

The Study of Different Components of Teacher Competencies and their Effectiveness on Student Performance.(According to Students)

Dr Asha Thakur

Dean, (Academics)Department of Management
RIMR,Nagpur

Monika Shekhawat

Assistant professor, Department of management
R.I.E.T,Jaipur

Abstract— This study is based on descriptive research to measure the qualities of teacher and 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. The subsequent results were drawn by the researcher in the light of the analysis of the data. Mostly students are in favor of personal, social, and professional competencies of teacher to improve student's performance. The result can be used as part of TQI.

Keywords— *Teacher Quality Index, Professional Competencies, social competencies, personal competencies, Pedagogical Competencies*

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)(1) 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.

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 dependent 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 perform various activities for providing learning experiences to students.

Students as the dependent part in this process, are required to act according to the planning and organization of the teacher. Teaching activities of the teacher directly affects to the learning of the students. Effective Teacher knows that an important part of their role is to structure learning to ensure success. Teacher use instructional resources and learning technologies that are appropriate to the age, needs and competencies of the class. Competent 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.

The quality of education is directly related to the quality of education in the classrooms. The teacher is the most vital factors 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 competence and skills of teaching learning process. 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.

Teacher Competencies:

The term competency refers to “a combination of attributes underlying some feature of successful professional performance” (Gonczi et al., 1990, p.9). The competency Framework is based on four dimensions of teaching. Each dimension describes the basic characteristics of teachers' work that are essential to the achievement of professional effectiveness.

1. Professional Competencies: it refers to professional attributes of teacher in order to maximize their ability to improve student learning outcomes. These attributes ensure teachers are prepared for the challenges and obligations of teaching. It requires teachers to:

- Subject knowledge
- Knowledge of learners
- Teaching methodology
- Curriculum knowledge
- Knowledge of environment

2. Social competencies: it refers to attributes that are necessary to manage social and emotional development in the classroom. It involves four major elements:

- Self management
- Relationship management
- Social awareness
- Responsible decision making

3. Personal Competencies: these include personality traits, attitudes and beliefs of teacher. It involves three major elements:

- knowledge of self
- self esteem
- control belief

4. Pedagogical Competencies: these refer to a set of principles and research data that lead to various techniques and strategies which a teacher chooses. It involves :

- Communicative competence
- Socio-cultural competence
- action research competence
- competence of the information management

Teacher Quality Index

Kartika Yulianti(2009) (6)Highlighted TQI is the name of an instrument that was used in this study to identify the quality of effective teacher with the help of information sources and collected data, such as a paper questionnaire, survey or interviews.

RESULT AND DISCUSSION

A sample of 100 students was taken for paired comparison and after Comparing the total number of preferences for each of four competencies, Researcher find that Personal competencies are the Most popular, followed by professional, social and Pedagogical competencies. The rank order Shown in the Following Table.

	Compilation of Students opinion regarding Teaching competencies			
	Professional Competencies (A)	Social competencies (B)	Personal Competencies (C)	Pedagogical Competencies (D)
Professional Competencies (A)	-----	65*	40	20
Social competencies (B)	32	-----	45	42
Personal Competencies (C)	38	50	-----	70
Pedagogical Competencies (D)	98	20	80	-----
Total	168	135	165	132
Rank order	1	3	2	4
Mp	0.545	0.4625	0.5375	0.455
Z value	0.11	-0.09	0.09	-0.11

*Read as 65 students preferred social competencies to professional competencies

1. ROW A: shows that 65 students preferred social competencies to professional competencies, 40 students preferred personal competencies to professional competencies, 20 students' preferred pedagogical competencies to professional competencies

2. ROW B: shows that 32 students preferred professional competencies to social competencies, 45 students preferred personal competencies to social competencies, 42 students' preferred pedagogical competencies to social competencies

3. ROW C: shows that 38 students preferred professional competencies to personal competencies, 50 students preferred social competencies to personal competencies, 70 students' preferred pedagogical competencies to personal competencies

3. ROW D: shows that 98 students preferred professional competencies to pedagogical competencies, 20 students

preferred social competencies to pedagogical competencies, 80 students' preferred personal competencies to pedagogical competencies

Findings: The table shows

1. Most preferred competencies are professional competencies of teacher (.54); z value is positive,
2. Least preferred competencies are pedagogical competencies of teacher (.45); z value is negative
3. Rank order of different competency is as follows:
 - Rank 1 Professional competencies
 - Rank 2 Personal competencies
 - Rank 3 Social competencies
 - Rank 4 Pedagogical competencies

EXPERIMENTAL

Survey and questionnaire were the main means of the data collection. The Teacher assessment questionnaire was administered on Students. The researcher has used simple Paired comparison scaling technique (Developed by L.L.Thurstone) for identification of TQI components. Total 600 Questionnaire were filled by Students from Engineering and MBA colleges in jaipur city.

CONCLUSION

The findings of this study will be helpful to identify the most preferable competencies for TQI. Survey responses about teaching competencies accentuate that the teacher's personal, social and professional behaviors, more than pedagogical. These can be used as components in TQI instrument for recognizing the qualities of effective teachers.

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