



## **ROLE OF TEACHER IN QUALITY RESEARCH: BASIC TEACHER COMPETENCIES**

*Kanika* , Assistant Professor in Education ,CT College of Education,Jalandhar

### **Abstract**

*The purpose of research is to inform action. Research must always be of high standard in order to construct knowledge that is relevant or appropriate outside of the research setting with inference that goes beyond the group that has participated in the research. Furthermore, the finding of the study should have implications for policy and project implementation. From the past few years there is rapid increase in the research work. So it is a duty on the part of teacher to conduct and guide his/her students for quality research. There should be some competencies in teacher that help him to conduct a quality research. The present theoretical paper highlights the basic competencies of teacher that helps in quality research.*

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### **Introduction**

Teaching is a life-long professional development process beginning with initial teacher preparation and continuing throughout teachers' careers. A teacher's personal qualities, educational qualifications, his professional training, managerial skills and the place he holds in the college and in the community contributes to the quality of research. For research to be qualitative in nature, teacher should be updated with the latest innovations. Pre-service education is only a prerequisite for entering in the teaching profession.

In the words of Rabindranath Tagore, '*a teacher can never truly teach unless he is still learning itself. A lamp can never light another lamp unless it continues to burn its own flame.*'

The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast for the latest developments. Satisfying this need is the purpose of in-service education. Every teacher, whether he is beginner or a veteran, needs to be aware of the rapid cultural and social changes , advancements in educational theories,

methodologies and practices, and ramification of the role of education due to changes and advancements in science and technology.

Teachers are regarded as makers of the nation. They are the pioneers of the continuous silent revolution. They are in such a position and they should acquire the required professionalism and skills. Without that, quality work cannot be expected. The act of managing one's own profession with sincerity and skill is called professionalism.

The NCTE(1996) curriculum framework for teacher education examines the complementarily of these programmes thus: "Pre-service and in-service programmes need not be dealt within the isolation of each other; as staff developments begins with pre service and gets reinforced through in-service programmes. It however does not mean that there is a simple linearity between pre-service and in-service programmes. There is an element of change and continuity in two sub systems. The element of change in in-service programmes is due to emergence of new issues/ themes learning areas."

The professional development of teachers plays a vital role in improving the quality research. The concerns of new theories, the findings of educational researches, and development of new teaching material and instructional strategies will remain fruitless unless these innovations are translated into action. In- service education in the form of summer institutes, refresher courses, orientation courses, seminars, workshops, conferences. The in-service programme is a powerful means to bring the benefits of the new ideas into the research work. Such programmes help in moulding better teachers by improving their knowledge, providing ways to help them develop their competence, empowering them to undertake innovative practices and by instilling in them a desire to do a better job of teaching that helps further in research.

Teachers should equip themselves about recent happenings in fast galloping moving world because it is a futile effort and wastage of time conducting research on redundant problems which carry on significance in the present fast changes era or scenario. Teacher who is presenting himself as a guide to research purpose is capable to conduct the quality research only when he has some research related competencies.

**Following are the key competencies that help the teacher in quality research:**

- In-service teacher professional development
- Use of latest technology basic skills
- Research and technology integration
- Valid use of learning information
- Organising and analysing information

➤ Presenting information

**1) In-Service Teacher Professional Development**

Most of the current teaching force went through educational system and teacher training programmes that emphasised traditional instruction methodologies. They have no knowledge of latest technology; they just have PhD degree with them. The in-service programmes help them to equip themselves with latest technological trends. Because if the teacher wants to conduct quality research he/she must have knowledge of appropriate instructional methods and knowledge of how to use these methods within the research only then he/she will help his students in research work. Teachers who have an understanding of specific subject areas help their students in profitable learning directions; provide information when appropriate and assess' students learning on an on-going research.

**2) Use of Latest Technology Basic Skills**

Teachers are seriously deficit in basic technology (Wills,Wills, Austin & Colon, 1995). A certain level of technical competence is necessary if teacher are to effectively use technology in their instructions (Bitter & Yohe,1989). Teacher who develop this technical competence also gains confidence necessary to use technology in the research. The establishment of basic technical skill is necessary precursor for teachers to begin to implement a research programme. Knowledge regarding available technology and how to use it is an important initial step in the research programme.

**3) Research and Technology Integration**

When teacher has established some basic competencies in using the available technology, only then he/ she would integrate it in the research. Technology can be integrated at various levels of the research.

**4) Valid Use of Learning Information**

The internet has enabled access to vast store of informational resources. For the quality research, the teacher has the competency of identifying and locating the specific information one needs for research. The emphasis in an information society has shifted from supply of information to selection of information ( Naisbitt, 1982). There is vast amount of information available in the internet but there is hardly any control over the validity of that information points. Teacher who is capable of selecting and using valid information help their students to navigate on the research work.

**5) Organising and Analysing Information**

Another competency in the teacher for quality research is to organise and analyse the gathered information. Some of the basics skills in this area are:

- Mathematical information can be entered into a spread sheet for analysing and graphing of data.
- Data, charts, graphs can be easily exported to a word processor or presentation programme.
- To establish a relation between the information gathered through searches.
- Writing and organising text is easily accomplished with the word processor. Draft versions of their work can be saved and edited through the process of writing.

#### 6) PRESENTING INFORMATION

For any research it is essential that the available information must be presented in a good way. So if teacher has necessary skill of presenting the data only then he is able to help his students develop skills to create presentations.

#### **Conclusion**

Teachers should be more than technicians or mere purveyors of information. Teachers must be committed to lifelong intellectual, personal and professional growth. For quality research it is important that teacher must be equipped with some competencies because if a teacher is efficient in his job only then he will help out and guide his students in the programme of research.

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