

A Study and analysis of Review Studies based on teaching Competency

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ARTICLE DETAILS

Article History

Published Online: 25 May 2019

Keywords

Teacher competencies, Education, student, classroom etc.

ABSTRACT

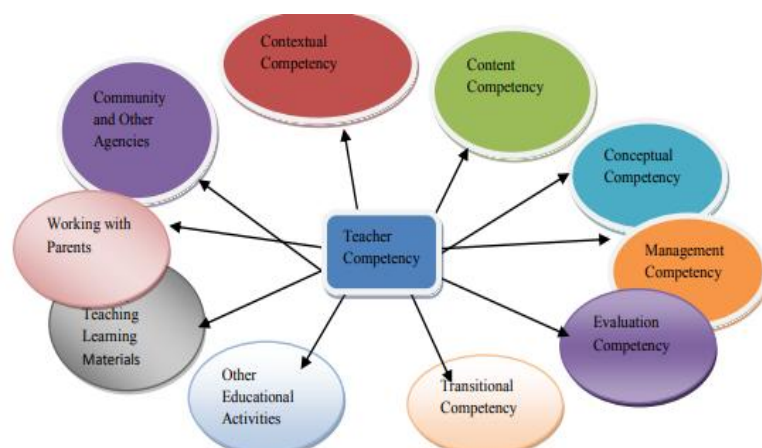
This study is based on descriptive and analytical research to deal with teacher competencies. The study has defined different teacher competencies. The main objectives of the study were to find out the components of Teacher competencies and the difference of student opinion for different teachers regarding their teaching competencies. In this paper we have included many review studies which provides a better view to understand teaching competencies.

1. Introduction

Education is a major tool for economic and social development. Investment in education is considered as investment in human capital and this increases labour productivity, furthers technological innovation and produces rate of return markedly higher than that of physical capital. Education also contributes to poverty reduction by increasing the productivity labor. Lorin W. Anderson(2004) says that effective teachers are those who achieve the goals they set for themselves or have set for them by others. Teacher must possess the knowledge and skill needed to attain the goals and must be able to use that skill appropriately if the goals are to be achieved.Chakrabarti (1998) clears that teaching is an important element of educational process and a helping profession. Elliottetal (2000) highlighted that effective teaching requires more than straight forward teaching Techniques.

Effective Teacher needs to adopt innovative teaching styles to a particular classroom and to individual students.

Competency means the right way of conveying units of knowledge applications and skills to the students. There are various competencies like pedagogical, personal, social, and professional competencies of teacher to improve student's performance. But there are some Competencies which have played an important role in shaping and determining the objective of education and the system of education. Therefore, teacher quality Measurement is important. Although Measurement of Teacher quality using standardized test score is challenging target for a new researcher, so despite of all the time and effort spent researching this topic researcher has used student Responses as the measurement tool of this research. This research is concerned to develop an instrument which can be used to assess the quality of effective teacher.



(Fig.1: Teaching Competency)

2. Review Studies based on teaching competency:

Fai & Tommy (1996) examined the relationship between teacher competence and teachers' inferences of students' self-concept and knowledge. The study found that the more competent the teachers were the better they could infer students' self-concept and knowledge. In addition, the contribution of teacher competence in classroom procedures towards predicting teachers' inference of students' self-concept

and knowledge was greater than the contribution of teacher competence in interpersonal skills. This was due to the fact that the items for measuring teacher competence in classroom procedures included some elements of teachers' communication with students inside the classroom. It was clear that teaching was a two-way process between teachers and students. Teachers made use of the teaching methods to communicate with students and students gave teachers their feedback. Thus communication and interaction between

teachers and students became obvious. In the final analysis, teachers who were competent in teaching methods and skills could communicate with students better and had better abilities to gauge and assess their students' self-concept and knowledge.

Pandiyan (2000) investigated, "The effect of information-processing approach in developing teaching competence and subsequently enhancing students' achievement. The study revealed that the information-processing approach enhanced the academic achievement and teaching competence of the teacher trainees and there was a significant, positive relationship between the teacher trainees' teaching competence and their academic achievement."

Murberg (2001) investigated, "The influence of teacher competence on third grade students regarding their achievement in public and independent schools in Sweden.

Regression analysis was employed to explore the relative effects of several indicators of teacher quality. Teachers' gender, their teaching experience, in-service training and co-operation with colleagues had no significant influence on student achievement. Teacher certification for teaching in early grades was shown to have a strong effect on students mean reading test scores. This effect was as strong in independent schools as in public schools. Students in independent schools performed better on the reading test than their counterparts in public schools. Though school type had no intrinsic influence it was a mediating factor for parents and teachers education. These effects worked in opposite directions. However, while students in independent schools had better educated parents those in public schools had better educated teachers."

Bhattacharya (2001) studied "the degree of teaching competence and the level of adjustment of women student-teachers and found that women student-teachers teaching science and non-science subjects possessed an average level of teaching competence and a moderate level of adjustment with no significant difference between their teaching competence and level of adjustment. In terms of teaching science and non-science subjects, there was a significant correlation between teaching competence and the level of adjustment among women student-teachers teaching science and non-science subjects".

Farah (2001) conducted, "A study on teaching competencies of teachers trained through the formal system of education and those through the distance education system. It was found that teachers trained through formal system have significantly better subject matter knowledge where as regarding attitude towards teaching those teachers trained through distance education system were better."

Xavier & Amalraj (2002) conducted a correlation study on teaching competence and its dimensions among post-graduate Chemistry teachers with a view to gauging their teaching competence. The study revealed that there existed a significant relationship between the post-graduate Chemistry teachers' low level of competence and their teaching in terms of content, organization, knowledge, clarity, communication, rapport with students, use of audio-visual aids and personality."

Saeed & Mahmood (2002) investigated, "The competence level of primary school teachers in the disciplines of Science, Mathematics and Pedagogy. The sample comprised 1,800 randomly drawn Primary Teaching Certificate (PMC) teachers working in different Government primary and middle schools in

22 districts of the Punjab province. It was found that these teachers have a low level of competence in all the three areas. On an average, their achievement rate was pegged at 30.8% in Mathematics, 34.1% in Science and 39.2% in Pedagogy, below the minimum set criterion of 40% against each subject. Gender was found to be a significant indicator. The competence level of women teachers was lower than their men counterparts."

Tiwari (2002) examined, "Teachers competencies and training needs of primary school teachers of Allahabad District. The objectives were: to study the existing teacher's competencies among primary school teachers as perceived by the teachers and as observed by the researcher and to study the training needs in the content of teachers' competencies as perceived by the teachers. Data was collected from 100 in service teachers of Government primary school of Allahabad District with the help of a self made questionnaire and an observation checklist. The investigator found competencies perceived by the primary teachers were not possessed by primary school teachers."

Jayakanthan (2003) examined, "The relationship between general teaching competence and teachers' attitude towards teaching. The study revealed that the Government and Aided school teachers differed significantly in their general teaching competence that men and women teachers differed significantly in their teaching competence, and that age and qualification influenced teaching competence. It also revealed that Government and Aided school teachers differed significantly in their attitude towards teaching, that men and women teachers differed significantly in their attitude towards teaching, and that the general teaching competence of teachers and their attitude towards teaching were significantly related to each other."

Singh (2003) conducted, "A study on teaching competency of primary school teachers. The study revealed that teaching competencies includes the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing question, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment."

Lakshminarayana & Babu (2004) studied, "The indicators of training competence of teachers in DPEP and Non DPEP Schools. The major findings were: There was significant influence of motivation on teaching competence of teachers, there was significant influence of attitude towards teaching on teaching competence of teachers and also there was significant influence of teacher adjustment on the teaching competence of teachers."

Jeba (2005) conducted, "A study on teaching competency and mental health of student teachers in District Institutes of Education and Training. It was found that a significant relationship exists between teaching competency and mental health of student teachers."

Kukreti et al., (2005) made a co-relational study on values and teacher competence. The investigators found that competent teachers possess higher mean scores than incompetent teachers and also competent female teachers differ significantly from incompetent teachers in knowledge, creative, humanistic and religious values.

Bondu & Viswanathappa (2007) conducted, "A study on competency of D.Ed. and B.Ed. trained teachers working in

primary schools of Andhra Pradesh. The investigators found that there is no significant difference in teacher competency of primary school teachers with reference to background variables and there is significant difference in teacher competency of D.Ed. and B.Ed. teachers working at primary level."

Anisha (2008) studied, "The relationship between self-efficacy and teaching competency of secondary teacher education students. 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."

Saxena & Singh (2008) conducted, "A study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal."

Abdul (2010) conducted, "A study on Teacher Competency among Malaysian School Teachers. The study was aimed in determining their competencies with regard to their teaching skills, instructional strategies, classroom management and adoption of novel techniques for teaching and evaluation. The study revealed that all the teachers were competent and there existed a significant relationship of gender, teaching experience and specialization with their competency, where as academic qualification had no significant influence on their teaching competence."

Hamdan & Li (2010) studied, "The teaching competence and dominant characteristics of 309 teachers from different secondary/primary schools in Johor Bahru, Malaysia. Their competencies were determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of teachers' competence. The result indicated that all teachers were found to be competent and there were significant relationships between teaching competence and gender and between specialization and academic achievement."

Brihwiler & Blactchford (2011) examined, "The effects of class size and adaptive teaching competency on classroom processes and academic outcome. In many studies of class size effects, teacher characteristics are missing, even though many argue it is not class size that is important but teacher quality. In the present study teachers' effectiveness on the learning progress was assessed while teaching a unit with pre defined learning objectives. To measure adaptive teaching competency a multi-method approach was employed. There were 49 teachers and 898 students. Findings show that smaller classes led to higher academic learning progress, better knowledge of students, and better classroom process. Adaptive teacher competency remains relevant in smaller classes, that is class size and teacher quality were independently important."

Ranjini & Mohanasundaram (2012) conclude that, "The Teachers' competencies and Academic achievement of secondary teacher trainees. The investigators adopted the

survey method to find out the teacher's competencies and academic achievement of secondary teacher trainees. The population of the study was secondary teacher trainees from B. Ed College of education under the control of Tamil Nadu Teacher Educational University, Chennai. The sample consists of 189 secondary teacher trainees from Thoothukudi. A teacher competency scale, academic achievement and the personal information from were used for collecting the data. Survey method was adopted for this present study. The data was analysed using percentage analysis and 't' test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. And there is significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion."

Anbuthasan & Balakrishnan (2013) investigated, "The teaching competency of teachers in relation to gender, age and locality. The sample consists of 300 teachers from Kanchipuram District of Tamilnadu state. The study revealed that the teachers have high level of teaching competency. Further it is found that women teachers are significantly higher on teaching competency as compared to the men. It is also concluded that there is no significant difference is found between age group of school teachers in their teaching competency."

Nzilano (2013) explored, "The competences of pre-service teachers from Tanzania's University of Dares Salaam during practice teaching in secondary schools and teacher education colleges. Results revealed the limited competencies among pre-service teachers in classroom teaching. The study recommended reforms of the pre-service teachers' professional development program, the improvement of the educational policies, and the cooperation between educational managers from schools, colleges, and the Ministry of Education for quality education."

Kaur and Talwar (2014) examined "the relationship between teaching competency and emotional intelligence of secondary school teachers. The findings of the study reveal a significant positive relationship between teachers' teaching competency and their emotional intelligence. But insignificant difference is found between teaching competency as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender".

Shukla (2014) examined, "Teaching competency, professional commitment and job satisfaction of primary school teachers. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc. The results revealed that very low positive correlation between teaching competency and job satisfaction. No significant difference between teaching competencies level of teachers with high and low levels of job satisfaction."

Vasan and Gafoor (2014) studied, "Relationship between teaching competence and teaching style of primary school teachers. Mean scores, 't' test and correlation analysis revealed the significance difference between male and female primary school teacher with regard to Teaching competence. No significant difference between male and female primary school teachers in their Teaching style was found, there was

positive correlation between Teaching competence and Teaching Style among primary school teachers.”

Singh and Kaur (2014) studied, “Teaching competency of prospective teachers in relation to teaching aptitude and attitude towards teaching. The main aim of the study to find out the relationship of teaching competency of prospective teachers in relation to teaching aptitude and attitude towards teaching. The results of the showed significant positive relationship between teaching competency and teaching aptitude. The results also showed significant positive relationship between teaching competency and attitude towards teaching.”

Hakim (2015) studied, “Contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this study is correlation with proportional sampling technique. The results of data analysis using multiple regressions showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The contribution of all the teaching competencies

simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process.”

Sekar (2016) defined Competency as equipping of the teacher with sufficient knowledge and ideas to begin a professional career. Competency is the demonstration of knowledge, skills and attitudes essential to perform a certain task. Teacher competency is a capability, ability and skills of the teachers so as to make the teaching learning environment is effective.

3. Conclusion

Teacher Competency refers to the excellence capability including knowledge, skills, attitude and experience to complete a definite task in a particular level to high excellence by a teacher. It is the right way of conveying units of knowledge, application and skills to the students .By reviewing and analyzing the above studies it is clear that teaching competency is the main attribute of a teacher which actually visualizes the abilities of any teacher.

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