



LEVEL OF AWARENESS TOWARD TEACHING SKILL AMONG TEACHERS OF HIGHER EDUCATION

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ABSTRACT

Teaching is a skilled occupation. It includes any activity and procedure that a teacher does to impact the probability of intended learning. Teaching skills are the primary requisite to handle the classroom activities and students. By considering the significance of teaching skill for a teacher, researcher undertook a study to disclose the consciousness among teachers of higher education related to teaching skill. The study reveals that teachers' awareness related to teaching skill is above average. But they are not fully familiar with several teaching skills which have been identified as core of teaching. Since teachers of higher education during their qualifying degrees of education are not been taught or practiced with these skills thus without being aware of it they go into their professional carrier. With lack of these skills they cannot teach effectively and this will be pure unfair on part of students.

INTRODUCTION

Teaching is a process. It is a form of social and cultural process, where in interpersonal influence aimed at changing the behavior and potential of another person.(Gage 1963) It can also be referred as an activity that are designed and performed to produce in students behavior. These activities may be verbal or non verbal form such as, introducing a lesson, demonstrating, reinforcing, providing feedback, explaining, illustrating, questioning, writing on black board, drawing figures etc. These specific activities which are measurable and observable are known as teaching skill. Teacher uses these skill in pre instructional, instructional and post instructional stages for effective teaching(W.B.Sulfemi) .

From research of teaching effectiveness, several sets of teaching skill have been identified by different institutions and individual workers in different countries. Allen of the Stanford University (1969) has identified fourteen skill while B.K.Passi (1976) identified twenty one . Jangira and Matto(1979) modified the earlier work and arrived at twenty teaching skill. Some of the core teaching skill which are considered as important are as follow, Skill of Planning, Skill of asking question, Skill of explanation, Skill

of illustrating with example, Skill of using black board, Skill of stimulus variation, Skill of giving reinforcement and Skill of class room management. Upon Implementing these skill students get attracted toward teaching and makes learning more interesting (sariman Gultom2020). Teachers teaching skills and student learning outcomes are positively related to each other (Yadi Sumyadi,2020). Upon incorporating teaching skill learners become experts, even in the most challenging subjects or topics (Deepali shah2023). Skill make teaching more exciting activities by which teacher get's respect of students. (Sukhveer Kaur 2020). In spite of all its significance it is unfortunate that most of the teachers of higher education are ill equipped with teaching skill.(Marius Daugela 2020). As they are not been taught or practiced during their qualifying degrees of education. Thus without being aware of skills of teaching they go into their professional carrier by which they cannot teach effectively which again proves to be pure unfair on part of students. Based on this background, the researcher showed keen interest in exploring in depth of, how much the faculties of higher education are aware of these teaching skills.

OBJECTIVES OF THE STUDY

- 1 To find out the awareness among teachers of higher education related to teaching skill.
2. To find out whether there is any difference between the awareness of teaching skill among teachers of higher education based on their experience.

HYPOTHESIS

H-1 The awareness of teaching skill is not above average.

H-2 There is no significant difference among teachers of higher education related to teaching skill based on their experience.

SCOPE OF THE STUDY: The present research work has been taken up to explore the awareness of teaching skill among the teachers of higher education of Uttar Kannada district.

SIGNIFICANCE OF THE STUDY: The present research work will be useful to college and universities. The study may help the Universities to understand how far teachers of higher education are aware of the different teaching skill. There by university may frame suitable training program for teachers of respective affiliated colleges and thereby teacher will also utilize the same for the effective and productive teaching learning processes.

STUDY DESIGN AND SAMPLING: This study utilized a self structured and administered questionnaire which was distributed through social media platforms across Karnataka University affiliated colleges of Uttar Kannada District. The questioner was created, designed and distributed through Google forms.

SAMPLE: The present study was conducted on sample of 60 teachers from aided and unaided colleges of uttar-kannada district. The investigator adopted stratified random sampling technique, out of 60 teachers 15 were male and 45 were female.

STATISTICAL TECHNIQUE USED: Statistical techniques like Mean, Standard Deviation and “t” test were used to analyze the data.

DATA ANALYSIS OF TEACHING SKILL AWARENESS

HYPOTHESIS 1

H1: The awareness of teaching skill is not above average

Following are some of the important teaching skill that a teacher should acquent for effective teaching. To ascertain the skill that teachers are highly aware of, weighted average rank is employed. The following table discloses the result of the study.

Table- 1 : Awareness of teacher's towards teaching skills

KIND OF SKILL	HIGHLY AWARE	AWARE	NOT AWARE	RANK
Skill of planning	39	11	10	4
Skill of asking question	37	14	9	5
Skill of explanation	50	10	0	1
Skill of illustrating with example	30	16	14	6
Skill of using black board	45	15	0	2
Skill of stimulus variation	10	11	39	10
Skill of giving reinforcement	25	20	15	7

Skill of class room management	40	15	5	3
Skill of using teaching aid	20	10	30	8
Skill of using examples	15	7	38	9

The result weighted average score discloses that majority of the faculty members are aware of skill of explanation, where as very few are incorporated with skill of stimulus variation in their teaching and learning process, even though it is an important skill which help to keep student attentive in the class and to sustain their motivation. Skill of using appropriate example and skill of using teaching aid ranks 9th and 8th respectively. The skill of giving reinforcement acquires 7th position and skill of illustrating with example 6th. Asking question in the class is a crucial way to promote critical thinking among students. But only 21% of teacher are aware of this skill. It was also found that most of the teacher are conscious about skill of planning and class room management. Most of the teacher are sensible with skill of using black board ,placing it in to 2nd rank.

HYPOTHESIS 2

H2: There is no significant difference among teachers of higher education on awareness of teaching skill based on their year of service.

Table- 2 : Awareness of teaching skill based on their year of service.

VARIABLE	SPECIFICATION	N	MEAN	SD	“ t” value	Remark
Year of experience.	Above 10 years	30	52.06	11.51	3.5	Significant
	Below 10 years	30	44.15	5.24		

The calculated “t” value is 3.5 which is greater than 1.96 table value of 0.05 level of significance. Hence research hypothesis is rejected. A Significant difference was observed among teachers of higher education on awareness of teaching skill based upon their experience.

DISCUSSION AND CONCLUSION

Teaching includes activity and procedure that a teacher does to impact the probability of intended learning. Teaching skills are the primary requisite to handle these activities. Upon considering its significance, researcher undertook a study to disclose the consciousness among teachers of higher education related teaching skill. It revealed that teachers' awareness is above average. They are not fully familiar of several teaching skills which have been identified as core of teaching. The study also unveiled the fact that most of the teachers are aware of explanation skill, Black board using skill and class room management skill and they use them in their regular class room teaching, whereas skills of using teaching aid, skill of illustrating with example and skill of stimulus variation are not familiar to many teachers, even after their productive consequence in teaching process. Therefore it is important that every teacher should acquaint with all the teaching skill. So that learning objectives can be achieved in accordance with curriculum. In real time scenario the reality is that teacher of higher education during their initial learning days are not been taught of these skills thus without being aware of it they go into their professional carrier with lack of these skills and they cannot teach effectively and this will be pure injustice to the students. If the teacher wants to make a real difference in the classroom teaching skill analysis is essential. Apart from this University should frame suitable teaching skill training program for newly recruited teachers, so that they will utilize the same for the effective and productive teaching learning processes. Teachers with strong teaching skills are true education leaders, helping students reach their full potential and achieve academic success.

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