

Professional Competencies for Effective Teaching Learning Process

¹Dr Mohan P. Philip and ²Ms Ramya. K,

¹Research Guide, Bharathiar University and Associate Professor, St Joseph's College of Commerce, Bangalore, India

²Research Scholar, Bharathiar University, Coimbatore, TamilNadu, India

Abstract - The importance of teacher in the process of education is of great value. There are different factors which influences the quality of education, the quality, competence and characteristics of teachers is the most vital of all. A right teacher is one who possesses vivid awareness of two factors. He not only loves his subject, but also loves his students. The success of his teaching is measured not in terms of percentage of the result alone, but the quality of life and character of men and women whom he has taught. The present study involves two variables in the field of educational research. The purpose of this study is to present a broad conceptual framework of the two aspects of the study namely teacher effectiveness and professional competencies. The study is designed to explore the competency areas that faculties of colleges need to consider for effective teaching and also analyse the important areas that helps faculties in handling their classes.

Keywords- Effective teaching, Professional Competency, College teachers, Instructional Practices

I. INTRODUCTION

Effective education can be attained through the efforts of well qualified, competent and effective teachers. Teachers need a constant review of their attitudes and beliefs about learners and learning processes. They should motivate their students and show the willingness to design teaching and learning that is fit for the purposes. Effective teachers mainly focus on students and adopt combinations of various learning activities considering the syllabus. The physical facilities, training techniques etc., no doubt supplement a teacher's efficiency but these cannot be substitutes for a teacher. An effective teacher will definitely touch the minds and lives of the students and will bring desirable changes and modification in their behaviour and develop positive attitudes towards life.

Teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness includes efficacy in strategies of instruction, student and classroom management, interpersonal relations, evaluation and feedback etc. Effective teaching should be considered only in relation to effective learning. Most studies emphasised that for an effective teacher, qualities such as knowledge of subject matter, skills in instruction and personal qualities, effective teachers are described as energetic, imaginative, having sense of humour etc.

Effectiveness of teacher, based on competencies and performance is important in any educational background. The teacher competency or the performance would be enhanced by various criterions adopted for teaching effectiveness.

The term Professional competency refers to the set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession. Teacher's professional competencies include pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching.

II. LITERATURE REVIEW

Reviews on Teacher Effectiveness

Quraishi (1972), conducted a study entitled "Personality Attitudes and Classroom Behaviour of Teachers". He carried out the study using the Flanders interaction analysis category system (FIACS) to witness and record teachers' verbal behaviour. He reported that teachers attitude towards classroom procedure was positively related with effective teaching. Similar result was obtained as a result of study conducted by Singh (1975). He used the Flanders interaction analysis category system (FIACS) and Minnesota teacher Attitude Inventory (MTAI) to understand teacher behaviour in classroom and teachers' attitude

Gupta R.C. (1976), conducted a research study entitled "Prediction of Teacher Effectiveness Through Personality Tests". He used Cattell's questionnaire. He found more effective teachers were significantly more intelligent, possessed emotional stability, high self-concept, and they were more creative and tender minded than less effective teachers.

Arora (1978), from her study "Difference between Effective and Ineffective Teachers", revealed the determinants of teacher effectiveness as the age of the teacher when he/she enters the profession, distance between school and living place, degree of satisfaction derived from job and interest in in-service education.

Mutha (1980) conducted a study entitled "An Attitudinal and Personality Study of Effective Teachers". His study revealed that sex, professional training, nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

Singh S. (1980) conducted a study on "Relationship between Teachers Personality, teaching success and behavioural changes in students" from his studies he claim that highly effective teachers own better intellectual capacity, high creativity, ability to foster desirable attitudes in pupils and concern for development of school etc.

Reviews on Professional Competency

Anuradha Joshi and PreethidharParja (1986) in their study “Personality, a Correlate of Teaching Competency” attempted to study the personality characteristics of teacher trainees. They concluded that professionally competent teachers possess, so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature and possession of high self-respect.

Balachandran (1981) undertook a study on professional competency and student evaluation of teaching. The findings were that Self Rating was significantly higher than the student ratings, The lowest performance of teachers on an average was with respect to encouraging discussions in the class and the best was with respect to punctuality and the evaluative feedback on student rating helped teacher significantly to improve their teaching competency irrespective of sex or subject of teaching.

Pachauri (1983) conducted a study entitled “Proficiency in Teaching as a Function of Personality Factors”. The aim of the study was to find out the influence of personality factors on professional efficiency. He found that reserved, relaxed, adjusted, and controlled teachers were more competent in teaching than those who were outgoing, tensed and possessed more anxiety. Further less intelligent, imaginative and trusted teachers with high aggression were better interactive.

Dorasami K; Nirmala Y, (1992) conducted a study on “The impact of differential training strategies on teaching competence of science and mathematics teachers”. They found that the teachers achieved higher performance and overall teaching competence by the training given by the concerned authority irrespective of their teaching and knowledge about the subject.

Bhat (1999) conducted a study on “The discrepancy between competences expected and competences in practice among primary school teachers”. He found that there was thirty nine percentdiscrepancy between the expected competencies and competencies in practice. The competencies which were found not practiced by teachers included competency of teaching learning methods and competency of remedial instruction etc.

Farah (2001) conducted a study of “Teaching competencies of teachers trained through the formal system of education and those through the distance education system” and concluded that teachers trained through formal system have significantly better subject matter knowledge whereas regarding attitude towards teaching those teachers trained through distance education system were better.

Westera (2001) in his study “Competencies in Education” explained in detail about the different aspects of competence. In his opinion competence is a complex concept which can further be decomposed into sub-competencies. In his opinion competence is a highly valued quality which involve the effective use of knowledge and different skills in different situations.

Naree Aware Achwarin R. N (2009) conducted a research entitled “The Study of Teaching Competence of Teachers at Schools in Three Southern Provinces of Thailand”. The survey type research was conducted through the distribution of questionnaires to a random sample of 750 teachers from secondary school under Basic Education Commission of Thailand. The researcher used self made questionnaire with Cronbach’s Alpha Coefficient for reliability 0.96. The competence of teachers was studied on the basis of nine aspects teacher ship, psychology for teachers, classroom management, educational measurement and evaluation, Educational Innovations and Information Technology, instructional strategies, curriculum development, educational research and language and technology for teachers. The study revealed that majority of teachers was highly competent.

AIMS OF THE STUDY

- To identifythe competency areas that faculties of colleges need to consider for effective teaching.
- To analyse the important areas that helps faculties in handling their classes.

III. METHODOLOGY

Secondary data is the form of data collection. It was collected through various books, journals and online data search on effective teaching and professional competency.

Professional Teaching Competencies

For an effective teaching practice the competency areas that teachers need to consider are as follows:

1. **Engaging and supporting all students in learning:** Teachers need to connect students with prior knowledge, life experience and their interests with leaning goals. They also must use a variety of instructional strategies and resources to respond to students varied needs. Teachers also need to facilitate learning experiences that promote autonomy, interaction and choice. They need to engage students in problem solving, critical thinking and other activities that make subject matter meaningful. To make subject matter interesting they need to promote self-directed reflective learning for all students.
2. **Creating and maintaining an effective environment for student learning:** Teachers need to create an environment that engages students. They need to establish a climate that promotes equalityand respect. Teachers also need to use the instructional time effectively.
3. **Understanding and organising subject matter for student learning:** Teachers need to demonstrate knowledge of subject matter, organize curriculum to support student understanding of subject matter. They also need to inter-relate ideas and information within and across the subject area. They also need to help students in understanding through instructional strategies that are appropriate to the subject matter. They also must use materials, resources and modern technologies to make subject matter more available.

4. **Planning Instruction and designing learning experiences for all students:** Teachers need to establish and articulate goals for teaching students. They also need to develop and sequence instructional activities and materials for student learning. They can also modify instructional plans to adjust for student needs.
5. **Evaluating student learning:** Teachers establish and communicate learning goals for all students. They collect and use multiple sources of information to assess student learning. They involve and guide all students in assessing their own learning. They use results of instruction so by which they can help change their instructional methods or follow their same. To evaluate student learning they need to communicate with students and their families about student progress.
6. **Developing as a professional instructor:** Teachers need to establish professional goals and pursue opportunities to grow professionally. They also need to work along with communities, families, colleagues, to improve professional practice. Teachers also need to balance professional responsibilities and need to maintain motivation.

The transformational power of an effective teacher is something many of us have experienced. The link between teaching and student academic achievement may seem noticeable. Research confirms this common perception of a link and reveals that of all factors under the control of a college, teachers are the most powerful influence on student success (Babu&Mendro, 2003; Sanders & Rivers, 1996).

The competencies that can be used to organize the numerous specific skills and knowledge available for building effective teacher development are as follows:

1. **Instructional delivery:** Better learning happens in a dynamic setting in which teachers offer clear active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students. The structured and systematic approach of clear instruction emphasizes mastery of the lesson to ensure that students understand what has been taught, become fluent in new material, and can generalize what they learn to new situations they come across in the future.

The following are assurances of a clear instructional approach for teachers

- i. Teacher selects the learning area to be taught.
- ii. Teacher sets criteria for success.
- iii. Teacher informs students of criteria ahead of the lesson.
- iv. Teacher demonstrates to the student's successful use of the knowledge or skills through modelling.
- v. Teacher evaluates student acquisition.
- vi. Teacher provides remedial opportunities for acquiring the knowledge or skills, if necessary.
- vii. Teacher provides closure at the end of the lesson.

A common complaint of an explicit instruction approach is that it does not offer sufficient opportunities for students to build on acquired knowledge or skills in creative and novel ways that help them to integrate the material. The reality is that all effective instruction, regardless of philosophy, must aid students in generalizing newly taught knowledge/skills in a context that is greater than a single lesson.

Effective explicit instruction practices include these features:

- **Well-designed and planned instruction:** Instruction that is well planned moves students from their current level of competency toward explicit criteria for success.
 - Instructional design with clear instructional objectives: The teacher should present these objectives to students for each lesson.
 - Scope and sequencing: The teacher should teach the range of related skills and the order which they should be learned.
- **Instruction that offers sufficient opportunities for successful acquisition:**
 - High rates of responding for each student to practice the skill: The teacher should provide sufficient opportunities for unpunished errors and ample reinforcement for success.
 - Sufficient quantity of instruction: The teacher should teach the range of related skills and the order in which they should be learned.
- **Teaching to mastery:** Students need to learn the knowledge/skills to criteria that are verified by teachers or student peers.
- **Teaching foundation knowledge/skills that become the basis for teaching big ideas:** Current lessons should be built on past knowledge to increase fluency and maintain mastery of the subject. The teacher should relate lessons to complex issues and big ideas that provide deeper meaning and give student's better understanding of the content.
- **Classroom management:** is one of the most persistent areas of concern voiced by school administrators, the public, and teachers. Classroom management is the most important issue that affects student achievement.

The four important areas that classroom teachers should be proficient in to create a climate that maximizes learning and induces a positive mood and tone are as follows:

- **Rules and procedures:** Effective rules and procedures identify expectations and appropriate behaviour for students. To be effective, these practices must be observable.
- **Proactive classroom management:** These are the practices that teachers can employ to teach and build acceptable behavior that is positive and helpful, promotes social acceptance, and leads to greater success in colleges. The key to proactive classroom management is active teacher supervision. The practice elements that constitute active supervision

require faculty to observe and interact with students regularly. The goal is to build a positive teacher-student relationship by providing timely and frequent positive feedback for appropriate behaviour.

- **Effective classroom instruction:** The key to maintaining a desirable classroom climate is to provide students with quality instructional delivery aligned to the skill level of each student. This enables students to experience success and keeps them attentive.

Formative assessment: Formative assessment and progress monitoring, is essential in promoting teacher and student success. It is the most important criteria for improving the college.

Feedback, a core component of formative assessment, is recognized as an essential tool for improving performance in education. Hattie (2009) identified feedback as the single most powerful educational tool available for improving student performance.

Formative assessment consists of a range of formal and informal diagnostic testing procedures, conducted by teachers throughout the learning process, for modifying teaching and adapting activities to improve student attainment.

The following are the practice elements of formative assessment (Fuchs & Fuchs, 1986).

Assessment: Assessing a student's performance throughout a lesson offers a teacher insight into who is succeeding and who is falling behind. It is important that teachers collect and maintain data gained through both informal and formal assessments.

Data display: Displaying the data in the form of diagrams has a surprisingly powerful effect on formative assessment's usefulness as a tool.

Soft skills: An inspiring teacher can affect students profoundly by stimulating their interest in learning. It is equally true that most students have encountered teachers who were uninspiring and for whom they performed poorly. Unfortunately, effective and ineffective teachers have no readily discernable personality differences. Some of the very best teachers are friendly, but many ineffective instructors can be personable and caring. Conversely, some of the best teachers appear as stern taskmasters, but whose influence is enormous in motivating students to accomplish things they never thought possible

Normally, the finest teachers display enthusiasm and excitement for the subjects they teach. More than just generating excitement, they provide a road map for students to reach the goals set before them. The best teachers are proficient in the technical competencies of teaching: instructional delivery, formative assessment, and classroom management. Equally significant, they are fluent in a multilayered set of social skills that students recognize and respond to, which leads to greater learning. These skills must be defined as clear behaviors that teachers can master for use in classroom.

Soft skills used by teachers include:

- i. Establishing high but achievable expectations
- ii. Encouraging a love for learning
- iii. Listening to others
- iv. Being flexible and capable of adjusting to novel situations
- v. Showing empathy
- vi. Being culturally sensitive
- vii. Having a positive regard for students

CONCLUSION

Achievement of effective education can be brought in by the efforts of a team of high quality teachers. Teachers' role is vital in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom. Imparting education is rather less difficult than understanding the behaviour of college students. Research findings have shown that besides students' intelligence, effective school, descent class room climate, well equipped teaching faculty, furnished libraries and laboratories, effective use of information and communication technologies etc. are crucial factors for effective educational standards. Though these act as effective factors, as and when there is drop in standards and percentage of passes in semester examinations unfortunately the teachers will be the target group who are bitterly criticized and ridiculed. To be away from this rash criticism, the teacher should be competent, committed and effective.

References

- [1] Arora, K, (1978), "Difference between Effective and Ineffective Teachers". Ph.D. Education. Jama Mille Islamia, New Delhi
- [2] Anuradha Joshi & PreetidharParija, (1995), "Personality co relate of teaching competency". Journal of education and social change, volume X, No. 3. Indian Institute of Education, Pune 1995.
- [3] Attakorn, K., Tayut, T., Pisitthawat, K., & Kanokorn, S. (2014). Soft skills of new teachers in the secondary schools of KhonKaen Secondary Educational Service Area 25, Thailand. Procedia—Social and Behavioral Sciences, 112, 1010–1013.
- [4] Babu, S., & Mendro, R. (2003). Teacher accountability: HLM-based teacher effectiveness indices in the investigation of teacher effects on student achievement in a state assessment program. Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April.
- [5] Balachandran, E.S. (1981), "Teaching Effectiveness and Student Evaluation of Teaching", Unpublished Doctorate Dissertation University of Madras
- [6] Bhat (1999) 'The Discrepancy between competencies expected and competencies in practice among primary school teachers'. University of Mysore DF Education. <http://hdl.handle.net/2009/1425>
- [7] Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. Review of educational research, 77(1), 113–143.

- [8] Balachandran, E.S. (1981), "Teaching Effectiveness and Student Evaluation of Teaching", Unpublished Doctorate Dissertation University of Madras
- [9] Evertson, C. M., & Weinstein, C. S. (Eds.). (2013). Handbook of classroom management: Research, practice, and contemporary issues. New York, NY: Routledge.
- [10] Farah Siddiqui, MohdAkhtar (2001), "A comparative study of teaching competences of the teachers trained through the formal system of education and those through the distance education system" Appears in collections PF JamiaMillia Islamic Extention Education. <http://hdl.handle.net/2009/1159>
- [11] Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53(3), 199–208.
- [12] Hattie, J., (2009). Visible learning: A synthesis of over 800 meta-analyses related to achievement. New York, NY: Routledge.
- [13] Jackson, P. W. (1990). Life in classrooms. New York, NY: Teachers College Press.
- [14] Knight, J. (2012). High-impact instruction: A framework for great teaching. Thousand Oaks, CA: Corwin Press.
- [15] Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- [16] Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center. Retrieved from <http://heartland.org/policy-documents/cumulative-and-residual-effects-teachers-future-student-academic-achievement>.
- [17] Singh, S (1980), "Relationship between teachers' personality, teaching success and behavioural changes in students". Unpublished doctoral dissertation, Udaipur University Rajasthan
- [18] Westera. W. (2001), "Competences in Education: A confusion of tongues". In *Journal of curriculum studies* 33(1), (PP, 75-88).