



“To Find out the Importance of Teaching Competencies as a Factor for Teaching Effectiveness in Higher Education”

Prof. PREETI NAIR

Research Scholar, Gujarat Technological University, Gandhinagar, Gujarat.

ABSTRACT

Competency Identification is an important tool for the process of Selection, Recruitment, Training and Development, Performance Appraisal and Career Progression. Competency Management is not practiced to a large extent in Educational Sector. Hence a need arises to understand the application of competencies identification to the Educational Sector. This paper with the help of insights of different researchers tries to identify the importance of identifying good teaching competencies and to find out how it affects the effectiveness of teachers. Also an effort has been made to classify the teaching competencies into broad areas with the help of secondary data. This work shall be useful to prepare a detail list of competencies of teachers required for effective performance.

KEYWORDS

Teaching Competencies, Higher Education Sector

INTRODUCTION

The term that has been used over the past few years to render the matter of teachers' qualifications is "competence". In India however competency development and mapping still remains an unexplored process. Not much study has been done on competency mapping in higher education sector (**V.Raji Sugumar 2009**). But it is necessary to understand the qualities of a good teacher as **Kagan (1992)** reiterated that students always bear in memory their days as students and impressions of good teachers. **Government of the Punjab (1999)** conducted a study to identify the required competencies of elementary teachers, secondary teachers and teacher's trainers. They found that indispensable personal competencies & professional competencies required for secondary school teachers. **Hollingsworth (1989)** in their studies revealed that in the perception of pre-service teacher's content, knowledge and ability to communicate form the foundation of good teaching. It is established beyond doubt that there lies a strong relationship between teacher competence and effective teaching.

SIGNIFICANCE OF STUDY

But the question remains as to which of the combination of these competencies are influencing the teaching effectiveness the most. **Omara, C & Iyamu O.S (2006)** based on their study "Assessment of the affective evaluation competencies of social studies teachers in secondary schools in Western Nigeria" reveal that nature and objectives of Social Studies in Nigerian Secondary schools indicate the affective orientation of the subject. It was found that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. So the research gap remains as to which of the competencies are the most important parameters affecting the teaching effectiveness specifically in higher education.

RESEARCH METHODOLOGY

This paper is a conceptual paper incorporating the discussions based on the researches carried out by different researchers in the area of teaching competencies. The period of research included is from the year 1954 to 2013. The objective is to find out the relevance of teaching competencies on teaching effectiveness and also identify the most important teaching competencies influencing teaching effectiveness.

Objectives of the study:

To examine the contributions of different researchers in the area of identifying teaching competencies.

To find out the competencies which are considered to be influencing teaching effectiveness

DISCUSSION ON THE OPINION OF RESEARCHERS ON TEACHING COMPETENCIES

Thinking and Imagination

Dosajh (1956) using teacher trainees as sample reported that imagination and maturity were indicative of success in the teaching profession. **Banerji (1956)** while observing the classroom behavior of successful teachers arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability and humor on the part of the teacher. **Bhagoliwal (1982)** found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking.

Good Attitude, Equal treatment and Attention to students

Deva (1966) reported that personality was the most important. **Daivel & Rao (1968)** observed that a good teacher as viewed by the students teaches well, inspires good qualities in the students, re-teaches lesson when not understood, treats students alike without prejudice, tries to reform problem students and acts as a guide to the student. **Ojha (1969)** found that students perceived ten most characteristic qualities in successful teachers as generous, honest, forgiving, man of character, punctual, clear in expression, wise, scholar, friendly and well-wisher. **Debnath (1971)** undertook a research study with a view of finding out the determinants of teaching efficiency. It was found that knowledge of the Subject matter, academic qualifications, sympathetic attitude towards student mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency. **Mann (1980)** established that more successful teachers in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment. **Pachauri (1983)** found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further, less Intelligent, imaginative and trusted teachers with high aggression were better in teaching. According to **Hamdan et al (2010)** the dominant competency of the teachers was in concern for school scales followed by skills, concern for self and concern for students.

Achievement orientation, Participation and Nurturance

Singh (1976) reported that most prominent needs of superior teachers were nurturance, achievement, counteraction anti

aggression. He found that Inferior teachers, in comparison to superior teachers lack self-confidence in teaching and solving problems. **Sharma & Kumar (1992)** reported Promoting pupil participation, Using teaching aids, Questioning as important According to **Sadker and Sadker (1997)** good teachers know their subject matter, are organized, spend the major part of class time on academic activities, structure learning experiences carefully, clearly present both directions and content information, maintain high student interest and engagement, ensure that students have sufficient time to practice skills, involve all students in discussions, ask both higher and lower order questions as appropriate to objectives of the lesson, use adequate wait time, provide clear academic feedback, teach content at a level that ensures a high rate of success, vary student activities procedures, hold high expectation for students, are enthusiastic about teaching and their subject matter, have high record for students and treat them with respect, connect new learning to prior knowledge, develop rather than shallow knowledge, and build classroom-learning communities.

Communication, Presentation, Intelligence & Subject knowledge

Sherry (1954) found that intelligence was most important to success in teaching. **George (1975)** enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids (blackboards and illustrating material). In 1975 the Council on Teacher Education (COTE) identified 5 major categories namely communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills. **Gupta (1976)** found that high effective teachers were more affectothymic, more intelligent, having more ego strength, and more surgent, more self sentiment, less guilt prone and less radical. **Jain (1977)** reported that intelligence; creativity and interests were characteristically inter-related in promotion of proficiency of teaching. **Balachandran (1981)** arrived at subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the student's progress and informal academic help. **Tharyani (1986)** studied that intelligence and knowledge in their Subject areas was found to be the best predictors of teacher effectiveness. **Callahan (1987)** explained there are certain characteristics intelligent, command of his subject, how to communicate, is able to establish and reach objectives, uses method effectively, varies instruction to hold student interest and to allow for individual differences, understands and likes students, is able to motivate students, can accurately appraise student readiness for learning, plans effectively and has an effective teaching personality. **Bennett (1988)** identified the skills and competencies like to be thoroughly conversant with the subject matter, to be skilled in diagnosis of children's understanding and misconceptions, to differenti-

ate curriculum in relation to the range of pupil attainment, to be skilled in task design and choice of tasks whose intellectual demands are appropriate to each child capabilities, to portray curriculum in representations adequate to each child, to organize classroom settings conducive to high pupil involvement, to monitor a variety of classroom events simultaneously and act accordingly, to create and maintain good social relationships and to relate and work with parents. **Powell (1992); Wade and Moor (1992)** stated that teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students. **Raju, P.V.S.R. (1994)** found planning, presentation of lesson, closing, evaluation and managerial dimensions were the best predictors of teachers' teaching. **SBEP support to basic education project (2006)** researched that Generic competencies consist of six main competencies, "Personal and Professional Values-Professional Development", "Knowing the Student", "Learning and Teaching Process", "Monitoring and Evaluation of Learning and Development", "School-Family and Society Relationships", "Knowledge of Curriculum and Content".

Technical Skills ,Administrative skills, Interpersonal skills, Planning skills, Managerial skills, Evaluation skills

Passi and Lalitha (1976) in addition to the studies conducted abroad have identified twenty one teaching competencies in Indian situation. These twenty one teaching competencies were grouped under the following major headings: Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills. **Ing. Katarína Krajčovičová, Ing. Miloš Čambál, CSc. (2012)** defined a managerial competency is important to achieve both the mission and vision in creating added value and improve business performance and especially the development of their own people. **Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013)** carried out a study resulting in the identification of fifteen management teaching competency areas; and were explained in terms of Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern For Standard & Achievement, Being open & receptive, Planning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting..

CONCLUSION

It can be concluded from the above discussion on the literature surveys that there is no particular competency that is the best, but it is a group of important competencies which play role in effective teaching. This literature review has certainly led us to a definite set of competencies desired for effective teaching. The final outcome can be achieved by finding out the rating of competencies as per their importance for effective teaching.

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