An Impact Study of Problems and Challenges of Higher Education Teachers on the type of institution with special reference to Ballari city.

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"Education is not the learning of facts, but the training of the mind to think."

----Albert Einstein **Abstract:**

Problems and challenges of teachers is never ending process. Even after adopting modern method of teaching, teacher face many situations that impact directly or indirectly on their career. It has become part and parcel of teacher's life. Teachers who possess competencies and who do not possess competencies both are one at the same in educational institution. Institution may or may not motivate and support their teachers but teachers always expect good support from their institutions to prove their competencies at work place. Every educational institution does have certain drawbacks, problems, competitions &challenges. The gap of the study is to find the impact of such problems & challenges that directly or indirectly effect on the competencies of the teachers. The aim of this paper is to study the differences in problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private and to find the impact of problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private and its effects on competencies of teachers. The independent variables considered for the study was problems & challenges of teacher and dependent variable are teachers of types of institutions. The article undergoes the study using empirical with convenient sample size of 65 teachers of higher education. Data was collected from primary source using structured questionnaire form higher education teachers of Government, Aided & Private of Ballari city, are the main respondents of the study. As the data collected couldn't reach the normality, Chi-square and Multi nominal logistic tools (Model fitting information, Goodness-of-fit, Pseuso R-Square, Parametric estimation classification) was used for analysis in SPSS. The findings as per first objective discovers there is a significant difference of problems and challenges with the type of institutions and the finding as per second objective explore that there is significant impact of problems and challenges on teachers of different types of institutions.

Introduction:

Higher education institution plays a major role in teaching and learning process. [1] (Adel Mahmoud

Al Samman and Faiza Zitouni) "Higher education is a dynamic enterprise facing unprecedented change" (ACPA, NASPA, 2015). [2] ([1]Dr. Saikumari , [2]Ms. Sunitha , [3]Kirthika S V, [4]Jayakrishna A R,

[5]Lokeshwaran K) In today's corporate world, many institutions are increasingly focusing on human capital as a competitive advantage in rapidly changing environment wherein, Competency development is making its entry into a lot of institutions nowadays and is becoming a crucial strategic management tool in today's work environment. [3]([1]Dr. Simmi Vashishtha, [2]Kamaljit Singh) India now possesses a highly developed higher education system that offers facility of education and training in almost all aspects of human creation and intellectual endeavors. India's higher education system is the third largest in the world after China and United States in terms of enrolment. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. [4](Peni Handayani, Siswoyo Poluteknik negeri bandung). The issues of higher education quality assurance are one of the actual issues in last few decades. According to ASEAN Economic community (AEC) competencies development & recognition will play a critical role in meeting the challenges of teachers.

Theoretical Backdrop of competency:

[5](Shaw-Chiang Wong,2020, McClelland 1973) Competencies as the key components of performance related to "clusters of life outcomes" (p. 15). They can be interpreted as broad as any kind of psychological or behavioral characteristics related to success in a person's life. [6](Ambur. R. Sugumari, S. Rupa (Alias) Andal) Competency may be defined as an ability of an individual to do a job properly. [7](Ms. Mallika Worlikar1, Dr. Artee Aggrawal2,2017) The phrase Competence and Competency even though used interchangeably aren't one and the same. Competence is a universal term relating to a person's typical ability where as, competency refers to unique competencies. Competencies are made up of the attributes of knowledge, skills and attitudes.[8](Pantic & Wubbels,2010) Teacher's ability critically reflect on education system and should be ready enough to take responsibility for the development of professional competency. As per the studies 4 main core competencies that contribute to professional development are learning, social, educational and technological competencies.

It is important for a teacher to work as per their competency levels that influence on student's performance and standard quality of education. From the other end its equal responsibility of the institutions to support and provide required resources and positive environment for a teacher to prove their competencies.[9](Annisa vidya safitri, sutrino) Improving teacher's professionalism need to be supported by institutions by facilitating equipment's, administrative services, financial support, direction, motivation and also other convenience that support teachers in order to improve their competencies. The paper focus on such problems and challenges the teacher come across at work place and their impact on their professionalism. The independent variables in the

study are problems and the challenges whereas, the dependent variables are teachers of different type of institution Viz., Government, Aided, Private.

Therefore, the educational institution plays a vital role in supporting teacher's professional competency by better support and motivation and also by providing required resources that contribute best to the competency levels of teachers.

Research Gap:

No studies were found on problems and challenges of different types of institutions that impact on the competency levels of the higher education teachers in UG &PG with reference to Ballari City.

Objectives of the Study:

1. To study the differences in problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private.
2. To find the impact of problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private.

Hypothesis:

1. H0: There is no significant difference between Problems & Challenges faced by the teachers and Type of Institutions.
2. H0: There is no significant impact of problems & challenges on the teachers of various types of institution.

Problem of the study:

As the education is the only source for the better future, in same manner competencies are the only sources for the teacher's better performance. Competencies are in build personality of a teacher but the problem of the question is up to what extent education institutions are supporting to expose the competencies possessed by the teachers? How does this impact on professional competency? Even though teacher possess competencies they are lagging behind to expose them while teaching due to some internal and external factors. The study focuses on such factors that directly or indirectly effect on efficiency of teachers.

Limitations:

The study is limited to UG & PG teachers of Government, Aided and Private institutions with special reference to Ballari city.

Research design:

The study includes empirical type and the data collection tool used is Structured questionnaire. The convenient sampling is used and the elements of study are the teachers of UG & PG limited to Ballari city and the size of sample is 65 numbers.

Research Methodology:

1. Analyzing the first objective, to study the differences in problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private.

The data collected was not normally distributed in that case, the tool used to analysis the objective is Chi-Square. This data fulfills the conditions of Chi-square i.e., no limitations in independent variables and dependent variables. After using chi-square for analyzing in SPSS, the results are as follows:

Sl.No	Problems and Challenges	Pearson Values	Asymp .sig	Null hypothesis (H0)
1.	Organizing Activities	20.109[a]	0.000	Reject
2.	Proper allocation of classes	30.369[a]	0.000	Reject
3.	Delegation of authority	27.257[a]	0.001	Accept
4.	Guidelines of the higher education	11.086[a]	0.019	Accept
5	Differences in Planning & implementation	21.226[a]	0.007	Accept
6	Political Background	9.567[a]	0.144	Accept
7	Hygiene	39.053[a]	0.000	Reject
8	Sharing of views and opinions	27.170[a]	0.000	Reject
9	Immediate action towards problems	47.069[a]	0.000	Reject
10	Demographic Factors	19.156[a]	0.014	Accept
11	Change in Criteria	17.964[a]	0.022	Accept
12	Standard of teaching	25.653[a]	0.001	Accept
13	Organizing FDP's & Workshops	42.970[a]	0.000	Reject
14	Availability of books in library	24.763[a]	0.000	Reject
15	Work as per the academic calendar	33.110[a]	0.000	Reject
16	Performance evaluation	33.060[a]	0.000	Reject
17	Awards & rewards from institution	29.377[a]	0.000	Reject
18	Good infrastructure & availability of technical resources	41.793[a]	0.000	Reject
19	Support & Motivation from institution	24.336[a]	0.000	Reject
20	Protection of women	5.729[a]	0.454	Accept

Table:1

Interpretation of the first objective:

In case of Organizing Activities, Proper allocation of classes, Hygiene, sharing of views and opinions, Immediate action towards problems, Organizing FDP's & Workshops, Availability of books in library, Work as per the academic calendar, Performance evaluation, Awards & rewards from institution, good infrastructure & availability of technical resources, Support & Motivation from institution. Null hypothesis is rejected i.e., there is no significant difference between Problems & Challenges faced by the teachers and type of Institutions. apart from these, rest of problems and challenges are considered to be accepted I.e., accept the alternative hypothesis having the significant levels of the variable more than 0.05. Thus, there is significant difference between Problems & Challenges faced by the teachers and type of Institutions.

2. Analyzing the second objective, to find the impact of problems & challenges faced by the teachers of various types of institution viz., Government, Aided, Private. Model fitting information, Goodness-of-fit, Pseudo R-Square, Parametric estimation classification in Multi Nominal Logistic tool is used in SPSS.

The interpretation of the second objective:

1. Model fitting information:

Model Fitting Information

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	98.020			
Final	72.176	25.845	2	.000

Table:2

As per the model fitting information, if the significant value of model is less than 0.05, the model is considered to be fit. From the above table the chi- square value is (P<0.05) Hence, the values from the table discovers that the model is considered to be fit.

To recheck and justify whether the model is fit, the following tool is used:

2. **Goodness-of-fit:**

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	100.942	44	.000
Deviance	57.674	44	.081

Table:3

As per the Goodness-of-fit, if the significant values are less than .05 the goodness-of-fit is considered to be fit. From the above table the values of Pearson (P<0.05) are more than the significant value .05. Hence, the chi-square values from the table highlights that the model is considered to be fit. Therefore, there is significant association between problems and challenges and competency levels of teachers of different institutions.

3.Pseuso R-Square:

Pseudo R-Square

Cox and Snell	.328
Nagelkerke	.385
McFadden	.208

Table:4

The above table contains the Cox&Snell R Square and Nagelkerke R Square values, which are both method of calculating the explained variation. These values are sometimes referred to as Pseudo R^2 values (and also have lower values than in multi regression). However, they are interpreted in the same manner, but with more caution. The explained variation in the dependent variable based on the model range from .328 to .385, depending on whether you refer the Cox & Snell R^2 method, respectively. Nagelkerke R^2 is a modification of Cox & Snell R^2, the letter of which cannot achieve a value of 1. For this reason, it is preferable to report the Nagelkerke R^2 value.

Therefore, the Multi Logistic regression was performed to ascertain the impact of Problems & Challenges on teachers of type of institutions and its effects on the competency of teachers. The model explained 32.8% (Cox and Snell) and 38.5% (Nagelkerke R^2) of impact of Problems & Challenges on teachers' competency under different type of institutions. Increasing in the impact levels of Problems & Challenges was associated with a decreasing level of competency of teachers under different types of institutions.

4.**Parametric estimation classification:**

Classification

Observed	Predicted			
	Aided	Governmentt	Private	Percent Correct
Aided	0	6	1	0.0%
Governmentt	0	22	4	84.6%
Private	0	7	25	78.1%
Overall Percentage	0.0%	53.8%	46.2%	72.3%

Table: 5

From the above table, the overall impact of problems & challenges on the teachers of type of institutions viz., is Government is 53.8%, Aided is 0.0%, Private is 46.2%.

Findings:

1. According to the first objective, the findings from the chi-square finds that, there is differences existing among problems & challenges and teachers of different type of institution.

2. According to the second objective, the findings from the Multi linear regression discovers that, that there is significant impact of problems and challenges on teachers of type of institutions and its effects on competency levels of teachers.

3. As per the goodness-of-fit, the model is fit to identify whether there is any is significant association between problems and challenges and competency levels of teachers of different institutions.

4. As per the Pseuso R-Square, 32.8% (Cox and Snell) and 38.5% (Nagelkerke R^2) impact of Problems & Challenges on teachers' competency under different type of institutions.

5. As per the parametric estimation, the overall impact of problems and challenges faced by the type of institutions viz., Government is 53.8%, Aided is 0.0%, Private is 46.2%.

6. There was no impact of problems and challenges found in Aided colleges.

Conclusion:

According to the above findings, the study concludes that the Problems & Challenges impact on the teachers' competencies which proves the inefficient performance of teachers. This adversely effect on the overall professional career of the individual teacher. Therefore, the institution should support, motivate and trust their teachers in providing the opportunities to explore their in-build personalities i.e., competencies. Teachers should even provide with good infrastructure facilities, required teaching resources, updated technological tools, proper delegation of authority and protection for women. In case of inefficient performance of teachers, the institutions

should organize FDP's, workshops, seminars and so on to develop the performance and personality of the teachers to maintain the standard of teaching in the institution.

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