

Primary School Teachers' Competencies For Designing The Instructional Strategies In Teaching On Addie Model

Dr Gobind Singh Gure*

ABSTRACT

Traditional concept of teaching is an act of impacting instructions among the students. Now, teaching has become a challengeable job that it must be a cause of learning in every situation and for all of the learners. The effectiveness of teachers is based on the planning and uses of instruction strategies. The process to develop and design instructional strategies is very important for all the teachers. The presented expository study was conducted to find the primary school teachers' competencies for designing the instructional strategies in teaching on ADDIE model. A sample of 150 primary teachers had drawn on the basis of multi-stage sampling from the one state, Haryana and one U.T., Chandigarh. Data was collected through one self-made standardized five point likert-scale questionnaires for teachers' competencies to design instructional strategies in cognitive area. The finding of the study pointed out that majority of the teachers having poor and satisfactory levels of competencies to design instructional strategies in Hindi, EVS and Mathematics. Therefore, it is also recommended to the policy-makers that different models of instructional designing must be included in curriculum of pedagogy courses for teacher education. Moreover, in pre-service and inter-service professional development programs, teachers must be made to learn the ADDIE Model of instructional designing so that their competencies of teaching may be enriched.

Key words: - Primary School, Teachers, Competencies, Instructional Strategies.

INTRODUCTION

Education is the best way of harmonious development of individual and society. The schools impart the education among the students through curriculum. The curriculum is divided into various academic & non-academic activities. The academic activities involve various subjects at different level and kind of education. Students learn through curriculum and the responsibility to organize the curriculum is on the part of teachers. Teaching is an act of impacting instructions among the students. The effectiveness of teachers is based on the uses of instruction strategies. Teachers impart knowledge, understanding, application & skills

Assistant Professor, School of Education, Central University of Rajasthan, Bandarsindri, Ajmer, Rajasthan, India.

through the instruction. The process to develop and design instructional strategies is very important for all the teachers. In the development of instructional objectives teachers have to framing the content in term of framing instructional objectives, designing the best instructional strategies on the basis of instructional objectives, after that design the instructional strategies, teacher have to implement these instructional strategies in the classroom & further at the last step teacher have to go for the evaluation.

Most of the educationists used ADDIE Model of developing instruction strategies for their teaching. According to ADDIE Model of developing instruction strategies are divided into five steps analysis, develop, design, implementation & evaluation. In this model of designing instructions, firstly, teachers have to framing the content in term of framing instructional objectives, designing the best instructional strategies on the basis of instructional objectives, after that design the instructional strategies, teacher have to implement these instructional strategies in the classroom & further at the last step teacher have to go for the evaluation. In this regards UNESCO (2005) described that “in this global context the classroom pedagogy used by teachers is consistently seen as ‘the crucial variable for improving learning outcomes’ and is critical in any reform to improve quality.” Moreover, “over the last two decades, many developing countries have embarked on major curriculum and pedagogical reforms to meet the EFA goal, often with donor involvement. Development partner pressure may have prompted countries to reforms that encourage more student- or learner-centered, active and outcomes- or competency-based education, but these ideas have also been favorably received at the local level as a means for achieving educational, economic, social and political goals” (Chisholm and Leyendecker, 2008 & Westbrook *et. al.*, 2013). However, the ultimate problems of education occurred due to the lack of professional training for better implementation curriculum as well as expected efforts are made by the teachers for achieving the qualitative education. Therefore, ADDIE Model helps the teachers to develop and implement, effective instruction strategies for their teaching. It works as a best tool for planning, designing, implementing and evaluating effective instructional strategies.

TEACHERS’ COMPETENCIES TO DESIGN INSTRUCTIONAL STRATEGIES

Instructional strategies determine the approach used by a teacher to achieve instructional objectives. The effectiveness of teachers is based on the uses of instruction strategies. According to ADDIE Model of developing instruction strategies are divided into

five steps analysis, develop, design, implementation & evaluation. The judgment of the teachers' competencies to design instructional strategies are based on teachers' perception on ADDIE Model of developing instructional strategies & investigators' observation regarding their teaching.

OBJECTIVE OF THE STUDY

- To analysis the different levels of teachers' competencies in the five steps used in the process of designing instructional strategies in cognitive area.

DESIGN OF THE STUDY

This research was expository and descriptive in nature therefore, for survey method and the quantitative & qualitative data were generated through the findings of a set of questionnaire distributed to the teachers of primary Schools of Haryana. The sample was taken from the 30 schools {20 (15 Govt. & -5 Non-Govt. Mgt. Schools} from Haryana & 10 {(7 Govt. & 3 Non-Govt. Mgt. Schools)} from Chandigarh. The multi-stage sampling technique was used. From the total sample of 150 teachers, were made up of 90 and 60 primary school teachers from Haryana and Chandigarh. In the last to find out the different levels of teachers' competencies in the five steps used in the process of designing instructional strategies in cognitive area; frequency distribution and percentages & chi-square were used.

Tools Used & Collection of Data

The self-made standardised questionnaires were used to collect the required data for this study. The primary schools teachers taught all the subjects at primary level, but according to their own interest, they had selected the subjects to fill up the responses in three types of questionnaires that are used in this study. First part of the all questionnaires are same and second parts deals with the specific context of teaching contents, methods, techniques and evaluation of the teaching subjects i.e., Hindi, Mathematics & EVS. In this study, only the first part is used for analysis. The first part of the questionnaires has 32 items divided into the five parts i.e., analysis, develop, design, implementation & evaluation.

Moreover, when the overall teachers' competencies to design instructional strategies in cognitive area analyses on the scale. And the score for any teacher scores would fall between 32 to 160. Therefore, if a teacher's scores fall in between 32-96, then he/she has

shown a poor score/level. If the teacher's scores fall in between 97-128, then he/she has shown a satisfactory score/level. If the teacher's scores fall in between 129-160, then he/she has shown good score/level in developing better instructional strategies competencies.

Collection & Analysis of data

After collecting all the data in terms of various forms, these were verified to that each column had been filled by the respondents or not. Moreover, during the editing process, it was found that many questionnaires were not fully completed as well as some of the responses were not filled or narratives. Thus, there was noticed some short of information. In the last, out of 150, only 85 (48 from Haryana & 27 from Chandigarh) teachers were complete and their responses were considered appropriate for the study. In the last after editing the data only 30, 28 and 27 teachers questionnaires respectively from Hindi, EVS and Mathematics were found appropriate and taken into consideration for this study.

Statistical Techniques

After the completion of the analysis of the data as per the above mentioned process, the relevant data was subjected to statistical analysis by using appropriate tools. The frequency distribution & percentage were used to analyse the appropriate data.

PROFESSIONAL QUALIFICATIONS OF PRIMARY SCHOOL TEACHERS

A diploma in education (J.B.T./E.T.T) is a professional qualification for working in the primary schools. The most of the teachers prefer to complete their degree along with the diploma. Teachers are working in the primary schools has been divided into three categories i.e., diploma, degree and both diploma & degree. The following Table 1 described the distribution of professional qualifications of teachers.

Table 1
Distribution of Professional Qualifications-Wise Primary School Teachers

State & U.T	Professional Qualifications of Teachers			Total
	JBT/ETT	B.Ed.	JBT/ETT & B.Ed.	
Haryana State	18 (31.6)	29 (50.9)	10 (17.5)	57 (100)
Chandigarh (U.T)	11 (39.3)	8 (28.6)	9 (32.1)	28 (100)
Total	29 (34.1)	37 (43.5)	19 (22.4)	85 (100.0)

It is therefore, illustrated from the table that thirty four percent of the teachers possess a diploma as a professional qualifications (J.B.T/E.T.T), most of them around thirty-nine percent are from Chandigarh, whereas around thirty-two percent belong to Haryana. From the entire sample around twenty-two percent of the teachers had both diploma and degree (B.Ed.) in education, most of them around thirty-two percent belong to Chandigarh and seventeen percent are from Haryana. In the entire sample of teachers around forty-four percent of the teachers possess a professional qualifications degree, majority of them i.e., around fifty-one percent are from Haryana as against around twenty-nine percent are from Chandigarh. From the total sample sixty-six percent of the teachers had a professional degree. Thus, it can be concluded that all of the teachers taken in the sample are professionally qualified. Majority of the teachers have a professional degree. Most of the teachers having professional degree are working in private schools. However, some of them who are working in the government school may have acquired their degree through distance or open courses during the course of their service.

DIFFERENT LEVELS OF TEACHERS' COMPETENCIES IN THE FIVE STEPS USED IN THE PROCESS OF DESIGNING INSTRUCTIONAL STRATEGIES IN COGNITIVE AREA

The main objective of the study was to find out the different levels of teachers' competencies in the five steps used in the process of designing instructional strategies in cognitive area; frequency distribution and percentages were used. The following table described different levels of teachers' competencies in the five steps used in the process of designing instructional strategies in cognitive area.

Table 2
Distribution of Different Levels of Teachers' Competencies in the Five Steps Used in the Designing Instructional Strategies in Cognitive Area

Levels of Teachers' competencies to Design Instructional Strategies in Cognitive Area	Five Steps Used In the Process of Designing Instructional Strategies				
	Analysis	Design	Development	Implementation	Evaluation
Good	26 (30.5)	25 (29.4)	24 (28.2)	23 (27.1)	22 (25.8)
Satisfactory	32 (37.6)	32 (37.6)	31 (36.4)	30 (35.2)	28 (32.9)
Poor	27 (31.7)	28 (32.9)	30 (35.2)	32 (37.6)	35 (41.1)

Total	85 (100.0)	85 (100.0)	85 (100.0)	85 (100.0)	85 (100.0)
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Table 2 illustrates the information about the different levels of teachers' competencies in the five steps used in the process of designing instructional strategies in cognitive area. It is unquestionably described from the analysis of table that the percentages of the teachers' competencies to design instructional strategies in cognitive area have decreased with the process of designing instructional strategies have been escalating to the next steps in developing instructional strategies for teaching of the students. From all of the teachers, majority of the teachers' competencies are found satisfactory level for designing instructional strategies in cognitive area. Around thirty-eight each, thirty-seven, thirty-six and thirty-two percent of teachers respectively have noticed on satisfactory level in the different parts;- analysis, design, development, implementation and evaluation for developing instructional strategies in cognitive area.

Further, it is evident that, there was good numbers of teachers have found poor in the process of designing instructional strategies in cognitive area. Around thirty-two, thirty-five, thirty-three and thirty-eight percent respectively noticed on poor level in the various parts of designing instructional strategies *i.e.*, analysis, design, development implementation and evaluation.

It is considered discreditable that from all the professionally trained teachers there are less numbers of them have found good competencies in designing instructional strategies in teaching of cognitive areas. In the various parts of designing instructional strategies for teaching around thirty, twenty-eight; twenty-nine; twenty-seven and twenty-three percent of the teachers found at good level respectively in analysis, design, development, implementation and evaluation. Thus, it can be inferred that majority of the teachers have poor & satisfactory competencies in designing instructional strategies in any cognitive area.

FINAL WORDS

There are five main parts (analysis, design, development, implementation and evaluation) of imparting any type of instructional strategies in the class. Every step has equal significances in imparting education in psychologically and logical manner. Therefore, all of the teachers have rated themselves on five steps of developing instructional strategies in any cognitive area for class room teaching. Thus, it is found amazing that the proportions of the teachers' competencies to design instructional strategies in cognitive area get decreased with

the process of designing instructional strategies had escalated to next steps of teaching. Most of the teachers noticed poor & satisfactory competencies respectively, in the evaluation process, implementation, development, design and analysis. The most of the teachers had noticed the poor & satisfactory competencies in evaluation and implementation part of designing instructional strategies in cognitive area. Thus, these teachers did not have competency in the evaluation & presentation part of lessons; they have not proper strategies of diagnostic testing and not proper knowledge of using various tools in evaluation of the students. Thus, majority of the teachers (around seventy-four percent) have the poor & satisfactory competencies in designing instructional strategies in cognitive area. That is all due to the gap of pre-service training, most of the teachers lose their competency on various teaching skills used in the teaching. It is all due to most of teachers have not proper training in how to design instructional strategies in various cognitive areas. Moreover, less emphasis is being given in-service education on how to design various instructional strategies. As well as the curriculum of the teacher education is more stress on designing various instructional strategies in various cognitive areas. Thus, instructional strategies are the basic of teaching and the trained teachers have not find good competencies in the various steps of designing instructional strategies. Overall, if the teachers will give the proper education and training to design instructional strategies, only then the qualitative and effective teaching-learning process can be ensured.

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