



TEACHER COMPETENCIES AT HIGHER EDUCATION: A REVIEW OF LITERATURE

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Abstract

Competence is a great creator. It is the ability to do something successfully or efficiently. Competencies are the basic traits in every field. In bringing quality education, competency is one of the most influencing factors among others. The present study explores the various factors of competency and reviews of the study taken up on several issues viz., academic teaching competence, professional competence of a teacher, professional competencies for effective teaching-learning, influence on students' achievement etc. So, the researcher assimilated all the above mentioned issues in the form of review paper. Nearly 10 studies were reviewed and analysed systematically. The main aim of the study is to highlight the factors influencing teacher competencies at higher education. In this regard the researcher tried to analyze the professional competencies of the University teachers they should have. Therefore it is to suggest that improvements should be made from the initial stages only. It is to summarize that the quality of teachers and teaching are the most important factors for student outcomes.

Keywords: professional competencies, university teachers, institutional practices and effective teaching.



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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.

As we know, there are many roles that a teacher is expected to perform both inside and outside the classroom, and at times, even outside one's institution. For the purposes of this discussion, we shall limit ourselves to the teacher's roles inside the classroom. However, we shall consider the work he/she has to put in, by the way of planning, combining

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the content of the subject, with the materials needed for the class, etc as part of the teacher's repertoire.

Education is the main asset and liability of any person and that is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. Twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain. Since, education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. In this context, the schools and the teachers have more responsibilities in moulding the character of the students. Thus, the role of the teacher in the society is vital for its improvement.

Need and significance of the study:

Grauwe and Varghese (2000) focus on the textbook as the key factor for improving quality in education rather than on teacher competence, but in some of the literature teacher competence is singled out as the key factor.

Today's students are no more with empty mind, their expectation from teachers especially in the higher education level is high. They aspire to take up their career by following or adopting teacher's attitude, collaboration, commitment, attributes, positive and reflective behaviour. Thus a teacher requires and need to pay special attention for developing different competencies. Therefore the author tried to summarize reviews, opinions and suggestions of different authors on areas of teaching competencies. Hence, the present study has taken up by the author to evaluate the situation at higher education system.

Objectives of the study:

1. To recognize the areas of competency for university teachers to teach effectively.
2. To identify professional qualities for growth and development of Universities.
3. To analyse different areas that helps faculties of higher education for better results.

Research questions:

Whether or not the university teachers can develop competencies for effective teaching-learning?

Discussion of the study:

The need to improve one's performance and to excel in one's own job is felt by most of us-as adult intelligent persons. The question then is how does one go about it? The
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key to the self-improvement programme is self-monitoring and self-correcting. For this, the teacher has to collect data regarding his own teaching performance and its impact on others - students, colleagues, etc. There are many procedures to collect such data. Some of these are utilized under techniques such as Flanders's Interaction Analysis, Micro-teaching and Competency Based Teacher Education (CBTE).

The common elements in all these three procedures are: i) Explicit statement of the competency/skill in terms of the teacher's behaviour ii) Some explicit procedure of recording and coding that behaviour objectively iii) Usually the procedure involves observing the teacher in actual teaching situation or in a simulation situation. These observations could be through (i) a video camera (ii) an audio tape recording (iii) peers/colleagues/ supervisors and for (iv) students.

The following are the discussions on reviewed papers:

P Ramesh, Thammi Raju, K M Reddy (2019) aimed at finding out relevance and knowledge levels of selected teaching competencies as perceived by educational administrators, faculty and students, in order to assess the training needs of faculty of agricultural universities. Results indicate differences in perceptions among groups towards teaching competencies. Prioritized training needs were identified which provide the content and direction for the development of faculty in-service educational programmes. Faculty of agricultural universities need periodic in-service training programmes in order to improve their teaching competencies so that they become effective and competent teachers in the present educational environment.

Maria Jose and Sandro Serpa (2018) a thorough research on the literature addressing the topic of transversal competences was carried out; subsequently, a document search was conducted and a qualitative review and analysis of the documents collected was performed to justify our stance. Their analysis allowed concluding that the context of indeterminacy regarding the future has variations, considering the geographical and political situation, the social context and the activity sector. Furthermore, attitudes, expectations and predispositions are also critical elements for the success of this process of transversal competences' attainment. This latter factor is central in this process, as there is often a gap between students' expectations regarding the competences they expect to attain in higher education and the proposals that frame their training at the micro, micro and macro social levels and which take the need to attain transversal competences in higher education for granted.

Dr. Mohan P. Philip (2017) analysed professional competencies for effective teaching learning process. 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.

Bakytgul et. al. (2016) highlighted the professional competence in higher education institution Educational environment, which is aimed at activation of students' creative activity on the basis of using interactive educational forms, methods and means, facilitates the development of students' knowledge and abilities to work with information sources, communication with the pedagogic process participants and development of problem-solving skills, i.e. leads to the development of the key competencies – informational, communicative and problem-solving competences.

Andres Benedek et. al. (2012) The authors present the practical realization of the above mentioned development at Budapest University of Technology and Economics following the emergence of a concrete demand. Specifically, the service-oriented organizational and operational frameworks of teaching-learning were established in a way that allows the actual use per organizational unit or respectively person, the success of the participants as well as the satisfaction of those initiating the training to be determined. The main conclusion is that the results of the e-learning-based training programs developed within the framework of the research are a good pedagogical indicator of the transformation process when the further training of teachers in an institution of higher education of significant traditions, an " up-to-date training of trainers " is being developed, and based on the experiences the process is getting institutionalized. The concrete use of the research is the development of the trainers' professional competencies, attitude formation and efficient knowledge transfer. The innovation frameworks necessary for the development of the lecturers' competences were provided by the learning and development environments of the Institute of Applied Pedagogy and Psychology as well as the e-learning material developers of the co-department.

Natasa Pantic et.al. (2011) in this study 2354 teachers, teacher educators and student teachers from Bosnia and Serbia responded to a questionnaire about the importance of four groups of teacher competencies: i) self-evaluation and professional development 2) *Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies*

Subject knowledge, pedagogy and curriculum 3) understanding of the system of education and contribution to its development and 4) values and child rearing. They compared the responses about the importance of these four groups across the five countries. The results are discussed with regard to their implications for reforms in teacher education policies and programs in contexts of decentralizing education systems.

Conclusion:

In addition to basic subject knowledge and skills, students need to develop capacities for seeking and evaluating knowledge on a scientific level, keeping up to date with subject knowledge developments and be able to exchange knowledge even with persons outside their special field of knowledge. When asking for general goals for university education that are not specifically related to subject knowledge, a surprisingly large number of teacher educators were at a loss for words and asked for hints to help them along.

Many studies stress the importance of the teacher for supporting students' motivation for future learning and development of self-confidence. In teacher education the aim is to educate teachers towards attaining high personal and professional competences. Quite probably, formal competences (such as subject knowledge and teaching techniques) are still stressed more than personal attributes, although many studies show that students focus on other qualities

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