

Teacher Competencies Of College Teachers

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ABSTRACT: *The quality of education is directly associated to the quality of teaching in the classrooms. The competency of the teacher is the most crucial factor in implementing all educational reforms at the base level. It is a fact that the academic qualifications and knowledge of the subject matter depends on proficiency and skills of teaching learning process. Teaching is a unique and indispensable service to the society which involves intellectual exercises on the part of an individual or so called teacher. Teacher's competencies must be reviewed and refined depending on the development of the whole life of human and education. Teachers are directly responsible for the educational system so they require strong and proficient educational competencies. This study has been undertaken to identify those competencies of college teachers in Arts and Science Colleges. The study was conducted with a sample of 311 college teachers working in Arts and Science colleges in Tiruchirapalli. The analysis in this study has been carried out using statistical methods like SPSS and various tests like ANOVA, correlation, z-test and Factor Analysis.*

Keywords: *Teacher competency, Education, college teachers*

1. INTRODUCTION

Teacher competence refers to cognitive knowledge of the educators, which claim effects on student learning. Competence based teaching has a lot to do with the educator education that aims to train students in specific classroom performance. The teacher competence focuses on their conscious use of their knowledge, abilities, skills and talents to persuade students to learn. Teaching competence means knowing how to harness goals, contents, activities, methodology, materials, resources and assessment in order to ensure whether students have acquired the prescribed basic sets of skills. The term competency refers to “a combination of attributes underlying some feature of successful professional performance” (Gonczi et al., 1990, p.9).

The teacher's role over the years has evolved and has gained significance in the present day world. Teachers today have to play an imperative role in developing and acknowledging the aspirations and fostering the needs of the young generation. The teacher no longer stops with classroom teaching they are required to go beyond and instill good moral values and ethics which explains how multidimensional the role of the teacher in higher education is.

Literature

Teaching is a complex task, for performing this task a systematic planning is required. Teaching is to be considered in terms of various steps in constituting the process which are called the phases of teaching.

According to **Aggarwal (2003)** (3) three phases of teaching are:

1. Phase-I (Pre active phase)
 2. Phase-2 (Interactive phase)
 3. Phase -3(Post active phase)
1. Teacher as an independent variable.
 2. Student as dependent variable.
 3. Content and the strategy of presentation as intervening variables.

The teacher plans the role of an independent variable. Student is reliant on her in the teaching process. The teacher does the planning and controlling of teaching for bringing about behavioral changes in the students. Teacher is free to execute various activities for providing learning experiences to students. Teaching activities of the teacher directly affects to the learning of the students. Effective Teacher knows that the key part of their role is to structure learning to ensure achievement. Teacher use instructional resources and learning technologies that are appropriate to the age, needs and competencies of the students. Proficient teacher apply broad deep and integrated sets on knowledge and skills. Teaching standards suggests that overtime effective teachers develop the following skills and behaviors.

1. Teacher knows how to plan and prepare for designing effective instruction strategies.
2. Teachers are skilled instructional facilitators.
3. Teachers are reflective practitioners.
4. Teachers are professional committed to life long learning.
5. Teachers know how to direct student through course content.
6. Teachers know how to evaluate student work, and how to apply what they have learned to improve instruction.

According to **Roy Killen (2003)** Teaching is not only an activity from which one earns livelihood but it is treated as a profession also. Teaching is a unique and essential service to the society which involves intellectual exercises on the part of an individual or so called teacher.

Omare, and Iyamu (2006), based on their study “Assessment of the affective evaluation competencies of social studies teachers in secondary schools in Western Nigeria” revealed that nature and objectives of social studies in Nigerian secondary schools indicate the affective orientation of the subject. Studies abound on the dominance of cognitive orientation to the teaching and evaluation of the subject in the schools, an indication that the curriculum is poorly implemented. This study assessed the affective evaluation competences of social studies teachers in western Nigeria, using the observation methods and rating scale. It was found that the teachers' over-all affective evaluation competences were below the acceptable level and that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. The need to intensify the development of affective teaching skills in social studies teacher education was recommended.

Voss et al., (2006) gave a valuable insight into the desired qualities of lecturers. In particular, the study results indicate that students want lecturers to be knowledgeable, enthusiastic,

approachable, and friendly. Students predominantly want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study also showed that students are mainly concerned about vocational aspects of their studies and are less interested in their subject.

Anisha (2008) studied the “Relationship between self efficacy and teaching competency of secondary teacher education students”. The major objectives of the study were: to find out the level of self efficacy of secondary teacher education students; to find out the level of teaching competency of secondary teacher education students and to find the relationship between self efficacy and teaching competency of secondary teacher education students. The sample consisted of 98 secondary teacher education students. Self efficacy scale and teaching competency scale developed by the investigator were used. The investigator found that the self efficacy of secondary teacher education students were moderate; there was no significant difference in the self efficacy of student teachers with respect to their gender, educational qualification and the subject of specialization; the teaching competency of student teachers were moderate; there was no significant difference in the teaching competency of student teachers with respect to gender, educational qualification and subject of specialization; and also there was significant relationship between teaching competency and self efficacy of secondary teacher education students.

Selvi (2010) analysed the general framework of teachers’ competencies and proposed nine such aspects: field competence, research competence, life- long learning, communication competencies, curriculum, information technology usage, socio-cultural competencies, emotional competencies and environmental competencies.

Blaskova et al., (2014) developed a competency model of university teachers based on student feedback. Apart from the positive competencies, their study also explored the various negative characteristics that students do not desire in their teachers. Their competency model presented the positive and negative behavior indicators that defined a particular desired competency. The major headings in their competency model were professional competence, educational competence, motivational competence, communicational, personal, science and research competence and publication competence.

Objectives of the study

- To study prevalent level of competencies of the college teachers in Arts and Science Colleges.
- To study the influence of demographic variables on teaching competencies.
- To suggest measures aimed at enhancing the competencies of college teachers to meet the demands of the prevailing situation.

Research Hypothesis

- There is a significant correlation between years of experience of teachers and teacher competency.
- There is a significant difference between gender of the college teachers with regard to teacher competency.

- There is a significant difference between designation of the college teachers with regard to their teaching competence

2. METHODOLOGY

The design used for the study is Descriptive Research design. Competency scale which was developed by referring an interview guide (Munene, Bbosa, and Obonyo, 2003). The items for each variable were carefully analyzed, modified as per the relevance of the study and 58 statements were finalized to measure the variables. . The teaching competence comprises of knowledge and skill, evaluation of student output, research and publication, and student teacher relationship. A disproportionate stratified random sampling method was used to draw the sample. A total number of 311 samples were collected from the various Arts and Science colleges in Tiruchirappalli.

Analysis and Interpretation

Table 1: Difference between Experience of the College teachers with regard to their Teaching Competence

	Teaching Competencies		
1	Experience of the College teachers and their Knowledge and Skills	0.109	P > 0.05 Not Significant
2	Experience of the College teachers and their Evaluation of Student Output	0.032	P > 0.05 Not Significant
3	Experience of the College teachers and their Research and Publication	0.147	P < 0.01 Highly Significant
4	Experience of the College teachers and their Student Teacher Relationship	0.050	P > 0.05 Not Significant
5	Experience of the College teachers and their Teaching Competencies	0.100	P > 0.05 Not Significant

So Experience of the college teachers seems to influence the Research & Publications and Designing & implementing curriculum. Teachers' competencies are

highly important in both implementing the current curricula effectively and training people for future by developing these curricula. Teachers who are responsible from the training of the individuals of future need to be well equipped in order to fulfill this responsibility. Teacher competencies should continuously be the subject of research and analysis and should be developed by updating.(Selvi,kiymet 2010)

Table 2: Difference between Gender of the College teachers with regard to their Teaching Competence

S. No.	Gender	Mean	Std. Deviation	Statistical Inference
1.	Knowledge and Skills Male Female	31.04 31.82	2.922 2.495	Z = -2.513 P < 0.01 HighlySignificant
2.	Evaluation of Student Output Male Female	11.86 12.51	1.726 1.556	Z = -3.458 P < 0.01 HighlySignificant
3.	Research and Publication Male Female	15.97 16.13	2.772 2.429	Z = -0.536 P > 0.05 Not Significant
4.	Student Teacher Relationship Male Female	33.76 34.96	3.367 3.009	Z = -3.263 P < 0.01 HighlySignificant
5.	Teaching Competence Male Female	92.63 95.42	8.465 7.162	Z = -3.117 P < 0.01 HighlySignificant

It can be inferred from the table that there is a high level of significant difference between male and female College teachers with regard to their Knowledge & Skills, Evaluation of Student Output, Student Teacher Relationship, Teaching Competence and there is no significant difference between the Gender and their Research & Publication. The teaching competence seems to be influenced by the gender. This is similar to the previous studies where female teachers were having higher scores.

Table 3: One Way Analysis of Variance between Designation of the College Teachers with regard to their Teaching Competencies

S. No.	Teaching Competencies	Sum of Squares	Mean Squares	df	Mean	Statistical Inference
1.	Knowledge and Skills Between Groups Within Groups	1.949 2245.735	.975 7.291	2 308	G1=31.20 G2=31.50 G3=31.66	F = .134 P >0.05 Not Significant
2.	Evaluation of Student Output Between Groups Within Groups	9.413 838.008	4.707 2.721	2 308	G1=12.10 G2=12.33 G3=11.84	F = 1.730 P > 0.05 Not Significant
3.	Research and Publication Between Groups Within Groups	4.103 2036.610	2.052 6.612	2 308	G1=16.30 G2=16.01 G3=16.32	F = .310 P >0.05 Not Significant
4.	Student Teacher Relationship Between Groups Within Groups	23.135 3156.576	11.567 10.249	2 308	G1=34.20 G2=34.61 G3=33.84	F = 1.129 P > 0.05 Not Significant
5.	Teaching Competencies Between Groups Within Groups	26.892 18861.307	13.446 61.238	2 308	G1=93.80 G2=94.46 G3=93.66	F =.220 P >0.05 Not Significant

G1 = Head of the Department G2= Assistant Professor G3= Associate Professor

The above table shows that there is no significant difference between the Designation of the college teachers and their Knowledge & skills sub-dimension, Evaluation of student output sub-dimension, Research & Publication sub-dimension, Student-Teacher Relationship sub-dimension Teaching Competencies dimension. Teachers are attributed to fulfill the basic skills of teaching no matter whatever designated role they are in.

3. CONCLUSION

Teachers hold a strong power in their own capability to direct the learners in becoming responsible citizens. Their communal hard work act as a driving power by which the goals and purpose of an educational system are being achieved. As such, teacher competence must be taken into account to make such goals reachable. To maximize student learning, teachers must

have knowledge in a wide-ranging array of competencies in an especially intricate environment where hundreds of critical decisions are required each day (Jackson, 1990). In addition to the basic skills a teacher has to have a command over definite skills which are concerned with the teaching-learning process, classroom management, handling academic issues, using technology for teaching, knowledge of various electronic gadgets, etc.

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