



**SENSE OF RESPONSIBILITY AMONG SECONDARY SCHOOL TEACHERS IN
RELATION TO ATTITUDE TOWARDS TEACHING, TYPE
OF INSTITUTION AND TEACHING EXPERIENCE**

□ Vimal Vidushy*
Dr. Nand Kishor**

ABSTRACT

This study aims to evaluate the Sense of Responsibility among secondary school teachers as well as to identify the differences based on their attitude towards teaching, type of institution and teaching experience as Professional responsibilities in teachers are not only teaching but also responsible for student outcomes because the quality of education depends much on the teachers sense of responsibility and their attitude towards teaching and teacher is considered to be the hub of teaching-learning process. The present study was conducted on a sample of 520 regular in-service teachers from Government and Private high schools and senior secondary schools from four districts of Punjab. The study used self-developed standardised Sense of Responsibility scale for teachers and Scale on Teachers Attitude towards teaching. The findings of the study revealed significant relationship between sense of responsibility and attitude towards teaching among secondary school teachers. The Study also showed that Sense of Responsibility differ significantly in relation to type of institution and teaching experience.

Keywords: - Sense of Responsibility, Teachers attitude towards teaching, Type of Institution and Teaching experience.

1. Introduction


In the fast-changing world of the 21st century, Secondary education is also changing; the role of the teacher will also change. Emerging societal challenges and new demands for education and teachers, converting schools into modern-day institutions with social contracts. The qualities of 'ideal' teachers are to fulfil their professional aims and needs for the future of nation. Sense of responsibility and attitude towards teaching are the very heart of the teaching profession. As stated by Laucrmann and Karabenick (2013), a sense of responsibility refers to " how teachers themselves view their responsibilities and the conditions under which they are willing to accept personal responsibility for such consequences ". Similarly, teachers' attitudes toward teaching affect the nature and scope of teacher participation in education and related educational programs. By enhancing teachers' desired behaviour or

by changing their attitude towards the desired, constructive and effective learning of students can be achieved. So, teachers have to attain the sense of responsibility and attitude towards teaching in the teaching profession to ensure the fulfilment of the expected assignments. The present study is designed to investigate the sense of responsibility among secondary school teachers in relation to their attitude towards teaching.

2. Sense of Responsibility:

The complex concept of responsibility make reference to the social power that binds in the modes of action that power demands. Responsibility means accountability or answerability in one's power, control or management; Must be able to understand and respond to the field of association; Taking action based on connection and responsibility to oneself and others. Responsibility is a variable attribute and it is the process

*Ph.D. Research Scholar, Deptt. of Education, Panjab University, Chandigarh
**Principal, S.D.College, Hoshiarpur

Principal 
S.D. College, Hoshiarpur



Teaching Competence among Secondary School Teachers in relation to Teaching Aptitude, Locale and Teaching Experience

Vimal Vidushy¹ and Dr. Nand Kishor²

¹Ph.D. Research Scholar, Panjab University, Chandigarh, India.

²Principal, S.D.College, Hoshiarpur, India.

¹vimalvidushy@yahoo.com, ²drnkchoudhary20@gmail.com

Abstract: This study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their teaching aptitude, locale and teaching experience. As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour. The present study was conducted on a sample of 700 regular in-service teachers from Government high schools and government senior secondary schools from seven districts of Punjab. The study used a self-developed standardized Teaching Competence Scale for teachers and teaching aptitude test battery (TATB) by Singh and Sharma (2009). Descriptive and inferential statistics were used to draw inferences on the hypotheses. The findings of the study revealed a significant relationship between teaching competence and teaching aptitude among secondary school teachers and locale has no significant effect on teaching competence but teaching experience has significant effect on teaching competence.

Keywords: Teaching Competence, Teaching Aptitude, Locale and Teaching Experience.

Article History

Received: 17/11/2020; Accepted: 28/12/2020

Corresponding author: Vimal Vidushy, Email id: vimalvidushy@yahoo.com

Introduction

The quality of education be determined by the quality of the teacher. And the main function of a teacher is to create learning environment in which the learners are motivated to learn. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the knowledge of the subject. An effective teacher can create such an environment. On the contrary, an ineffective teacher just fails to provide the student with a

TEACHING COMPETENCE AMONG SECONDARY SCHOOL TEACHERS IN
RELATION TO SENSE OF RESPONSIBILITY, GENDER AND LOCALE

□ Vimal Vidushy*
Dr. Nand Kishor**

ABSTRACT

This study aims to evaluate the levels of teaching competence among secondary school teachers as well as to identify the differences based on their sense of responsibility, gender and locale, As the quality in education depends much on the competence of the teacher because the teacher is considered to be the hub of the teaching-learning process. In this context, schools and teachers have additional responsibilities in shaping student behaviour. The present study was conducted on a sample of 500 regular in-service teachers from Government high schools and government senior secondary schools from four districts of Punjab. The study used a self-developed standardized Teaching Competence Scale for teachers and Sense of Responsibility scale for teachers. Descriptive and inferential statistics were used to draw inferences on the hypotheses. The findings of the study revealed a significant relationship between teaching competence and sense of responsibility among secondary school teachers and gender and locale has no significant effect on teaching competence.

Keywords : Teaching Competence, Sense of Responsibility, Teachers, gender and Locale

Introduction

Teaching is a collaborative partnership between teachers and taught. An effective teacher can create such an environment. On the contrary, an ineffective teacher just fails to provide the student with a proper climate of learning. Thus, the role of the teacher in society is vital for its improvement. Teaching strategies and methods are changing rapidly due to advances in information technology. Thus, teachers' expectations have risen (Tural and Kabadayi, 2014; Chapman and Mahlck, 1997) and Nye, Konstantopoulos, and Hedges (2004) highlighted a positive relationship between teacher's quality and student accomplishment. If teachers acquire professional competencies and show a great sense of responsibility in their work and if they are enabled and empowered to perform multiple tasks the result would be a high quality of teaching which will eventually lead to nation-building.

Teaching Competence

Good teaching is probably the most crucial part of a solid education and teaching is a versatile and valued exercise that is geared towards bringing about achievement in students' learning. Because of the importance of teaching, there is a need for it to be effective and of good quality. The National Education Policy 1968 stated, "Of all the factors that determine the education quality and its role to the development of the country, the teacher is unquestionably of the highest importance. The success of all educational ventures must eventually depend on his personal characteristics and character, his educational qualifications and professional competence." Niemi and Sihvonen (2006) argue that "The social and economic well-being of a society is definitely dependent on the qualitative educational outcomes, and this is related to teacher competence".

European Commission (2013) states that teaching

*Ph.D. Research Scholar, Panjab University, Chandigarh

**Principal, S.D.College, Hoshiarpur

Principal
S.D. College, Hoshiarpur