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Exploring the Relationship Between Teaching Proficiency and Ethical Accountability Among Secondary School Educators

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Abstract

This research explores the relationship between teaching proficiency and ethical accountability among secondary school educators. Teaching proficiency encompasses effective lesson planning, classroom management, subject knowledge, positive student relationships, and resourceful teaching methods. Ethical accountability involves commitment to students' behavior, learning outcomes, and aligning with educational objectives.

The study aims to investigate the correlation between teaching proficiency and ethical accountability among secondary school educators. The survey included 70 teachers from Rajkot district. Data were collected using the General Teaching Competence Scale and an Accountability Scale for Teachers, analyzed with Pearson's correlation.

Findings reveal a significant correlation ($r = 0.48$, $p < .01$) between teaching proficiency and ethical accountability. Proficient teachers exhibit a heightened sense of ethical accountability, including student conduct, achievement, and support. This underscores the role of teaching proficiency in nurturing ethical accountability.

Teachers' commitment to effective education drives this correlation. They invest efforts in lessons, student support, and teaching methods. Delimitations include the study's location and variables. Future research can explore additional factors influencing teaching effectiveness and ethical accountability.

Key words: Teaching Proficiency, Ethical Accountability, Teachers

1.1 INTRODUCTION

Teaching is a revered profession with a significant impact on shaping the future generation. The quality of education is directly linked to the quality of teachers, and their role in creating a conducive learning environment is essential.

In today's rapidly evolving world, the responsibilities of teachers have become limitless, and their effectiveness plays a vital role in the success of any educational system. The Education Commission of 1964-



66 recognized that the quality, competence, and character of teachers are crucial factors influencing the overall quality of education and its contribution to national development.

Effective teaching is instrumental in achieving solid education and desired learning outcomes. The significance of teaching is acknowledged by various stakeholders, including teachers, academics, education ministers, teacher unions, and the public. The recruitment, training, and deployment of teachers significantly impact learning outcomes and reduce inequality.

Therefore, high-quality teacher education is essential to enhance education's quality at all levels.

The quality of learning in government schools has seen a decline, while private schools have shown improvements in reading and arithmetic skills. Transforming schools requires highly skilled teachers, especially in today's complex world where teaching curricula have become more intricate.

Improving teacher quality is a promising strategy for enhancing the overall quality of school education. As higher education evolves, so will the role of teachers, with new social challenges and demands shaping modern-day educational institutions. The qualities of "ideal" teachers encompass teaching competence, professional skills, teaching aptitude, attitude towards teaching, and a strong sense of responsibility. These factors form the foundation of the teaching profession.

A teacher's sense of responsibility significantly influences their instructional practices, psychological well-being, and ultimately, their students' learning and performance. Teachers' attitudes towards teaching also impact their level of dedication and participation in educational programs. Enhancing desired behaviours and attitudes among teachers leads to effective learning outcomes for students.

Assessing teacher competence is based on outcomes, measuring their performance in various aspects. In the 21st century, a competent teacher should have a firm grasp of the curriculum and effectively integrate technology into their teaching practices. Teaching skills are developed based on a teacher's aptitude and dedication to continuous improvement.

The study aims to explore the link between teaching competence and a sense of responsibility among secondary school teachers. Emphasizing the importance of these qualities will enhance the educational



experience for students and ultimately improve the overall quality of education in the country. Teachers must possess teaching aptitude, a positive attitude towards teaching, a strong sense of responsibility, and specific competencies to fulfil their duties effectively and contribute to the development of the future generation.

1.2 Teaching Proficiency

Teaching proficiency encompasses a diverse array of attributes that collectively define a teacher's prowess, including their personality traits, skill sets, and efficacy within the classroom. It encompasses a teacher's adeptness in achieving agreed-upon educational objectives and executing professional responsibilities with finesse. Among the pivotal dimensions of a teacher's capabilities are teaching competency, organizational acumen, and assessment proficiency.

The quality of education is intricately intertwined with the competence of educators, who hold a central role within the dynamic teaching-learning process. A teacher's effectiveness reverberates throughout the entire school's functionality, as even the most meticulously crafted curriculum and syllabus hinge on teaching competence for optimal fruition.

Teaching competences delve into the multifaceted roles and responsibilities teachers undertake in the classroom, channeling their professional knowledge and skills towards tangible educational milestones and coveted outcomes. Beyond being mere conveyors of information, teachers wield the power to cultivate nurturing and enlightening settings for students. They emerge as vital architects of fostering scientific mindsets, envisioning societal influences, and guiding students in meaningful community engagement.

Defining teaching competence is intrinsically linked to the delivery of superior educational outcomes. Continuous feedback mechanisms and avenues for professional development serve as catalysts for refining teaching abilities and competencies. The development of competent teachers is an iterative journey characterized by ongoing enhancements and adaptive transformations.



Components of Teaching Proficiency in the Present Study:

1. **Lesson Planning:** This component focuses on the teacher's ability to plan engaging lessons that align with the objectives, incorporate innovative activities, promote hands-on learning, and address challenging topics effectively.
2. **Classroom Management:** Refers to the teacher's skills in creating a conducive learning environment by providing diverse learning activities, maintaining student engagement, ensuring discipline, offering constructive feedback, and identifying students' learning difficulties.
3. **Knowledge of the Subject:** This component emphasizes the teacher's mastery of the subject matter, appropriate content selection based on students' age, and expertise in delivering lessons that promote continuous and progressive learning.
4. **Interpersonal Relationships:** Focuses on the teacher's ability to foster positive relationships with colleagues and students, leading to effective communication, collaboration, and the implementation of new practices for academic growth.
5. **Development of Teaching-Learning Materials:** Involves the teacher's competence in creating innovative teaching materials, preparing worksheets, using relevant resources, and relating classroom content to real-life situations and community resources.
6. **Usage of Teaching Aids:** Refers to the teacher's skills in creating and employing teaching aids such as charts, models, and ICT tools to enhance the teaching process and make it more engaging.
7. **Time Management:** Focuses on the teacher's punctuality and effective time management in displaying teaching-learning materials and covering the syllabus within the appropriate timeframe.
8. **Evaluation Process during Teaching-Learning:** Involves the teacher's ability to conduct fair and positive evaluations using various techniques without undue pressure, providing remedial support to students, and ensuring practical application of assessment outcomes.



9. Competencies Related to Working with Parents, Communities, and Other Agencies: Refers to the teacher's ability to engage and cooperate with parents in the teaching learning process, recognizing the importance of community involvement in students' holistic development.

1.3 Ethical Accountability

Responsibility embodies a intricate concept that encompasses an individual's answerability and accountability for their choices and actions. It reflects an individual's awareness of their relationships and interactions within their surroundings. The foundation of responsibility can stem from an individual's intuition, intrinsic values, and the autonomy to make decisions. Socialization and education play pivotal roles in shaping responsibility, as individuals cultivate a sense of accountability through engagements with society and educational experiences.

Within the realm of education, accountability assumes paramount significance, impacting both teacher efficacy and student outcomes. Educators bear responsibilities toward their students, families, peers, environment, governance, and society at large. The notion of responsibility is dynamic, subject to evolution due to various factors and life encounters.

Teaching competence seamlessly intertwines with a teacher's sense of responsibility. Proficiency in areas such as lesson preparation, classroom management, subject knowledge, and interpersonal skills forms a cornerstone. The capacity to craft pedagogical materials and adeptly employ teaching aids, coupled with the adeptness in time management and evaluation, contributes to teaching competence.

The theoretical underpinnings of responsibility draw inspiration from self-determination and goal-setting theories, highlighting internal commitment and self-driven motivations for positive outcomes. A sense of responsibility correlates with an individual's ethical and emotional connection to fulfilling moral obligations.

Teachers are entrusted with a high degree of responsibility for their students' triumphs and are envisioned as exemplary role models. Vigilance over student behavior, learning achievements, and motivational aspects lies within their purview. Providing support and fostering capacity development emerge as vital responsibilities. Furthermore, teachers should remain cognizant of their contributions toward broader societal and national educational aspirations.



A robust sense of responsibility among educators is pivotal in cultivating a positive and efficacious learning milieu, catalyzing student accomplishments, and aligning with the overarching objectives of education

1.4 Review of Related Literature:

The review of related literature reveals various studies that have explored the relationship between teaching competence and sense of responsibility among teachers. Several researchers have investigated the factors influencing teaching competence and the sense of responsibility in different contexts.

- Singh (2003) found that female teachers in primary schools were more professionally committed than male teachers, emphasizing the competencies needed for teacher training. This suggests a potential link between professional commitment and teaching competence.
- Chauhan (1995) reported no significant difference in professional responsibility and teaching aptitude of male and female teachers working in government and privately managed schools. However, there was a significant difference in the teaching attitude of teachers in different school types.
- Lee and Loeb (2000) found that teachers in small-sized schools showed more positive attitudes about their responsibility for students' learning, and students achieved more in schools with higher levels of collective responsibility.
- Guskey (1981) reported that female teachers were consistently more responsible for their students' learning outcomes compared to male teachers. This suggests that gender may play a role in teachers' sense of responsibility.
- Matteucci and Kopp (2013) found that middle school teachers showed significantly lower levels of perceived responsibility compared to primary school teachers. This indicates that the school level may influence teachers' sense of responsibility.
- Lauermaun (2016) found that general pedagogical knowledge had a positive association with teachers' self-efficacy, and teacher responsibility tended to be lower among older teachers than younger teachers.



- Abdullahi and Ghaemi (2016) found a significant relationship between teachers' affective constructs and their sense of responsibility. Teachers with higher sense of responsibility showed higher levels of work engagement and job satisfaction

1.5 STATEMENT OF THE PROBLEM

Exploring the Relationship Between Teaching Proficiency and Ethical

Accountability Among Secondary School Educators

1.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED:

1.6.1 Teaching Proficiency

Teaching Proficiency in secondary school teachers includes effective lesson planning, adept classroom management, deep subject knowledge, building positive relationships with students, and utilizing teaching-learning materials and aids. Strong time management skills and fair evaluation practices are also integral to their competence. Additionally, competent teachers collaborate with parents, the community, and external agencies to support students' overall development and academic success.

1.6.2 Ethical Accountability

Accountability among secondary school teachers encompasses their commitment to students' behaviour, learning outcomes, achievement motivation, and overall support. It involves fostering students' capacity building and aligning their efforts with social and national educational objectives.

1.7 OBJECTIVES OF THE STUDY

1. Investigating the Correlation Between Teaching Proficiency and Ethical Accountability

Among Secondary School Educators



1.8 HYPOTHESES OF THE STUDY

H₀₁. There is no significant correlation between teaching proficiency and ethical accountability among secondary school educators.

1.9 METHOD: Survey method

1.10 POPULATION: Population of the present study comprises of all secondary school teachers. Of Rajkot district.

1.11 SAMPLE: The sample for this study comprises of 70 teachers teaching in secondary school in Rajkot district.

1.12 TOOLS USED

The following tools will be used for the study:

1. Standardized tool of General Teaching Competence Scale was developed by Dr B.K Passi and M.S LALITA
2. The accountability scale for teachers was developed by Dr. Vimal Vidushy and Dr.Nand Kishor.

1.13 Data Analysis: Pearson's Product moment correlation was used by researcher.

Table Showing Coefficient of Correlation between Teaching Proficiency and Ethical Accountability of Secondary school teachers (N=70)

Variables	N	r	Sig./Not sig.
Teaching Competence and Ethical Accountability	70	0.48	Sig. at .01



1.14 FINDINGS: The study's outcomes reveal a substantial and significant correlation between teaching proficiency and ethical accountability among secondary school educators. The utilization of Pearson's Product Moment method yielded a correlation coefficient ($r = 0.48, p < .01$), underscoring a robust connection between teachers' effectiveness and their ethical responsibility towards diverse aspects of their students' education. This affirmative correlation suggests that educators demonstrating heightened teaching proficiency also exhibit a heightened sense of ethical accountability encompassing student conduct, educational achievements, motivation, and support. Furthermore, this association extends to teachers' dedication to enhancing their capacity and aligning with societal and national educational aims. These findings collectively illuminate the pivotal role of teaching proficiency in nurturing ethical accountability among secondary school educators, emphasizing the pivotal significance of these attributes in advancing successful educational results.

1.15 DISCUSSION

The study findings unveil a noteworthy and significant correlation between the teaching proficiency and ethical accountability displayed by secondary school educators. This connection emerges from teachers' inherent sense of commitment and responsibility to effectively educate their students. Consequently, the aptitude for proficient teaching emerges as a crucial factor, compelling teachers to invest substantial efforts in developing well structured lessons, assisting students facing challenges, and consistently refining their teaching methodologies to enhance student learning.

1.16 DELIMITATIONS OF THE STUDY

i. The study was delimited to Rajkot districts. ii. The present study was confined to secondary school teachers only from Government high and senior secondary schools. iii. The study was confined to classifying variable i.e., Ethical Accountability only.

1.17 CONCLUSION:

The investigation revealed a significant positive correlation ($r=0.48, p<.01$) between the teaching competence and sense of responsibility among secondary school teachers. Teachers who demonstrated proficiency in



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lesson planning, classroom management, and subject knowledge also showcased heightened dedication to students' behavior, learning outcomes, and overall support. These findings underscore the significance of nurturing both competence and responsibility in educators to enhance student outcomes. It is imperative for educational institutions to prioritize professional growth initiatives that enhance these attributes, fostering a conducive learning atmosphere. This study contributes to comprehending teacher efficacy and underscores their pivotal role in shaping student accomplishments. Future research could delve into additional factors influencing teaching effectiveness and student achievements.



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