



A Critical Study of Skill Development Strategies for Teachers of Secondary Schools

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Article Info.

*Received on 17 Nov 2013
Revised on 13 Dec 2013
Accepted on 14 Dec 2013*

Keywords:

Critical Study, Skill
Development, Strategies

ABSTRACT

The effectiveness of teaching should be based on the skill development of teachers. Reports are made for development of various skills in teachers training program and the selection of teachers are based upon the proficiency of these skills. At the school level the principal has to make optimum use of available sources to obtain desired results for achieving desired results such a strategy has to be framed related to skill of class room teaching, school level activity, external activities, developing contact with parents and society to getting their co-operation. Main objectives of this study were to know about the strategies formulated for skill development of secondary school teachers. Purposive sampling technique adopted and take a ten questions out of which nine questions were multiple choice questions and the tenth was a open ended question. Second an opinionnaire was made for the teachers which were consisted 52 statements having five different sections. Data has collected with the help of representatives from the schools. Descriptive statistics had been used for analysis of data. The main findings are: Teachers have teaching and other scholastic activities skills. Strategies of skill development related to teaching, co-curricular activity adopted and implemented by school management. Strategies provide encouragement, aliveness and good results in work.

Introduction

The effectiveness in Secondary schools teaching should be based on the skill development of teachers. Reports are made for development of various skills in the teachers training programs and the selection of teachers is based upon the proficiency of the skills. Apart from skill proficiency, in reality, many other things are expected from teachers, i.e.;

teaching power, participation in social work other activities, programmer of school activities, contacts and relations with the parents and managing the external affairs of the school. The teacher should conduct and manage all these activities actively.

The principal of the school has to make optimum use of available sources to obtain desired, results. For achieving them desired results such a strategy has to be framed that will not only facilitate routine – work but will also help to develop cordial human relations and human resources. The Questions should be raised – What level of skill competency should be from teachers of the secondary schools? What strategies are adopted by the principal for the skill development of the teachers? What will be experience of teachers while working with these strategies? All these questions are the matter of the study.

Objectives

The major objectives of the present study were as follows:

1. To gain information regarding the expected skill competency of secondary teachers.
2. To know about the strategies formulated for skill development of secondary teachers.
3. To get the opinion of secondary teachers about the strategies' of skill development.

Questions

To realize the objectives, the following questions were formulated:

1. What level of skill competency is expected from teachers of secondary schools?
2. Which strategies are formulated for the skill development teachers of secondary schools?
3. What is the experience of teachers while actually working with strategies?

Scope of Study

- The study is restricted to the secondary schools of the urban area of Navsari.
- The study can be done in Gujarati medium schools only.
- Self developed questionnaire (for the principal) and an opinionnaire (for teachers) had been used as a research tools.
- The study encompasses only the strategies framed at the school level.

Population and Sample

The Gujarati medium school of the urban areas of Navsari city. Was the population for the study by considering the objectives of the study. 10 schools had been taken as a sample from which 10 principals and 50 teachers had been selected for study which was the sample of the present study.

Research Tools

Two Self - developed tools had been used for making a critical study of the strategies for development of teachers of secondary schools. First questionnaire was made for the principals with 10 questions out of which 9 questions were multiple choice questions and the 10th was an open – ended question. Second an opinionnaire was made for the teachers, which was consisted 52 statements having five different sections.

Method of Data Collection

After developing tools, data collections had been done from the last week of October to the first week of November of the academic year. Data had been collected with help of representatives from the schools selected as sample.

Data Analysis

Descriptive statistics had been used for the analyses of data collected during the study. Percentage had been used for analyzed data collected on questionnaire. And for opinionnaire chi – square had been used.

Simple calculator had been used for the purpose of calculating the percentage and chi – square value.

Findings

The following are findings on the basis of the information obtained from the principals.

- The selections of the skill of teaching and other scholastic activities must be there in schools.
- Principal of school should provide encouragement to teachers of the schools for the use of available tools to make teaching more Effective.
- Another fact that teachers are motivated to take part in various seminars to improve the quality of teaching.

- For ensuring the participation of all the teachers in scholastic work, the exchange of ideas and the union of the old and new teachers prove to be effective.
- Mutual harmony should be established through equal participation of all the teachers in the scholastic activities.
- Teachers are also expected to handle successfully the external responsibilities of the school.
- The role of parents in the solving the problems of students is found to be very aggressive.
- In addition to this, the social development and role of teacher has become clear through various social contact and activities in the society.
- In adopting strategies for the skill development of teachers at the school – level, implementation of new techniques, encouragement and motivation for participation, organizing of conferences and seminars, Union of old and new teachers is found to be noteworthy.

Following are Findings Based on Opinion of Teachers

Skill in Class – Room Teaching

- The planning of lessons done by teachers which had been mentioned minutely checked but no final conclusion could be reached regarding the observation of lessons.
- The supervisor gave necessary guidance to teachers.
- The principal and teachers together provide a helping hand in the implementing to new methods and techniques on class – room teaching.
- The allotment of students in different classes was not as per this intellectual level.
- Diagnostic and remedial work was not carried out in the requisite proportion but the trend of doing effective and good teaching in public was clearly seen.

Skill at School Level

- Meeting and Assembly of school was conducted on a regular basis during the year.

- The responsibility of major programmes and events was assigned only to the experienced and tactful teachers.

Skills in External Activities of the School

- The entire teaching staff was involved in the task of planning and work distribution of the educational tour or visit.
- All teachers had made a part of such educational visit.
- The teachers were also given the freedom to attend science fairs, exhibitions, meeting of teachers union etc.
- The activities of tree plantation, cleanliness etc was carried out at school level.
- The excess of work – load proved to be obstructing the process of providing realistic experiences.

Skill of Developing Contacts and Obtaining Co – Operation of Parents

- The parents were also invited in the welcome programme of students.
- The problems of students regarding studies, behaviors, psychology etc. were discussed in front of parents.
- Teachers were also found to visit the student's residence and gathering of PPTA, Other various activities were also conducted but still there is lack of direct contact between parents and teachers.
- As per the opinion of teachers, the parents were found to extend their full co – operation in various activities of the school.

Skill of Developing Social Contacts and Co – Operation

- The participation of teachers in national programmes, cultural programmes and social vitality programmes proved to be useful in the development of teachers and it was also for modeling of students.
- The contact of teachers with various institutions helped to develop good relations and have desirable effects on them.

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