

A STUDY ON  
TEACHER'S COMPETENCY IN CONTEXT OF  
FACILITATING TEACHING LEARNING PROCESS AT  
SECONDARY LEVEL IN BANGLADESH

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## **1.1 Introduction:**

Bangladesh, a unitary and sovereign People's Republic achieved dependence on 26th march, 1971 and came into existence after 9 months liberation war-proved devastating (Feroza, 2007). With a density of 977 persons per sq km. Present population of Bangladesh stands at 142 Million. A growth rate of 1.26% and a life expectancy of 66.7 years thus making the eighth largest population in the world. The literacy rate is 62.66%.

Over the last decade, Bangladesh has achieved laudable progress in poverty reduction. Sustainable progress has been made in the areas like life expectancy, literacy and health. There is no doubt that education plays a vital role in the uplifting of these areas of human development. Though there has been remarkable success in primary education particularly in gross enrollment and net enrollment but the secondary education, a bridge between primary and tertiary level of education system beset with multi faced constraints. Lack of teachers' competency in facilitating teaching learning process is one of the major areas of concern. Since this sub-sector is mainly responsible for developing countries unskilled human into skilled manpower, the challenges belonging to this sector should be addressed on an urgent basis.

## **1.2 Statement of the Problem:**

Teaching is considered as an integrated, professional activity concerned with bringing about desirable changes in

learners. It involves making decisions about when to use various teaching abilities and how to integrate these into the teaching act in order to provide conditions which facilitate learning. To realize this, in the professional preparation of teachers, the emphasis should be on the development of self-concept and formation of appropriate cognitive structures, attitudes and professional skill in teaching. For, it is a combination of these factors which would eventually act as a major influence in shaping their attitudes a subsequent behavior with regard to decision-making process.

The social psychological perspective of teaching view, teaching as a socially skilled relationships and communication between the teachers and learners (Morrison and Mc Intyre 1969) Argyle (1969 b) argued the teacher interacting with his students was engaging in a socially skilled performance. Therefore the nature of social skill of teaching introduction, questioning, closure, reinforcement, stimulus variations, classroom management etc, have to be explained on the basis of their contribution to implement the logical structure of the lesson.

### **1.3 Rationale/ significance of the study:**

Secondary Education is one of the most important and biggest sub-sectors in education having huge number of institutions and teacher. The rate of enrollment in secondary sub sector increased significantly but in terms

of quality it is not up to the mark. Recently, government has taken a lot of initiatives to ensure the quality of education. The quality of education depends mostly on the quality of teachers. It is the fact that teaching is a profession and it has certain aims and objectives. To adopt and utilize professional skill qualities is called competency. In other words, high standards quality that we can expect from a person, who is skilled in a particular job is called competency. Each and every person has special professional skill qualities. This skill depends on job description and job specification mainly.

The students' performance, in terms of quality education of the secondary level institutions is not satisfactory. Competency of secondary level teacher is one of the most important factors for improving students' performance. But in fact, in our country there is no proper or uniform system to evaluate the competency of secondary level teachers.

So, an attempt was made to conduct a study on the competency of secondary level teachers, which is very essential in course of time.

#### **1.4 Objectives:**

The main objectives of the study are to explore the following:-

- 1) To assess the teachers' competency in terms of facilitating teaching -learning process at secondary school teacher.

2) To identify the factors effecting teachers facilitating teaching learning process at secondary school teacher.

3) To investigate the role of facilitating teaching learning process to develop creative question.

### **1.5 Hypothesis of the Study:**

The proposed research title has following hypothesis:

1) The teachers are not adequately competent in secondary level education.

2) Some factor affects more severely to develop teaching competency.

### **1.6 Limitations of the Study:**

The research work will have to be completed within 1 (One) month and with a very limited financial support. There, only one competency area is included in this research that is “Facilitating Teaching -Learning Process” in Secondary Level. Only 40 respondents are interviewed in this research.

### **1.7 Definitions of terms:**

**Competency:** Competency is an ability to do something, especially measured against a standard.

**Students:** Secondary level students only.

**Secondary Level Education:** In current general education system class ix and x are considered as secondary level.

**Teacher:** Secondary level Teachers only.

**Facilitating Teaching Learning Process:** Facilitating Teaching Learning Process means i) Apply variety of teaching learning approaches appropriate to the learning goals ii) organize learning groups iii) Facilitate group process iv) Conduct S.S. centered activities v) Use appropriate teaching aids. vi) Provide base feedback. vii) Use of creative questions viii) Summarize lesson and ix) manage academic learning time.

## **2.1 Literature review:**

Secondary education has three main streams. These are: general, madrasa and vocational education. This study has focused only on general education imparted in secondary schools. This study serves to explore the answer of the following questions: what are the factors affecting teachers facilitating teaching learning process? How facilitating teaching learning process develop creative questions? Why do some teachers play active role in facilitating teaching learning process in secondary schools while others fail to do so?

Improving teacher's competency is a major concern providing education. The business community in the west, in the early 1980s, first showed their dissatisfaction with the skills of secondary graduates. The taxpayers as well as the policy

makers also paid attention to the school system and to reform their policies and practices. Education (grade IX to X) takes a great responsibility since it deals with the development of personality of adolescents. The learners of this stage after a few years later would constitute the entire backbone of the nation. Therefore, it deals with the most impressive and formative period of the lives of the students. The aims of the secondary education can be characterized as follows:

- To prepare the students to participate creatively as citizen in emerging democratic and social order.
- To develop their practical and rational efficiency.
- To build up their thinking capacity, artistic and cultural interest which are necessary for self expression (Maleque, 2008).

It is thought that the more competent the teachers of the educational institutes, the better the quality of education in the country (Hossain, 2005). There is a poor provision and techniques for evaluation of teachers' professionalism. Although preparation of lesson plan is a professional responsibility, yet only 3% of the teachers have identified this as professional duty. Many teachers have mentioned about a number of obstacle in performing professional duties of which excessive class load, big class size, teaching more subjects, lack of teaching aids etc. are important. About 83% of teachers mentioned about no

remedial measures for slow learners. About 16% mentioned about review class and question answer sessions. Only 22% teachers of Govt. urban schools prepared teaching aids. The teachers are not aware about techniques of self-evaluation and even there is no established system of self evaluation (Hoque *et al.*, 2007). Islam (2005) reported many causes responsible for students' absenteeism in classroom. Poor teaching learning process at the classroom is one of them.

### **3.1 Methodology:**

The methods, procedures, principal and techniques are treated as “Methodology” of a research. This is descriptive quality research. To conduct the study it requires survey to know the opinions, views and demands of the respondents considering the need of the present.

- a) **Study area:** 40 teachers have been selected from 30 different secondary schools of Dhaka districts for purposive sampling. Respondents were selected randomly. Data were collected from 17/8/2010 to 20/8/2010.
- b) **Source of data:** Primary data have been collected from different secondary schools of Dhaka districts
- c) **Research Instrument:** Questionnaire and opinions are followed for collecting primary data
- d) **Data collection and analysis:**

The research tools were distributed to the respondents under the supervision of the research team. Data had been processed manually as well as with the help of computer software, Excel, Statistical tools and techniques were used

for analyzing and interpreting the data. Computer software, especially SPSS, was employed for analysis of data.

#### **4.0 Introduction:**

From 1992 Primary Education has been made compulsory in Bangladesh. Present government declared that up to graduation, education would be free of cost. Within this time improvement in education system, management, grading system other significant education parameter has been adopted. The secondary level of education is the connection between primary and higher education. So, secondary level of education is the most significant part of our education system. Therefore much importance should be given to this level of education. To ensure the quality of the secondary education system the competency of the teachers of this level is most important. Even the government should pay attention to this factor. Thus this research has been carried out.

#### **Table- 1:**

Preparation of the Teacher for conducting session

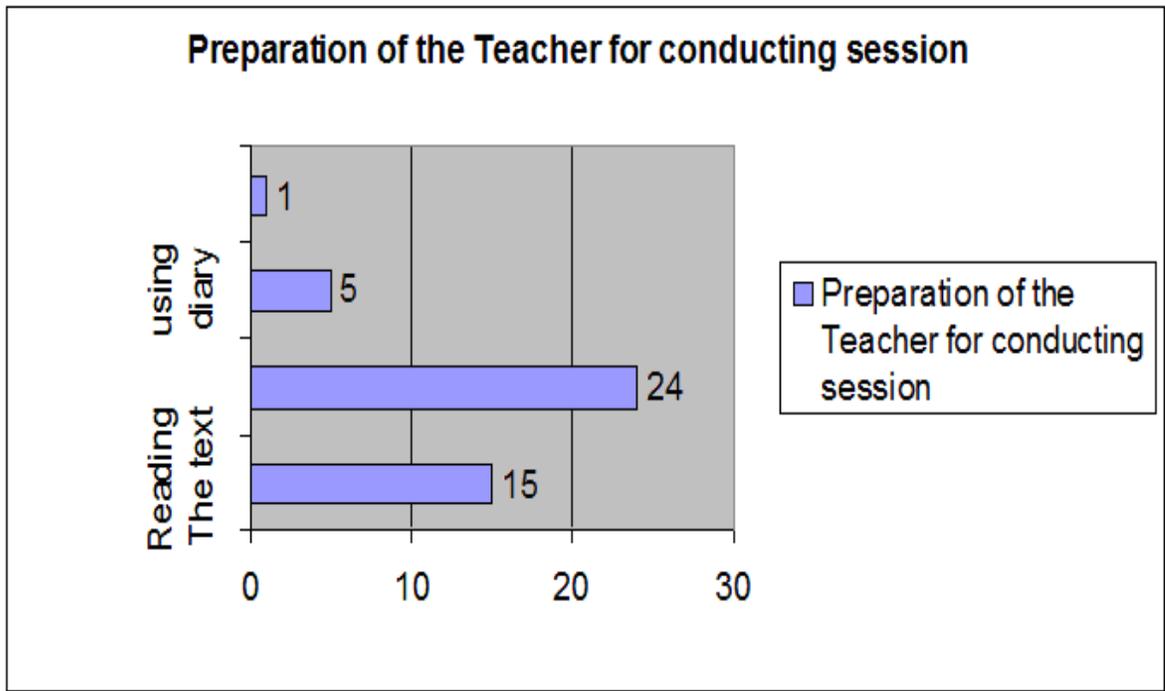
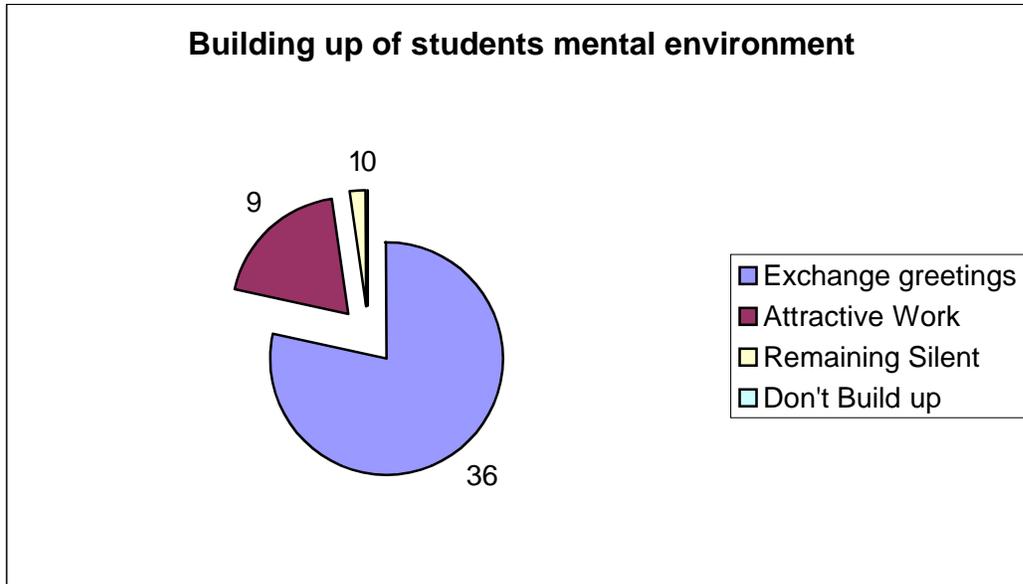


Table -1 is titled as Preparation of the teacher for conducting session. Preparation is necessary because without preparation a lesson won't be successful or proper outcome won't be achieved. After its analysis, it can be said that most preparation is completed through lesson plan i.e.70%, the next is reading the text i.e.37.5% then is using diary and the percentage is 12.5% and the last one is without prior planning i.e. only 2.5%.

**Table-2:**

Building up of student's mental environment



After analyzing table 2 titled "building up of students mental environment" it is found that out of the four options the first one is more successful that is "exchange greetings" and the rate of success is 90%. The rate of next two options is 22.5% and 2.5%. There are some teachers who do not believe in building up of student's mental environment. Here exchange greetings are most popular among the 4 because it's the easier method than others. It's easy to exchange greetings with a student that also helps to make the environment friendly for both students and teacher and then to run the class smoothly.

**Table - 3:**

Verify previous knowledge of students:

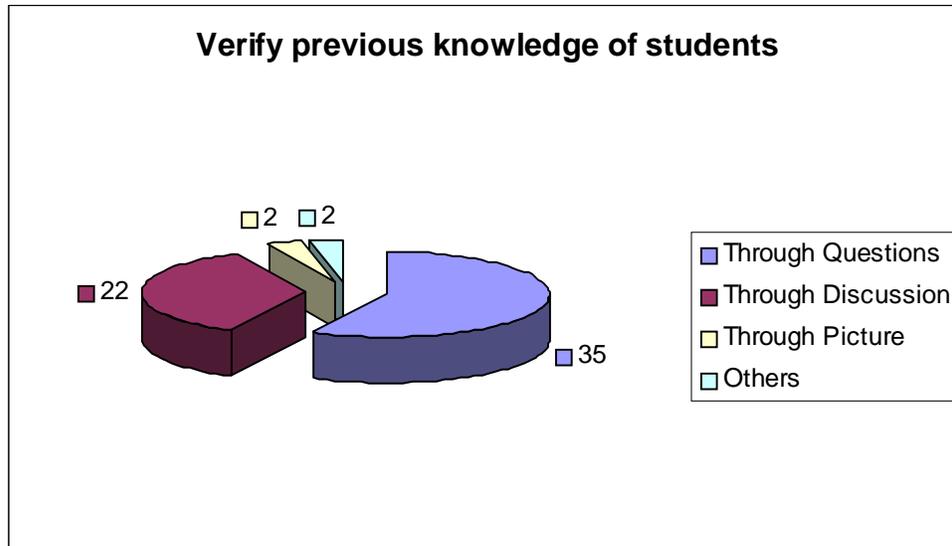
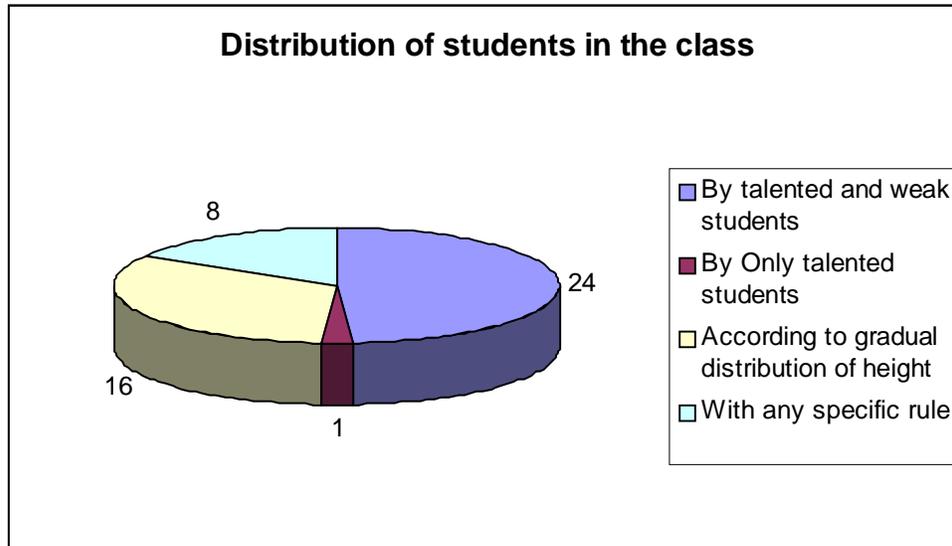


Table-3 titled 'Verify previous knowledge of students' after its analysis it can be seen that the most successful method is through questioning and its 87.5% The success rate of the other methods are 55%, 15% and 5% respectively. Through questions or to ask questions is most common and popular method for a teacher for this the student's gets a chance to participate in the class and by this they are also able to concentrate in the class properly.

**Table-4:**

Distribution of students in the class



Distribution of students in class- this is table-4's title after its analysis it is found that talented and weak students, 40% by gradual distribution of height, 20% without any specific rule carry out 60% of the distribution and the rest is carried out by only talented student's i.e. only 2.5%. Group work is very important and in this case the mixtures of talented and weak students are most popular because in this method weak student gets chance to improve by the support of talented students.

**Table-05:**

Announcement of lesson

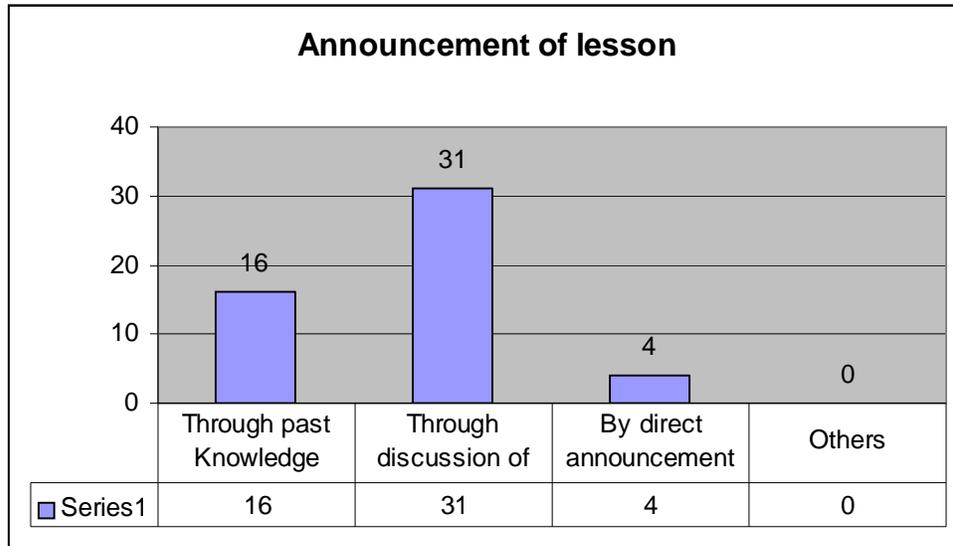


Table-5 titled "Announcement of lesson is analyzed and the results obtained are stated here. Through past knowledge verification 40% successes are obtained. The most successful rate is through discussion of relevant subject that is 77.5%; by direct announcement is 10%. It's not necessary to announce the topic directly rather it's necessary or fruitful or credit of a teacher to announce or to let the students guess the topic by past knowledge or discussion.

**Table-6:**

Application of teaching methods in the class

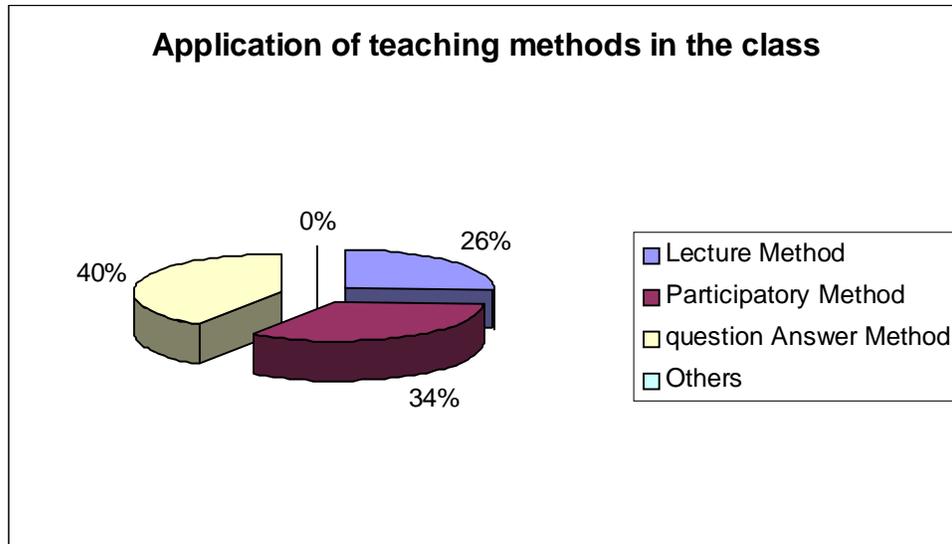


Table-6 titled Application of teaching methods in the class; the result shows that lecture method is least successful, participated method 62.5 % most popular method is question answer method that is 75%. Only lecture-based teaching is not successful as the chart shows because to know the student's interest or to make them understand the class or to make the class enjoyable it's very important to ask questions and also get feedback from the students. Otherwise the class will be most boring or unsuccessful for both teacher and students.

**Table-7:**

Use of Teaching- aids in class

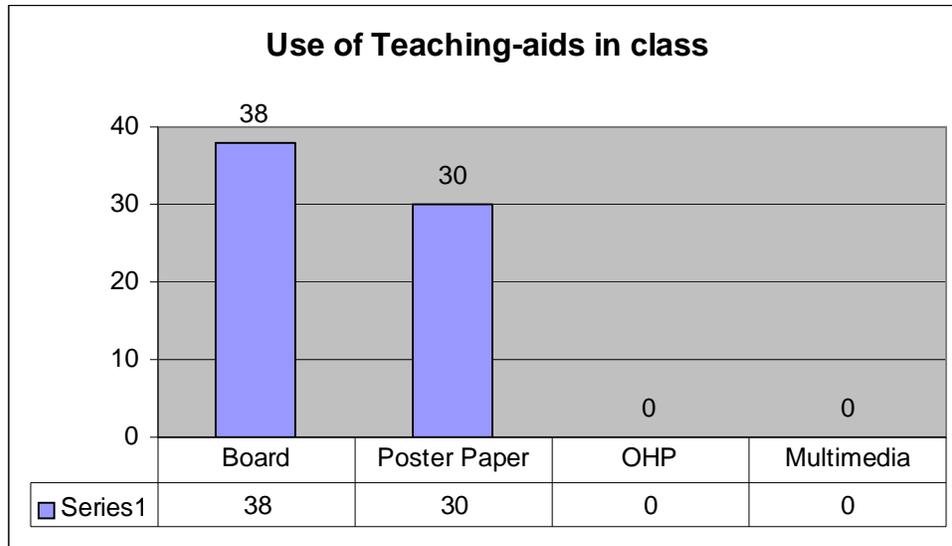


Table-7 is about "Use of teaching aids in class. This table shows that board is being used 95%, poster papers 75%, OHP and Multimedia is not used in the class. Here in this survey most schools are of the primary level that's why the most modern equipments are not used in the class. That's why through multimedia being very popular is not used in the class rather board the previous teaching aids is more important.

**Table-8:**

Presentation of Students group work

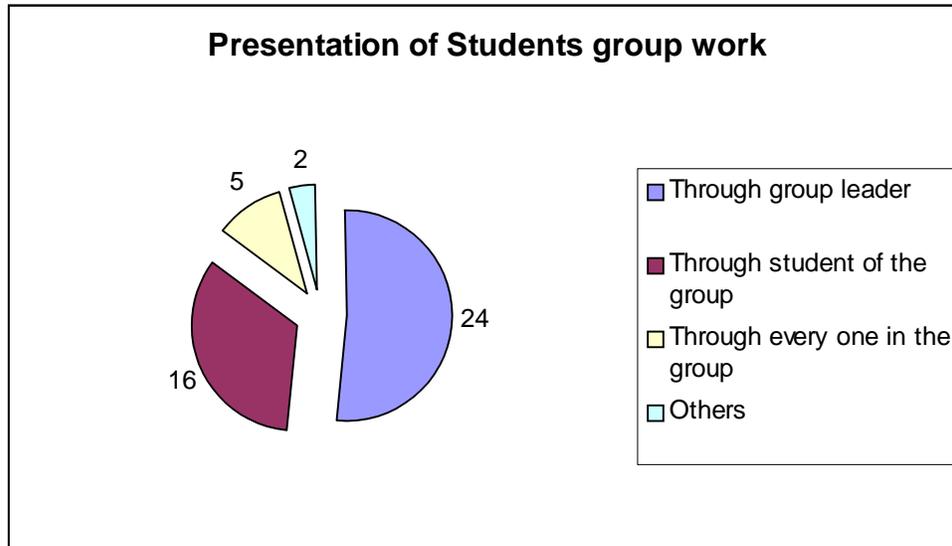


Table-8 is about "presentation of students group work which shows through group leader the success rate is 60%, then comes through any student of the group that is 40%, through anyone in the group is 12.5% and others is 5%. As already mentioned group work is very important as well as successful presentation is the output of this presentation. It can be done by the group leader or anyone in the group but it's not right to make same person as a leader every time rather to give chance to everyone so that one by one everyone can participate.

**Table-9:**

Presentation of the lesson through different types of questions

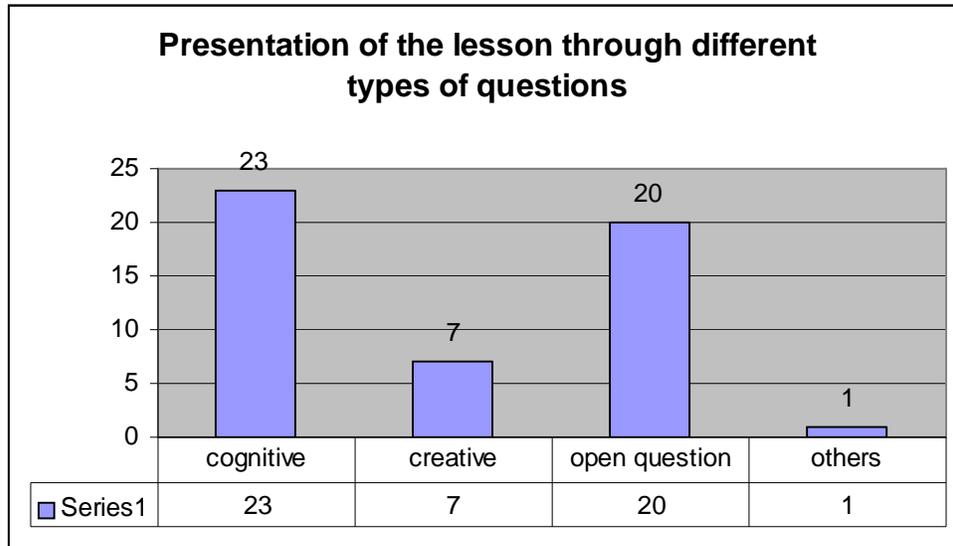


Table-9 Showing presentation of the lesson through different types of questions. By analyzing this table it is seen that cognitive questions success rate is 57.5%, creative question 17.5%, open questions being the most successful with 50 % and others 1%. Teachers usually use cognitive questions because the time limit of a class is not enough for a teacher to ask creative and open questions and justify all the students' merit accordingly. Though creative and open questions are more effective the teachers are not able to use these because of some limitations.

**Table-10:**

Use of different questions in-group work

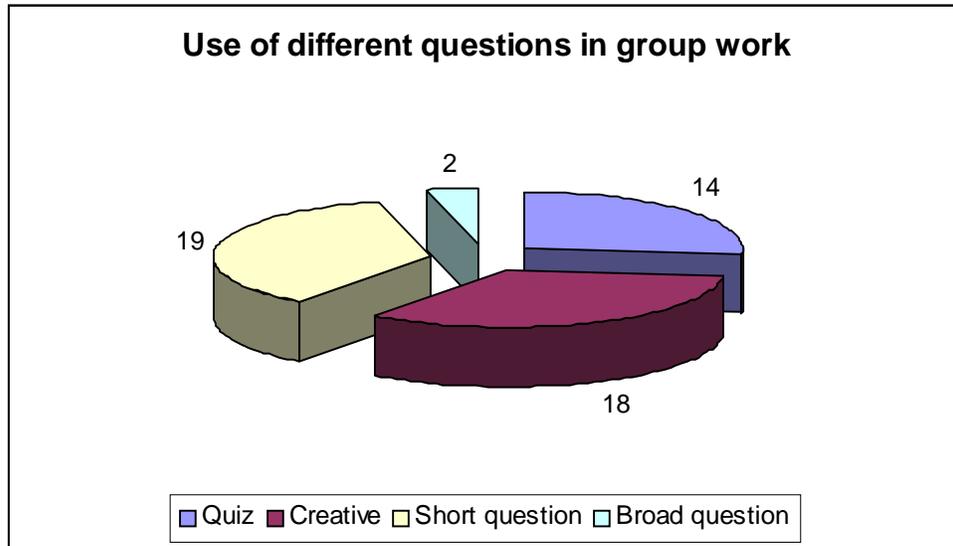
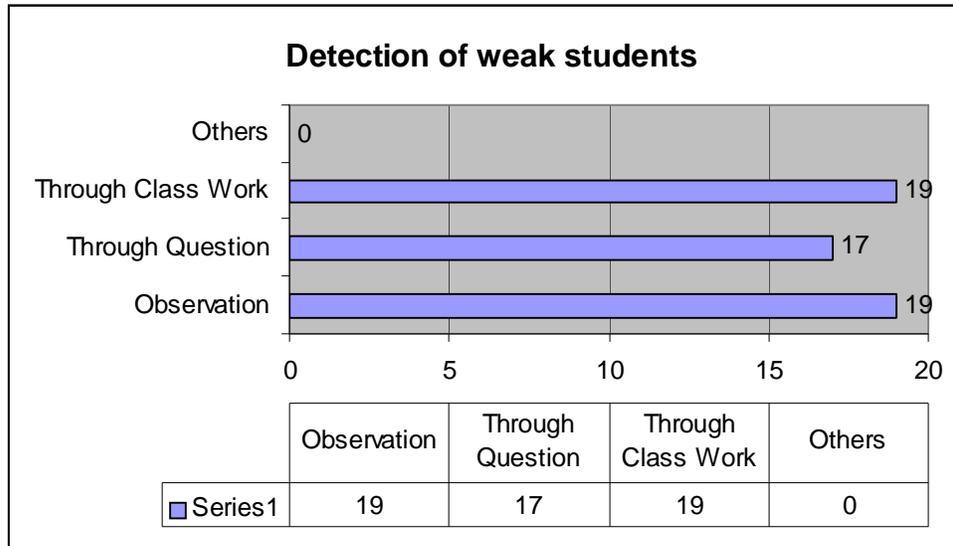


Table-10 is about "Use of different questions in group work" By analyzing this is found that Quiz is 35%, creative Questions 45%, Short Question 47.5% i.e mostly used and others 5%. Different types of question like creative, short and quiz are use in the class but among these short question are mostly used because it's quicker and effective.

**Table-11:**

Detection of weak students



Detection of weak student is Table-11's Table. Its analysis shows that through observation are 47.5%, through class work 47.5% through questions 42.5%. It's necessary to find out the weak students to run the class successfully. For this sharp observation is most important. If the weak students are detected properly then drop out level will be reduced.

**Table-12:**

Monitoring the Students

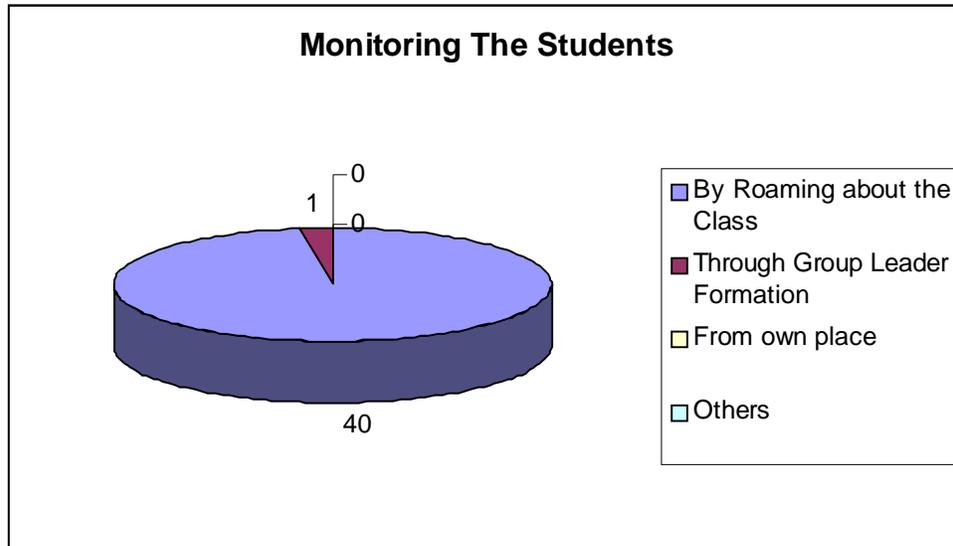


Table-12 is related to monitoring the students. Its analysis shows us that by roaming around the class the rate is 100%. Through group leader formation is 2.5%. Monitoring is necessary to manage the class and give lesson properly or to catch attention of everyone. Roaming in this purpose is the most popular and successful method.

**Table-13:**

Finding out the ways of fulfilling the students demand through lesson

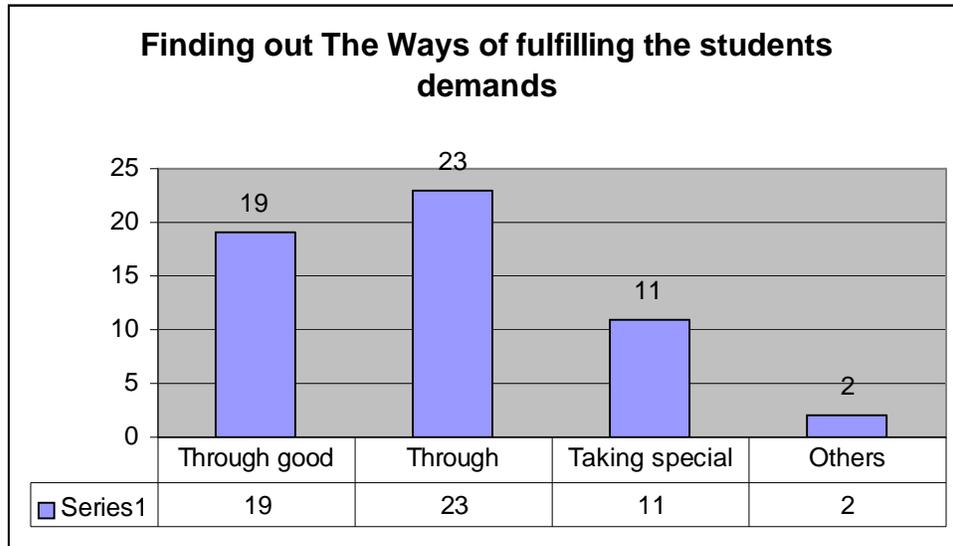


Table-13 is "Finding out the ways of fulfilling the students demand through lesson". This table states that, helping the students who are lagging behind through good students is 47.5% through repeated discussion is 57.5%, taking special class is 27.5% and others 5%. Repeated discussion can directly help the weak students rather than taking special class or lagging behind through good students.

**Table-14:**

Evaluation of students during formation

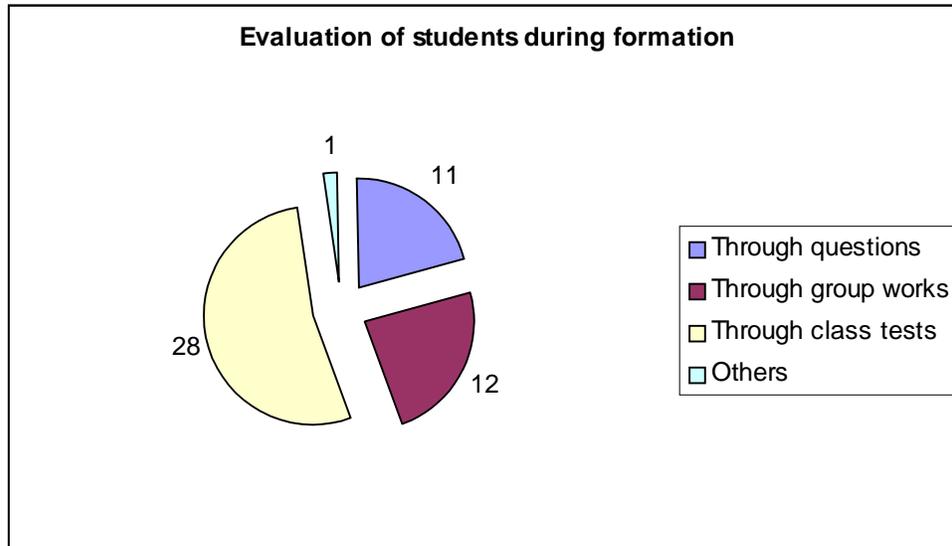


Table-14"Talks about evaluation of students during formation": It's analysis shows that through class test most evaluation is carried out.i.e.70%, through questions 27.5%, through group work 30% and others 2.5%. After giving lesson evaluation is must otherwise the progress of the students can't be traced. Through question it is possible to find out the outcome but through class test the writing ability can be also traced so it's the most important evaluation process.

**Table-15:**

Methods of verifying the learning outcome

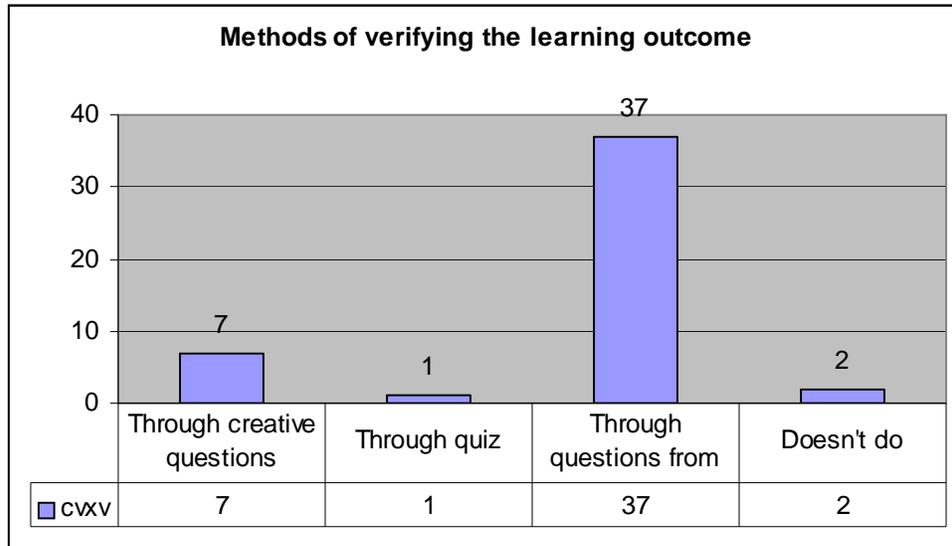


Table-15 is about "Methods of verifying the learning outcome." Its analysis shows that most successful is through question from relevant subject that is 92.5%. Then is through creative question that is 17.5%, the least is through quiz that is 2.5% and 5% does not do. Again because of time limitations the teachers only gets time to talk about the relevant topics in the class rather to talk about creative or quiz though these two are same important as the discussion on relevant topics.

**Table-16:**

Making summary of the lesson.

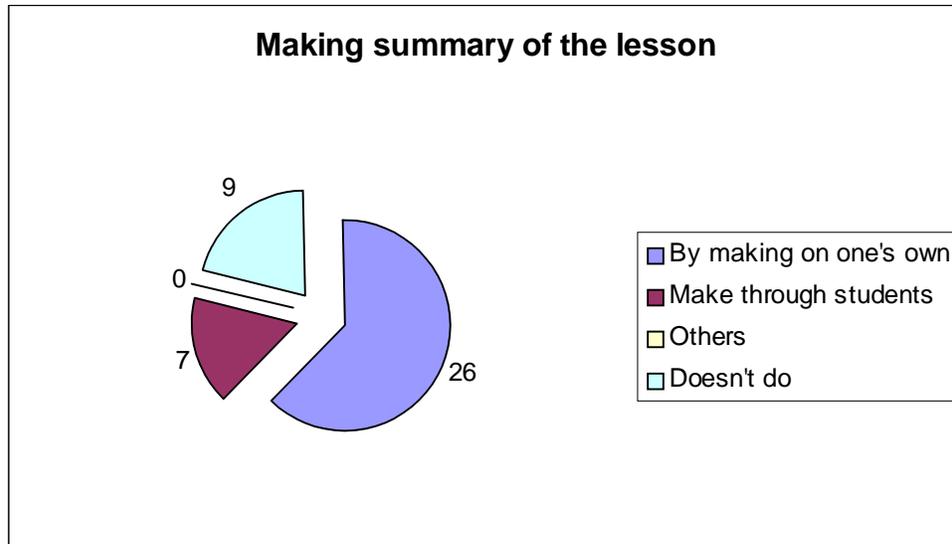


Table 16 'making summary of the Lesson'. Its analysis shows that 65% makes it on their own, 17.5% makes through students, and 25% doesn't do. Wrap up of the lesson is helpful for the students to understand the lesson properly. The teachers that are most popular can make it. Teachers usually make this by themselves and sometimes by the students.

**Table-17:**

Finishing of lesson within the specific time

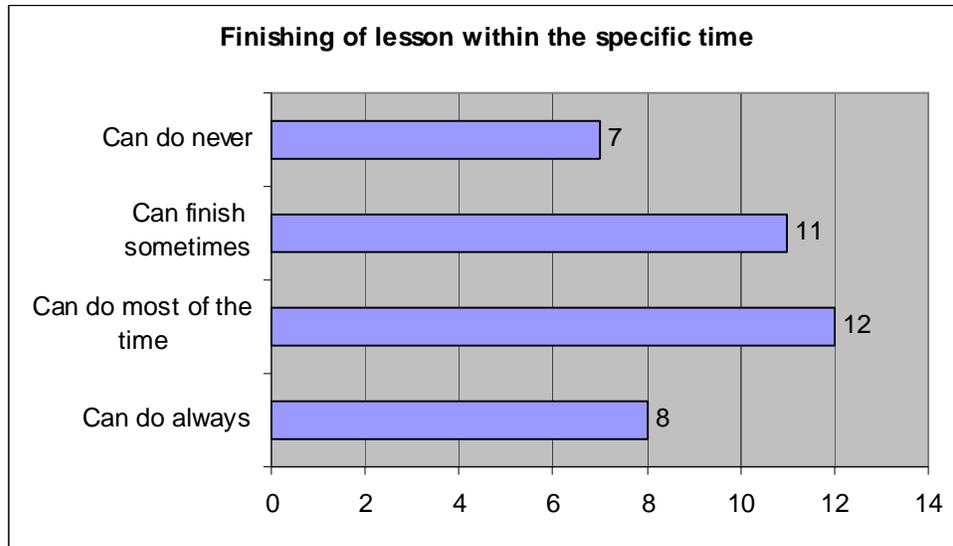
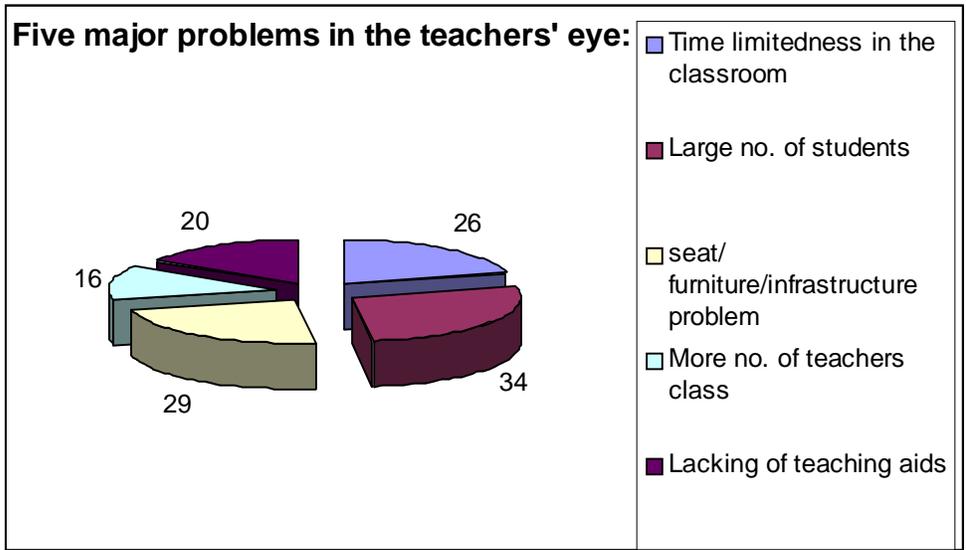


Table-17: Shows finishing of lesson within the specific time. Its analysis shows 20% can do it always. 30% can do most of the time, 27.5% can finish sometimes. 17.5% can do never. In the lesson plan time is very important, the starting time and the finishing time of the lesson. When a teacher makes a lesson plan he or she should keep in mind in what purpose they are going to spend their time. Otherwise it's not always possible to end the class on time.

**Table-18:**

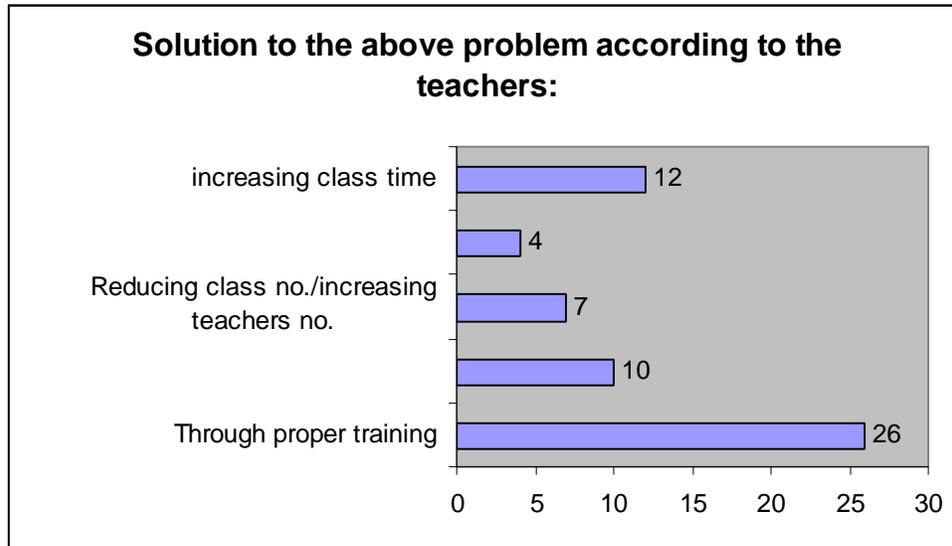
Five major problems in the teachers' eye:



Teachers also have some major problems that are why the rate of the outcomes of the students cannot be increased at the higher level. Among them the number of students is number one problem. The number of subject teacher is not sufficient or it's not possible for a teacher to manage a large number of students at a time. Along these the other problems like lack of teaching aids, furniture problems are also needed to be solve.

**Table-19:**

Solution to the above problem according to the teachers:



When there is a problem there must be some solutions. So through proper training the competency level of a teacher can be increased along with some other problems. Now days it's proved that through proper training and experience it's possible to make perfect teacher.

**Major Findings:**

**Lesson Related:**

- 1) 70% teachers take class through lesson plan.
- 2) 87.5% Teachers verifies student's previous knowledge through questions.
- 3) 77% Teachers announces the lesson through relevant subject.
- 4) 75% Teachers take class through Question Answer method.

5) Black Board, Chalk are used by 95% teacher but OHP or Multimedia is used by none

6) 65% Teacher makes summary of lesson but 25% teacher doesn't make any summary.

7) 20% Teacher can finish the lesson within the specific time.

8) 57.5% Teacher presents the lesson through cognitive questions and 17.5% through creative questions.

**Mental Environment and Group work Related:**

1) Most of the teachers (90%) create a mental environment through exchange of greetings.

2) 60% Teacher creates the seating arrangements with talented and weak students.

3) 60% Teacher present the class works through group leader.

4) Most of the teachers like to use short questions i.e. 47.5%.

**Weak Students, Student monitoring& Teaching Outcome related:**

1) 74.5% Teacher identifies weak students through observation and class work.

2) 100% Teacher monitors the students by roaming around the classroom.

3) 92.5% Teacher verifies the learning outcome through subject based questions.

**Other Findings:**

1) 17 % Teacher thinks that enough time is not available in the classroom.

2) 85% Teacher thinks that seating of many students together in the classroom is a problem.

3) 72.5% Teacher thinks that classroom; furniture and infrastructure are not satisfactory.

4) 40% Teacher thinks that teachers no. of classes are more.

5) 50% Teachers finds scarcity in teaching aids.

6) 25% Teacher thinks that Subject based teacher is less.

7) 25% Teacher thinks that their salary is less.

8) 10% of them think that furniture is not up to the mark.

### **Recommendations :**

- 1) Although we know that students attention can be kept from 45 minutes -1 hour but many teachers are on the side of increasing the time this may be because a lot of time is required for roll calling and class observation. So for that reason class time may be increased.
- 2) By training the teachers properly.
- 3) Through correct school & class monitoring.
- 4) To make U-shaped classroom.
- 5) Supply different types of teaching aids, teaching their use and preserving them.
- 6) Students should be lessened in the same class, if necessary teacher no. Should be increased and more sections can be opened.
- 7) Though teachers are backbone of a nation their salary is less. This has to be increased.
- 8) Same Teacher has to take different subjects classes this reduces their interest for they're for this reason subject-based teachers number should be increased.
- 9) Attention should give towards exchange of greetings with students, attractive story telling and friendly attitude.
- 10) Administration should be cordial towards teacher's personal problems.
- 11) Comparatively good teacher and education institutes experience should be used.
- 12) Weak students should be given separate care.
- 13) Time should be given for class work and homework.
- 14) Break time between two classes should be increased.
- 15) Attention should be given towards model/ practical education during teaching.

- 16) Scope should be given to use OHP & multimedia.
- 17) Providing subject based training.
- 18) Creating the field for applying the training obtained.
- 19) Good teacher should be awarded.
- 20) Good teacher trainer and Strengthening of monitoring.

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