

## **FACTORS AFFECTING TEACHING COMPETENCY WITH SPECIAL REFERENCE TO HIGHER EDUCATION**

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### **Abstract**

The act of teaching is not a simple force but rather a complicated process infused with a variety of competencies, maxims, principles, and methods. This greatly enhances a teacher educator's ability to effectively carry out the teaching process, which in turn facilitates the attainment of pedagogical goals related to content mastery, conceptualization, and praxis. Therefore, we can conclude that a teacher educator's competency in teaching encompasses not just abilities, competences, concepts, maxims, and ways of teaching. It has been discovered that various characteristics, including marital status, age, teaching experience, educational credentials, geographic location, subject matter taught, and management style, all play a role in shaping teachers' levels of competence. Competencies such as these have been found to have an effect on teaching competency: pedagogical expertise, research expertise, curriculum expertise,

lifelong competence, computer literacy, cultural awareness, interpersonal skills, and emotional intelligence. Therefore, the teaching ability of women teacher educators is determined by the sum of all these competences. The purpose of the study are to study the nature of the sample respondents, to measure the teaching competency of the teachers and to analyze the factors affecting the teaching competency. It is a qualitative study measuring the teaching competency in higher education. The Chennai city is the study area and 200 college teachers have been selected for the study. The primary data have been collected using Google forms. The data are analyzed using the SPSS software. The researcher concluded that economic factors, social factors, family background, environmental factors, teaching attitude, personality and the anxiety are significantly influencing the teaching competencies.

**Keywords:** Teaching Competency, higher education, Faculty members and Factors

## **Introduction**

In today's increasingly complicated classrooms, where hundreds of important decisions must be made daily, it is essential that teacher educators have deep knowledge and experience in a wide range of subject areas in order to help their students learn as much as possible. Our goal is to instill in them the skills necessary to learn independently and to work in ways that foster creativity and innovation. The ability to think creatively is a cornerstone of contemporary civilization. Professionals with cultural sensitivity, a wide range of skills, the ability to think critically, and an eye for detail are in high demand. Educators of teachers, at any level, need to have a wide range of expertise. The success of kids and their families in school and higher education depends on teachers and other education professionals, thus it's important to focus on developing their fundamental abilities. (Kheruniah 2013)[6].

## **Theoretical Framework**

Learning is a powerful tool for influencing economic and social outcomes. Investing in people is called "human capital," and it's this increase of work's profitability that paves the way for mechanization and yields a rate of return that's especially fast compared to physical investment. By increasing the effectiveness of work, education also contributes to reducing poverty. There can be no doubt after reading that teachers play an essential role in the educational process and are assisting professionals. It takes more than simple methods of instruction to truly have an impact in the classroom. Teachers must have a deep understanding of their students and the freedom to tailor their lessons to the needs of individuals in the classroom. Effective educators are those who either set and achieve their own goals or help their students achieve their own. If the goals are to be achieved, the instructor must possess the knowledge and skills necessary to do so, as well as the flexibility to put those assets to good use. A good instructor has to pay attention to her students when they are still in their formative years. Therefore, a teacher has to establish her own training philosophy to help her focus in on the reasons, why she makes educational decisions for her students. Teacher approach to education

can be a hybrid of the tried-and-true and the novel and crucial that has proven successful in her classroom. Training the next generation of experts in the field of education relies heavily on both the teaching and learning processes. Kiyet, S. (2007)[7]

Higher education in India has expanded rapidly in recent decades, but the country has only been able to keep a limited number of elite schools at the forefront of the field. Most establishments have low and falling standards. Most companies, when recruiting in the past, only considered the more outwardly obvious parts of a candidate's competences, such as their knowledge and skills, with the assumption that intangible behavioural qualities could be honed with the right coaching and supervision. Major changes in traditional people management have necessitated a new approach to the recruiting process, and this new approach places greater attention on candidates' concealed behavioural characteristics in order to arrive at an informed conclusion. Therefore, it becomes vital to comprehend both the overt and covert components of a person's ability in order to arrive at recognizing the ideal individual for a position. Higher education institutions may boost the number of gainfully employed graduates by recruiting the best candidates for each position.

### **Review of Literature:**

Hamida Khatoon, et al. (2011)<sup>1</sup> the research turned into a clarifying investigation to essentially examine the impact of several factors on auxiliary level teaching abilities. Exam results have defined the social and environmental challenges faced by female educators. The study's key objectives were to identify female educators, to identify socio-social and conditional difficulties, and to measure educators' teaching competence through relationships with their students. The analyst drew the inferences in the footnotes based on their examination of the data provided. There is a widespread consensus among families that female educators are valuable and should be supported. The findings show that women who have the option to work half-days at home have a better chance of finding domestic labour. The findings show that jealousy of those more skilled than oneself is widespread and has a negative effect on educators worldwide. The "Response of Botswana Junior Secondary School Teachers on the Teacher's Sense of Efficacy Scale (TSES)". The purpose of the test was to deduce whether there was a correlation between teacher quality, the effectiveness of the homeroom board, and the effectiveness of various teaching strategies. In order to get this data, we used a review technique and selected a random sample of 1006 ancillary educators in Botswana. This data was broken down using a factual bundle for sociologies and the Pearson item second connection (SPSS). Regarding homeroom administration, there was no discernible correlation between instructors' adoption of effective and ineffective teaching strategies. The author discussed about the challenges encountered while trying to determine which skills are most important inside and between

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<sup>1</sup> Hamida Khatoon The impact of different factors on teaching competencies at secondary level in Pakistan (2011),vol.3,pp.648- 655

different organizational levels. To wrap off, we consider some of the practical challenges inherent in setting out to investigate established competencies within confined contexts.

Monica Rosén et al. (2014)<sup>2</sup> looked at how much of a difference qualified teachers make to their students' reading scores in third grade in both public and private Swedish schools. Swedish participation in PIRLS 2001 provides the source data. For this study, we used a relapse analysis to look at how several indicators of teacher quality affected student outcomes as a whole. Student achievement wasn't significantly influenced by teachers' sex, years of experience, level of training, or collaboration with colleagues. However, early judgments of teachers' effectiveness seem to have a significant impact on students' average reading test results.

### **Factors Affecting Teaching Competency:**

According to the research, "excellent" educators are empathetic, knowledgeable, and, above all else, well-organized and articulate. Teachers that are truly "excellent" have a deep love for their subject matter, their pupils, and the profession itself. However, studies have shown that the quality of "excellent teaching" varies with the subject matter being taught and other contextual variables. Teacher effectiveness is one of a small number of elements influencing student achievement in every educational system. The author pointed out, being a teacher is a noble but difficult profession. Teachers need to take charge of their own learning and development if they are to continue performing at a high level in their profession under these circumstances. Teachers are the backbone of every effective educational institution. Educators must be viewed as contributors to the problem-solving process. Low salary, low rank, and low morale are significant contributors to subpar work and unscrupulous behaviour in the public sector. Educating the world's children requires millions of teachers, mostly women, to work long hours for low pay. Smith and Naik (1998)<sup>3</sup> emphasized that while a teacher's own beliefs and values have an effect on how successful they feel, there are also a variety of external influences that can boost or dampen their effectiveness.

**There are some factors which have played an important role in shaping objective of education and the system of education.**

**Economic Factor:** Any economy in which output exceeds demand has the potential to provide for formal schooling. Where there is a subsistence economy, this will be contingent on the soil's fertility, the availability of minerals, and the workability of the climate. This is why children in developing nations receive just a basic education, whereas those in industrialized nations spend far more time in school. An individual's socioeconomic situation has repercussions for their schooling. Satisfaction with one's wage, yearly growth, and other similar indicators all play important roles in the economy.

**Social Factors:** The structure of our educational system mirrors the broader social norms of our culture. A teacher's emotional well-being might be enhanced or diminished depending on the

<sup>2</sup> Johansson, Stefan; Myrberg, Eva; Rosén, Monica (2018), "Formal Teacher Competence and its Effect on Pupil Reading Achievement, Scandinavian Journal of Educational Research, Volume 59, Number 5, 3, pp. 564-582.

<sup>3</sup> Naik, S.P. (1998). Education for the twenty first century. New Delhi: Anmol publications

quality of the neighbourhood she calls home. Teachers and other school personnel are so generally wary, anxious, quarrelling, and hostile, and prone to erupt into unexpected bouts of wrath, that the instructor can scarcely stay emotionally immune to their emotional distributing impact. There are a variety of societal issues that have an impact on educators and can get in the way of things going well in the classroom. Background, family history, and social standing are all examples of social influences.

**Environmental Factors:** Physical environment, according to M. Sultan (1963), is likewise very potent on its potential to colour one's health. The environment is both relaxing and comforting if it is pleasant, healthy, and visually beautiful. While in a healthy setting it would likely serve to foster peace and equilibrium in the emotions, in a negative one it risks becoming a wellspring of distress. As a result, these disruptions pose a major roadblock to efficient instruction.

**Linguistic Factors:** The development of a country's educational system is aided and influenced by linguistic considerations. Competency in the classroom may also be compromised by linguistic diversity and friction. The task of a secondary school teacher is a complicated one. When compared to other careers, teaching is unique in that it demands constant communication with a big group of individuals. Reasonable and prompt decisions are required. There is never a dull moment, always something new to try and some new challenges to overcome.

**Teaching attitude:** An attitude is a state of mind that includes one's thoughts, emotions, values, and propensities for behaviour. It's a made-up item that stands in for how much someone likes or dislikes something. A person's attitude may be defined as their opinion, which can be either favourable or negative, toward a certain location, item, or event. According to Frank Freeman, "an attitude is a dispositional readiness to respond to specific organizations, individuals, or objects in a consistent manner that has been acquired and has become one's usual pattern of responding."

**Nature/Personality:** People's perceptions of what it means to have "personality" center on their physical appearance. People say nice things about you because you have a terrific personality and you are attractive and socially adept. One's personality is judged to be weak if they lack attractive appearance, are poorly dressed, or do not engage appropriately. The scientific community, however, disagrees. Rather, one's personality is indicative of more than just their external demeanour and actions.

### **Competencies needed by Teacher**

As the higher education landscape has been constantly shifting, the need of providing high-quality instruction has grown. The demographic and geographic range of the student body has broadened significantly. New classes require fresh approaches to education. The introduction of new technology has altered the dynamic between students and teachers. More and more people want their money's worth and want schools to be more effective in imparting knowledge. In agreement with other previous studies,

## **Need for Teacher Quality**

Teachers are the institution's most pivotal employees in terms of effecting change in pupils. The teacher is the most crucial part of any school's curriculum, as stated by the National Council for Teachers of English (NCTE) in *Quality Concerns in Secondary Teacher Education* (1998). A teacher's effectiveness cannot be assumed only because they have the necessary education and certification. A teacher's position and duties have grown exponentially over the years, necessitating the highest level of professionalism both in and out of the classroom. It is unrealistic to expect a teacher to be proficient in every potential area, no matter how much education and experience they have. Just to name a few characteristics: A good educator has a kind and outgoing personality. He or she can see the big picture and all of the goals that need to be achieved. Whatever is planned, this person carries out to the letter. There are three key areas of student behaviour that teachers need to be competent in to fulfill their primary roles. While competency-based apps see the most usage in the business world, they also have educational potential. Competency-based approaches find widespread usage in human resources (HR) for purposes including recruitment, job design, and process understanding. Interviewees and potential employees are ranked according to their level of competence. (Patterson 2000)[17]. To ensure the candidate has the necessary skills and experience for the position, to make a good hiring decision, to pick the most qualified candidate, to provide an overview of the organization's expectations for the role, and to provide induction training. It's useful for keeping tabs on employees' progress and making decisions about their future advancement.

## **Research Objectives**

The purpose of the study are

1. To study the nature of the sample respondents
2. To measure the teaching competency of the teachers.
3. To analyze the factors affecting the teaching competency

## **Research Methodology**

It is a qualitative study measuring the teaching competency in higher education. The Chennai city is the study area and 200 college teachers have been selected for the study. The primary data have been collected using Google forms. The data are analyzed using the SPSS software.

## **Findings and Results**

1. Nature of the respondents

The college teachers in the study area are considered as sample respondents. Based on their nature, their attitude and behaviour will change. In this regard, their age, gender, experience and income are analysed. The result is given below.

**Table 1**  
**Nature of the respondents**

Nature		N	Percentage
Age	Less than 30	57	28.50
	30 to 45	73	36.50
	More than 45	70	35.00
Gender	Male	84	42.00
	Female	116	58.00
Experience	Less than 5 years	52	26.00
	5 to 10 years	82	41.00
	More than 10 years	66	33.00
Salary	Less than Rs. 30000 pm	68	34.00
	Rs. 30000 to Rs. 60000	94	47.00
	More than Rs. 60000	38	19.00
Total		200	100.00

The distribution of the respondents based on their nature shows that 57 (28.50%) respondents are aged below 30 years, 73 (36.50%) respondents are aged from 30 to 45 years and 70 (35.0%) are aged more than 45 years. 84 (42.0%) are male and rest of the 116 (58.0%) respondents are female. 52 (26.0%) respondents have experience less than 5 years, 82 (41.0%) between 5 and 10 years and 66 (33.0%) are experienced more than 10 years. They are also grouped according to their income. 68 (34.0%) respondents salary is less than Rs. 30000, 94 (47.0%) earn from Rs. 30000 to Rs. 60000 and 38 (19.0%) earn more than Rs. 60000 per month.

## 2. Teaching competency

Teachers competency is measured with five components like, education, skills, leadership, moral value and employability. It is given below.

**Table 2**  
**Teaching competency**

Components	Mean	Std. Deviation
Education	3.31	1.220
Soft skills	3.39	1.021
Leadership	3.37	1.019
Moral values	3.47	1.002
Employability	3.12	0.982

The moral values (3.47), soft skills (3.39), leadership skill (3.37), education (3.31) are the most possessive skills of the respondents for their teaching profession. The total of all the five components denotes the teaching competency level of the teacher.

### 3. Factors affecting teaching competency

As stated in the theoretical concept, the 8 factors affecting the teaching competency are analysed. The impact of the factors on competency is measured with the help of Regression model. The summary of the mode is given below.

**Table 3**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742	0.551	0.532	2.94138
a. Predictors: (Constant), Factors				

It shows that R value is 0.742, R square is 0.551. The adjusted R square value is 0.532. It shows that the predictor variables are explaining 55.1% in the dependent variable (teaching competency).

**Table 4**

**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2028.073	8	253.509	29.302	0.000
	Residual	1652.482	191	8.652		
	Total	3680.555	199			
a. Dependent Variable: Teaching competency						
b. Predictors: (Constant), Factors						

The result of ANOVA shows that the calculated F value is 29.302 for degree of freedom 8. It is significant at 1% level (0.000). The mode is found fit and further the coefficient values are interpreted as below.

**Table 5**

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.702	0.967		4.860	0.000
	Economic Factor	1.410	0.280	0.352	5.025	0.000
	Social Factors	0.876	0.278	0.188	3.155	0.002
	Family background etc	-0.620	0.302	-0.144	-2.054	0.041
	Environmental Factors	0.617	0.225	0.157	2.739	0.007
	Teaching attitude	0.703	0.251	0.187	2.803	0.006
	Linguistic Factors	0.199	0.284	0.046	0.699	0.485

	Nature/Personality	1.429	0.269	0.352	5.301	0.000
	Anxiety	-0.826	0.284	-0.186	-2.907	0.004
a. Dependent Variable: teach						

The coefficient values show the influence of the predictors on the dependent variable. All the factors except linguistic factors (0.485) are significantly affecting the teaching competency. The t values are more than 1.96. The economic factors and the nature of personality factors are highly affecting the teaching competencies. It is concluded that economic factors, social factors, family background, environmental factors, teaching attitude, personality and the anxiety are significantly influencing the teaching competencies.

### **Conclusion:**

Constant shifts in the higher education landscape have made the significance of providing high-quality instruction a priority. The demographic and geographic range of the student body has broadened tremendously. A teacher's effectiveness can be hindered by a variety of variables, including anxiety, the teacher's own innate personality traits, and the teacher's general outlook on life. (Kheruniah (2013)[6]. The quality of a student's teachers is a major contributor to the latter's lack of marketable abilities. A student can be trained to become a competent worker with the help of a competent educator. According to the literature review study's findings, fundamental teaching skills are key to achieving the intended results. However, the analysis of available literature reveals significant variation in the competence demonstrated by distinct scholars and their respective works. Singh, (2014)[20]. Therefore, it is crucial to compile a comprehensive list of competences and have an understanding of the most important sets of skills necessary for a high-quality professor to teach at the university level. To reiterate, there are a lot of variables that might impact a teacher's effectiveness. There hasn't been a lot of research done on what influences educators' abilities to educate. The success of schools depends on their ability to hire qualified educators, provide them with the training they need based on an accurate assessment of their actual requirements, and evaluate their work based on objective criteria so that they can effectively impart their knowledge to their students. The overarching goal of competency identification is to provide businesses with a skilled staff that can achieve its objectives quickly and effectively. The researcher concluded that economic factors, social factors, family background, environmental factors, teaching attitude, personality and the anxiety are significantly influencing the teaching competencies

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