom practices. In order to give teachers the opportunity to develop and make changes, with support, professional development is necessary. In particular, there is a need for professional development to cater for teachers working in rural schools. The common view that each teacher must find their own style, as related by Ball, maintains this individualism and isolation of teaching. Common standards are difficult to develop, and disagreements are masked. The struggles a teacher may be having in their practice, especially in rural are often hidden because of the isolation. It is therefore hoped that by offering the teachers good opportunities for learning, they are then able to critique

and challenge alternative practices, with real and helpful debate, facilitating growth.

Teaching as a skill

The act of teaching and talking instruction are reciprocating when performed under proper conditions results in behavioral changes or achievements.

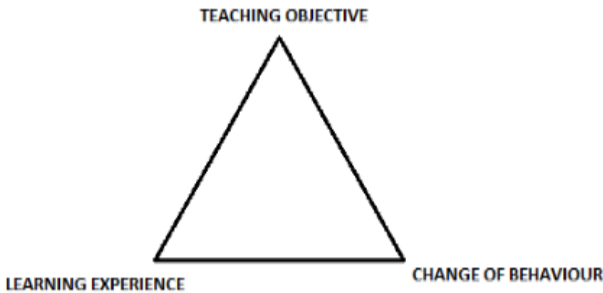


Fig-1: Teaching Operation

The teacher creates the learning situation. The process is the interaction between the student and the teacher. The teaching and learning situation explained with the help of the following diagram:

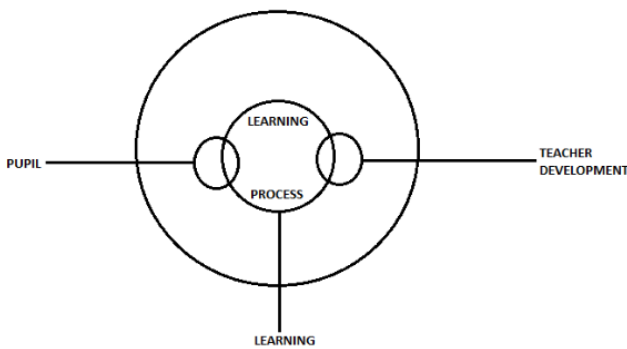


Fig-2: Teacher-Taught Interaction

This reflects the scientific basis of the art of teaching. In traditional society, it is the accumulation and transmission of knowledge. But now it figures out the awakening of curiosity, the stimulation of creativity, the development of proper interests, attitudes, values and the building of essential skills such as independent study. Teacher education or training refers to the policies, procedures and provision designed to equip future teachers with the knowledge, attitudes, behavior, skills they require to perform their effectively in the classrooms, school and wider community. The professionals who engage in this activity are teacher educators.

Importance of Professional Development

Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more become more proficient at their jobs. Students have better learning outcomes educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for today's students. National Board certification is one path for teachers to pursue professional development and keep up with the latest educational standards to ensure optimal student learning.

8. Result & Discussion

After determining the inter relationship between the variables used in the study, the investigator classified the sample into different groups on the basis of their demographic divisions namely Educational Qualification, Stream and Type of Social Science Teachers as mentioned above. All these groups were compared for finding out the significance of difference between them. The results are being presented in the following tables.

Table 1: Showing the significance of difference between Government and Private secondary Social Science school teachers in respect to their Teaching Competency

School	N	Mean	S. D.	df	Calculated t- value	Table t-value	Significance
Govt.	218	110.03	20.140	445	4.50	1.96	Significant $P > 0.05$
Private	229	102.0	17.459				

It is clear from the table that Government and Private secondary Social Science teachers in school are differ significantly on the measure of Teaching Competency. The mean score of Government teachers is 110.03 while the mean score of Private teachers is 102.00, whereas their SD's are 20.14 and 17.459 respectively. When the t- test was applied to

find out the significance of difference between these two means, the value of "t" was found as 4.50 which are significant at 0.05 level of significance and 445 degree of freedom. This finding reveals that Govt. teachers are more competent than Private teachers.

Table 2: Showing the significance of difference between P.G. and Graduate secondary Social Science teachers in school respect to their Teaching Competency

Qualification	N	Mean	S. D.	Df	Calculated t- value	Table t-value	Significance
P.G.	231	106.87	19.738	445	1.092	1.96	Not Significant $p < 0.05$
Graduate	216	104.89	18.635				

It is clear from the table that P.G. and Graduate secondary Social Science school teachers are not differ significantly on the measure of Teaching Competency. The mean score of P.G. teachers is 106.87 while the mean score of Graduate

teachers is 104.89, whereas their SD's are 19.738 and 18.635 respectively. When the t- test was applied to find out the no significance of difference between these two means, the value of "t" was found as 1.092 which is not significant at both 0.05

and 0.01 level of significance and 445 degree of freedom. This finding reveals that Qualification does not affect the Teaching Competency of Social Science school teachers.

9. Discussion

There is interesting result drawn from this study that govt. Social Science teachers are dominating private Social Science teachers at the basis of their teaching competency. The economic condition of Social Science private teacher is simply miserable. Even the Government peons are better off than the private primary, junior, and even High School Social Science teachers. This should be the one reason for their performance. However, a kind of thinking developed in our Indian society that govt. Social Science teachers are not competent as compare to private Social Science teachers in school. They are not doing their job with perfection. But this result shows that govt. Social Science teachers are better planner, good communicator and have skill of classroom management than the private Social Science teachers. In the light of the above discussion first suggestion regarding teaching competency of Social Science teachers on the basis of type of schools is rejected (table.1). The researcher also found that qualification does not affect the teaching competency. The researcher observed during classroom observation, the some qualified teacher is not so competent than other teachers. They have content knowledge but not have good communication skills and classroom management. But some teachers, who are only completing their graduation and come into this profession, are much competent in teaching. They have content knowledge, pedagogical capabilities and professionalism. With these qualities they have one of the most important skills that are

communication. Without this skill teacher cannot be competent in his job. This shows that qualification and stream are not directly co-related with teaching competency. Therefore second suggestion is accepted (table.2). It is necessary to improve the conditions of the private Social Science teachers. Only then they will continue their job with full verve and zeal. Only then they will discharge their duty towards the students as well as the nation in true sense of the term. Only then their potentialities will shine in the new generation, the real hope of the nation. The researcher found further an interesting result that a Social Science teacher.

10. Conclusion:

The present examination communicated that, proficient improvement of instructors is imperative for the present and possible destiny of training to help understudies with achieving their most extreme limit. Proficient improvement is a requirement for all educators with the ultimate objective to meet the instructive needs of the new age. Creative innovation empowers educator to improve their expert advancement. The nonattendance of tasteful information about imaginative advancements can impact the expert development and improvement of the instructors. The expert information can be used for instructor's professional success. Educator should devise ceaselessly better methodologies for instructing and conferring new expert improvement programs in their educating vocations. With the ultimate objective to gain ground in their calling, they will move to glance through the new credits that are required to make totally fulfillment and satisfaction of self-viability palatably.

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