Competency of Teaching: A Review

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Abstract

Competency is a term widely used in varied settings and, thus, has different meanings. In education, teaching competency includes subject knowledge, skills, understanding, values, and attitudes. A competent teacher is also an effective teacher. A competent teacher provides a favourable classroom environment for his students. Such a teacher should have a firm knowledge of his subject's curriculum and include the use of Information and Communications Technology (ICT) in the curriculum. This study aims to review the studies on teacher competency conducted in India at various levels of education. These studies have been searched through existing online databases and analysed comparatively. Nine research papers on teacher competency published in the last eleven years, especially between 2009-2020, were reviewed. The findings and recommendations gathered from the review and the future scopes are presented.

Keywords: *Competency, Teaching, Education, Various levels of education, India.*

Introduction:

The existence of teaching is as old as the history of humankind. It metamorphosed gradually at many stages over a long period. The teaching-learning process has evolved with time, bringing forth changes in the education scenario. Sivakumar & Senthilkumar, (2015) highlighted that in the nineteenth and twentieth centuries, educationists emphasised the concept of "Teachers to be taught and trained". For teaching to be efficient, the teacher must possess subject knowledge along with certain attitudes and talents (Das & Nalinilatha, 2015). One can also say that a minimum level of competency in teaching during the training period should be acquired (Philip & Nellaiyapen, 2009). A competent teacher makes the teaching-learning environment effective and productive by making students realise their full potential (Sekar, 2016). Competency and professional skills are the key skills of the teacher's profession (Ahmad & Khan, 2016). Therefore, we can say that a teacher's quality directly reflects on the quality of education. As rightly quoted by the Indian Education Commission (1964-66), "The destiny of India is being shaped in her classrooms".

The present paper assembles a review of nine research papers on teaching competency in India. A short note on the selected research papers is as follows:

1. "Competencies of Commerce Teacher Trainees" by Simon Philip and N.O. Nellaiyapen of Annamalai University was published in Ushus—Journal of Business Management, 8 (2), 2009. The study aimed to find any differences in the teaching competency of commerce teacher trainees concerning their gender, age, and medium.

2. “Enhancing Teaching Competency of Graduate Teacher Trainees through Metacognitive Intervention Strategies” by M. Parimala Fathima, N. Sasikumar, and M. Panimalar Roja of Alagappa University College of Education, Bharath College of Education, and Centre for Research in Education respectively in the state of Tamil Nadu. The paper was published in the American Journal of Applied Psychology, 2 (1), 2014. The study focuses on developing and implementing metacognitive intervention strategies and finding their effect on the teaching competency of student teachers.
3. “A Study on Achievement Motivation and Teaching Competency of B.ED. Students” by G. Sivakumar and K. Senthilkumar of Umamaheswaranar College of Education and Annamalai University, respectively, published in the Journal of Contemporary Educational Research and Innovations, 5 (6), 2015. This paper examines the motivation for achievement and teaching competency of B.ED. Students in terms of gender, qualification, locale, and major subject of study.
4. “A Study of Teaching Competency of Secondary School Teachers in relation to their Educational Qualification, Stream and Type of School” by Jarrar Ahmad and Mohd. Ahmad Khan in International Journal of Applied Research, 2 (2), 2016. The study's primary purpose is to determine the teaching competency of 447 secondary school teachers of eastern Uttar Pradesh based on their educational qualification, stream, and type of school where they were teaching.
5. “Teaching Competency of B.Ed. Female Teacher Trainees” by J. Master Arul Sekar of Periyar Maniammai University in Research Tracks, 3 (2), 2016. The main purpose of this study was to determine the teaching competency of B.Ed. female teachers of ten colleges of education affiliated with Tamil Nadu Teacher Education University, Chennai.
6. “A Study of General Teaching Competency among B. ED Students” by T. Sireesha of Sri Padmavati Mahila Visvavidyalayam, Tirupati, in International Journal of Multidisciplinary Educational Research, 6 (3), 2017. The researcher aims to examine the impact of general teaching competency of 180 B.Ed. students based on gender and teaching mathematics, social science, and science.
7. “A Study on Teaching Competency of Secondary School Teachers” by Sijila Das. M.K. and Nalinilatha. M. of RVS College of Education. The paper was published in the International Journal of Research – Granthaalayah. The major objective of the study was to identify the teaching competency of 300 secondary school teachers from 8 schools in Kerala.
8. “Effect of Demographic, Psychological and Social Factor on Teaching Competency of the B.Ed. and D.TEd. Trainee Teachers of Aurangabad City” by Khan Shahnaz Bano and Najmus Saher of Maulana Azad National Urdu University, Hyderabad in International Journal of Reflective Research in Social Sciences, 3 (1), 2020. The study provides suggestions for strategy makers to achieve the national goals.
9. “Teaching Competency of Graduate Level Teacher Trainees of Kerala” by Bindusha. K. and Bindu. D. of the Department of Education, University of Kerala, in the International

Research Journal of Management Sociology and Humanity, 11 (5), 2020. This paper attempts to understand the teaching competency of 150 graduate-level teacher trainees in Kerala regarding locality, type of management, and qualification.

Sl. No.	Title of the Paper	Methodology	Results and Discussions
1	Competencies of Commerce Teacher Trainees	Normative Survey Method	1. There is a significant difference in teaching competency of male and female teacher trainees and English and Malayalam medium teacher trainees. 2. Male trainees should receive more support in acquiring various teaching skills and methods and applying them in the classroom.
2	Enhancing Teaching Competency of Graduate Teacher Trainees through Metacognitive Intervention Strategies	Experimental Method, Single Group Design	1. There is a significant correlation between post-Metacognitive Intervention Strategies (MCIS) and teaching competency.
3	A Study on Achievement Motivation and Teaching Competency of B.ED. Students	Normative Survey Method	1. There is a significant difference in achievement motivation in terms of gender, qualification, and major subject of study. 2. There is a significant difference in teaching competency in terms of locale.
4	A Study of Teaching Competency of Secondary School Teachers in relation to their Educational Qualification, Stream, and Type of School	Descriptive Survey Method, Simple Random Technique	1. There is a significant difference in teaching competency in relation to stream and school type.
5	Teaching Competency of B.Ed. Female Teacher Trainees	Survey Method, Stratified Random Sampling Technique	1. There is a significant difference in the teaching competency of female teacher trainees in terms of (a) urban and rural areas, (b) Govt. College and Self-financing College, and (c)girls' college and co-education college.

6	A Study of General Teaching Competency among B. ED Students	Descriptive Survey Method	1. There is no significant difference in general teaching competency in relation to gender and subjects.
7	A Study on Teaching Competency of Secondary School Teachers	Descriptive Survey Method	1. There is no significant difference in teaching competency in relation to gender, marital status, educational qualification, type of management, and teaching experience.
8	Effect of Demographic, Psychological and Social Factor on Teaching Competency of the B.Ed. and D.TEd. Trainee Teachers of Aurangabad City	Descriptive Survey Method	1. There is a significant difference in teaching competency of B.Ed. and D.TEd. trainee teachers in terms of gender. 2. There is a significant correlation between teaching competency and intelligence and emotional status.
9	Teaching Competency of Graduate Level Teacher Trainees of Kerala	Survey Method, Stratified Random Sampling	1. There is a significant difference in the teaching competency of graduate-level teacher trainees in terms of the type of management of the institution.

Methodology :

Nine research papers on teaching competency were selected for the study. One doctoral thesis was selected for review, and the rest were published in international and national journals from 2009 to 2020. These studies were conducted in various parts of India.

The selected papers were thoroughly reviewed in terms of the type of research problem, methodology used, findings and recommendations, etc. A brief note on each paper has been provided above to understand the type of paper reviewed, followed by a table consisting of the methodology, findings, and recommendations of these studies. Finally, the findings, recommendations, and future scopes of the present study were presented.

Findings :

The following are the findings obtained from the above thirteen studies:

1. Female teacher trainees and trainees who studied in Malayalam had better teaching competency.

2. It was observed that post-MCIS, there was continuous improvement in all five dimensions of teaching competency: induction, content, pedagogy, organization, and assessment.
3. Urban B.Ed. students performed better than rural B.Ed. students.
4. The type of school and stream influenced the teaching competency of secondary school teachers. It was revealed that Government school teachers were more competent than private school teachers, and Science stream teachers were more competent than Arts stream teachers.
5. Female teacher trainees of urban localities, self-financing colleges, and girls' colleges exhibited better teaching competency.
6. The research revealed that general teaching competency is not affected by gender and subject taught.
7. Educators enhance each other's teaching competency when collaborating with their colleagues in favourable school environmental conditions.
8. Suggestions such as a comprehensive sense of the subject, use of the latest equipment, concrete approaches, order of educational items, interest-oriented learning, across-the-board treatment, general estimation, co-curricular activities, classroom discipline, and evaluating techniques were provided.
9. The teaching competency of government college teacher trainees was better than self-financing college teacher trainees.

Recommendations:

Based on the reviews of the above studies conducted on teaching competency, the following recommendations are made:

Research in teacher education is ever-growing, and research in teaching competency is increasing daily. One typical result of all the studies emphasises that the knowledge and skills possessed by a teacher are critical for an effective teaching-learning process. Analytical and comprehension tests should be conducted occasionally to stimulate the powers of non-cognitive processes. The practical aspects of MCIS should be engaged through lesson plan writing, observation classes, practice teaching, in-service teacher programs, and distance teacher education programmes. Training should be provided to teachers to increase their achievement motivation and teaching competency, as there is a significant and positive correlation between them. A teacher should fully master the subject to be taught to the learners. No doubt, the teaching competency of each teacher is unique. Considering the individual differences of each learner, teachers are to cater to their needs to enhance their teaching competency.

Future Scope :

Teacher competency is a vast area for research. No doubt, many studies are being conducted on teaching competency. Such research should be conducted at all levels of education-elementary, primary, secondary, higher education, adult education, women's education, online

education, etc. The findings of such research will help eliminate shortcomings and enhance the teaching competency of a teacher. Moreover, it also helps identify the barriers and provide remedies for teaching competency. The results of such studies should be reviewed, and their findings should be updated based on the latest developments in teachers' teaching competency.

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