

PROFESSIONAL SKILLS AND COMPETENCIES OF TEACHERS IN HIGHER EDUCATIONAL INSTITUTIONS FOR EFFECTIVE TEACHING - LEARNING PROCESS: A STUDY IN CHENNAI DISTRICT

I. BENJAMIN PRABAHAR¹ and Dr. V. BASTIN JEROME²

, Ph.D Research Scholar (Full Time), Department of Commerce, St. Joseph's College (Autonomous), Affiliated to Bharathidasan University, Tiruchirappalli. ORCID ID: 0000-0002-8264-5878.

Assistant Professor, Department of Commerce, St. Joseph's College (Autonomous), Affiliated to Bharathidasan University, Tiruchirappalli, ORCID ID:0000-0001-7821-2757².

Abstract

In the emerging learning environment, learning process has been changed to impart the knowledgeable society and life skills to the students. In the educational system, teachers are playing a crucial role for the development of students and also educational institutional development. The students' development covers the aspects such as creativity, innovation and own ideas and skills with the help of technology advancement. In this scenario, the teachers are required to enable their competencies and skills to develop the educational institutions system and students capabilities. The teachers' involvement is in the process of identifying, recognizing and participating with initiatives of educational institutional and students' development. Therefore, the teachers' competencies and professional skills are precursor for enabling the learning environment more vibrant. In this context, the present study is an attempt to analyze the professional skills of the Higher Educational Institutions Teachers.

Keywords:

Teacher, Teaching competency, professional skills, education and learning system.

INTRODUCTION

In the contemporary learning system, teacher is the key enabling factor to improve the students' capabilities. It is understood that the role of teacher is facilitating the social and economic progress is well recognized. It improves the functional and analytical ability of students in radical level. Moreover, education is the sense of the development which is the most

crucial input for empowering the students with knowledge and skills, that provide them access to productive and gainful employment. Hence, the education environment is most important tool to enable the students' ability and learning behavior more users friendly which facilities have created by the Teachers.

Competencies of Higher Educational Institution Teachers

Teaching is a noble profession which enables the society as knowledgeable and skilled for overall development. In order to create the knowledgeable society, teachers need to have required competency and skills for making the students more capable as required to become a good citizen. The competencies are as follows

- **Pedagogical competences:** Designing the Teaching Guide according to student needs, context, and professional profile, in coordination with other professionals, Conducting the learning process fostering individual and collaborative learning opportunities, Tutoring students' learning process, promoting activities to achieve more autonomy, Evaluating the learning process, Contributing actively to the improvement of teaching, Participating actively in the academic and organisational dynamics of the institution.
- **Digital competences:** Planning and designing face-to-face learning, experiences, blended and virtual environments, Developing and conducting collaborative face-to-face learning experiences, blended and virtual environments, Face-to-face tutoring and assessment of knowledge, construction processes, blended and virtual, environments, Managing of growth and professional development with the support of ICT, Pedagogical research, development, and innovation with/for ICT in education, Diversity, ethics, and responsible use of ICT, in teachers' professional development, Environmental concerns, labour health and safety in the use of ICT in the teaching profession.
- **Personality competences** such as Professional competence, Educational competence, Motivational competence, Communicational competence, Personal competence, Science and research competence, Publication competence, Morally and ethically acting personality, Professional personality, personality with valuable scientific effort, Acclaimed author and honest personality, Personality with excellent teaching competences, Personality acting as a role model, Mature personality, Critically thinking personality, Sophisticated and communicating personality, Progressive, highly motivated, always motivating personality, Interpersonal competence, Methodological competence, Communicative competence,

Planning and management competence, Teamwork competence, Innovation competence, Value-semantic competences, General cultural competences, Educational and cognitive competences, Informational competence, Communicative competences, Socio-labour competence and Personal self-improvement competences

A competency is defined as a set of one and more abilities to become the mastery

- A competency is categorized as knowledge, skills, and attitude.
- The competencies are observable, provable, and have a performance dimension; because they are observable, they are also measured.
- The competencies are evaluated based on a teacher's performance and teaching qualities.

Higher Educational Institution Teachers Competencies at Modern Era:

The major competencies are required for teachers of higher educational institutions. They are



- **Adaptability:** teachers need to be adaptable and versatile in today's modern, digital environment so as handle educational learning process more meaningful. Every modern teacher needs to be able to adapt, whether it's to the way their pupils learn, the conduct in their classroom, or their lesson ideas.

- **Confidence:** Every teacher needs to have self-confidence and confidence in their students and fellow teachers. A self-assured individual encourages others to do the same, and a self-assured teacher can encourage students to be better people.
- **Communication:** A crucial talent is the ability to interact with pupils, parents and staff members for transferring the knowledge, information and technology.
- **Team Player:** Working well in a team or group is a skill that teachers must possess. Students have a better chance of learning and having fun when a team is working together. Success results from networking with other educators and working through issues as a team creates a sense of community, classroom and at the entire school
- **Continuous Learner:** Teaching is a process of continuous learning which enables the instructor to update their knowledge and skills.
- **Imaginative:** A teacher's imagination is most potent teaching tool to create an effective learning system particularly to support the students to capitalize the resource more effectively.
- **Leadership:** A good teacher mentors to students and knows how to mould students to get achievement.
- **Organization:** Modern educators are able to plan ahead and be ready for endeavours and do the activities as orderly manner
- **Innovative:** A contemporary teacher is open to experimenting with new techniques, teaching methods and technological tools.
- **Commitment:** Teachers are dedicative to work for the development of society by adopting their traditional and contemporary teaching ability.
- **Ability to Manage Online Reputation:** Modern era has brought out the teaching technique as unquestionably novel. The digital age has brought the teaching in online. Teachers in the modern day need to understand how to manage online reputations and social media.
- **Ability to Engage:** Modern educators are adept at locating interesting resources. Finding content and resources for students that will keep them interested on new apps and learning technologies.
- **Understanding of Technology:** Technology is developing quickly so as contemporary teachers need to have learned new technologies and understanding the advancements.

- **Know When to Unplug:** Modern educators are aware of when to disconnect from social media and unwind. They are also aware of the students to take a mental break and relax.
- **Ability to Empower:** Teacher is inspiration and role model for the students whereas teachers need to help pupils to develop critical thinking, creativity, innovation, adaptability, passion, and flexibility and also provide individuals the ability to lead, self-direct, reflect, and solve difficulties for excelling in life and in school.

Earlier Studies

Nikola Gumanová (2022) study indicates that higher educational institutions teachers are required to have competencies Pedagogical competences, Digital competences and Personal competence.

Solovova (2020) study reveals that technological advances have been so integrated into the environment of higher education institutions that teachers' digital competences have become a leading and integral part of the teachers' competence.

ShobhaShankar (2019) study corroborates that a professional teacher need to possess essential competencies that develop as a result of changing needs of educational community, diversity of student groups and rapid industrial growth. These competencies serve as basis for development of teachers. Most important is the teachers' passion for continuous learning and self-improvement. In the contemporary emerging educational environment, the knowledge expansion, globalization, high technology and rapid social transformation, the belief in effective learning as a continuous process is a fundamental belief of professionalism in teaching. Competencies represent an amalgamation of professional and personal skill sets of an individual. Over the span of their career, faculty members need to adapt to the technological developments in the allied areas to be highly competent.

Yakubov (2017) study indicates that higher educational institutional teachers have competences through a parameter of an individual's social role, claiming professional competences which represent a system of knowledge, skills, and abilities that form the basis of professional activity in the role of university teacher and scholar.

Valiullina (2016) study reveals that competence is a complex of professional tasks in which higher educational institutional teachers acquired expert knowledge and pedagogical thinking and personal qualities to approach problem solving professionally in expert, scientific, and practical activities. This teachers' potential for integrating individual aspects of competences considered necessary for performing a certain professional activity that predicts their pedagogical and work success.

Earley and Porritt (2013) study shows that teacher needs professional skills is essential to communicate with students and create an effective learning environment as per the needs of the students and the educational institutions and **Shulman (2008)** study emphasis that knowledge of student learning issues and subject, understanding of instructional strategies and expertise in domain-specific assessment techniques and effective transmission of content knowledge is a defining characteristic of teachers competent.

Objectives

- To study the socio-economic profile of the respondents
- To find the core professional skills and competencies of teachers in higher educational institutions
- To make suggestions to improve the higher educational institutions teaching environment

Methodology

The study is confined to Chennai District. The purposive random sampling method has used in the study to select 100 samples (Teaching Faculty) in Higher Education Institutions which are functioning in Chennai region.

Result and Discussion

Socio-Economic Profile of Teachers

In any research study, it is inevitable to analyze the teacher's characteristics. This would give a clear picture of the teacher's background; in turn, it will help in framing appropriate

policy implications. Hence, basic details about teacher's characteristics were collected analyzed and presented in the following.

Gender is a key factor in determining the desirable changes in human attitude, behavior, and care of others. It decides one's perception to cope with rational thinking in managing correct decisions. The distribution of respondents according to their Gender status was analyzed and presented in

Table 1 Gender Wise Classification

| Table. 1: Distribution of respondents according to their Gender | | | |
|--|--------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | Male | 63 | 63.00 |
| 2 | Female | 37 | 37.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

A close look at the data presented in Table.1 shows that of the total respondents, the majority [63%] of the respondents are male, followed by the female [37%].

Table 2 Age Wise Classification

| Table. 2: Distribution of respondents according to their Age | | | |
|---|--------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | Below 30 years | 24 | 24.00 |
| 2 | Between 31-40 | 28 | 28.00 |
| 3 | Between 41-50 | 35 | 35.00 |
| 4 | Above 50 | 13 | 13.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

Age is considered as a significant factor to determine the mental ability of an individual to make decisions. Therefore, it has been included in this study. Data collected on the age of the respondents were analyzed and presented in Table.2

Table.2 reveals that an overall picture on age of respondents irrespective of categories shows that significant proportion [35%] of respondents are belonged to the age group of 41-50 years category. It is noticed that a considerable level [28%] of respondents are belonged to the age group of 31-40 years category, followed by 24 percent of the respondents are belonged to the age group of below 30 years category. Only a small [13%] of the respondents are belonged to the age category of above 50 years in the study area.

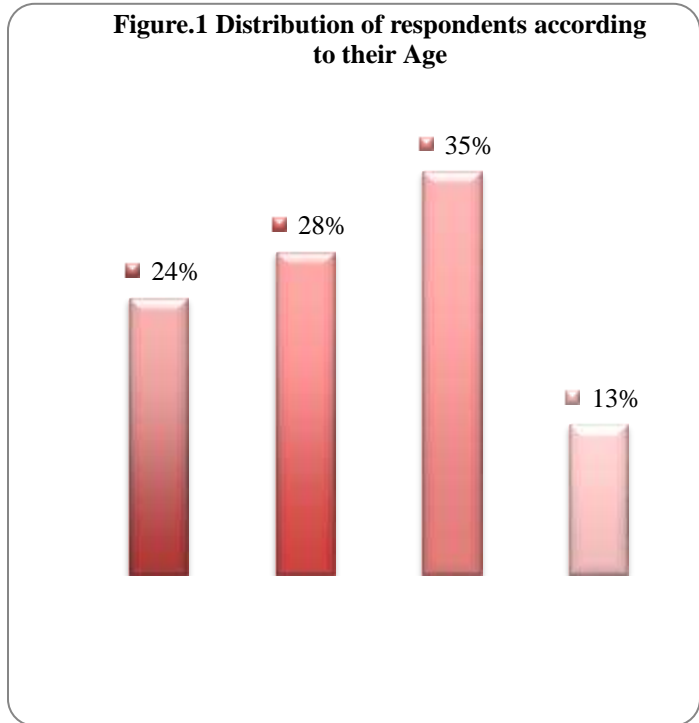


Figure 1

Table 3 Religious Status

| Table. 3: Distribution of respondents according to their Age | | | |
|---|--------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | Hindu | 57 | 57.00 |
| 2 | Christian | 29 | 29.00 |
| 3 | Muslim | 14 | 14.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

It is observed from Table.3 that among the total respondents, more than half of [57%] of the respondents are belonged to the worship of Hindus, followed by [29%] Christian and Muslims [14%].

Table 4 Community Wise Distribution

The details about the distribution of the sample teachers according to their community-wise classification are presented in Table.4

| Table. 3: Distribution of respondents according to their Age | | | |
|---|--------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | OC | 17 | 17.00 |
| 2 | BC | 36 | 36.00 |
| 3 | MBC | 14 | 14.00 |
| 4 | SC | 23 | 23.00 |
| 5 | ST | 10 | 10.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

The available data [Table.4] reveals that, of the total respondents, 36 percent of the respondents are belonged to the category of Backward Community [BC], followed by [23%] Scheduled Caste. it is understood that a small portion of the respondents are belonged to the category of Other Caste [17%], Most Backward Community [17%] and Scheduled Tribe [10%].

Table 5 Educational Status

Education is the process of bringing about desirable changes in human behavior. It improves one's capability to cope up with different situations and also helps in taking correct decisions. The distribution of respondents according to their educational status was analyzed and presented in Table.5

| Table. 3: Distribution of respondents according to Education Status | | | |
|--|--------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | M.Phil | 29 | 29.00 |
| 2 | M.Phil with NET | 47 | 47.00 |
| 3 | Ph.D | 24 | 24.00 |
| Total | | 100 | 100.0 |

Above Table.5 indicates that a significant level [47%] of the respondents have educational qualification of M.Phil with NET. It is also noticed that a considerable level of the respondents are having educational qualification as M.Phil [29%] and Ph.D [24%]. The study may be concluded that most of the higher educational institution has made the NET and Ph.D is mandatory to become an Assistant Professor whereas teachers are cleared NET and Ph.D for getting a Job in higher education Institutions.

Table 6 Monthly Income Status

| Table. 6: Distribution of respondents according to Monthly Income Status | | | |
|---|---------------------------|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | Below Rs. 25,000 | 53 | 53.00 |
| 2 | Between Rs. 25,000-50,000 | 32 | 32.00 |
| 3 | Above Rs. 50,000 | 15 | 15.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

Table.6 shows that more than half of [53%] of the respondents are earned their monthly income below Rs.25,000, whereas a considerable portion [32%] are earned the monthly income between Rs. 25,000-50,000. It is noted that only a small proportion [15%] of the respondents are earned above Rs.50,000.

Table 7 Major Competencies of Teachers in Higher Education Institution Status

| Table. 7: Distribution of respondents according to possession of competencies | | | |
|--|---|---------------|----------------|
| S. No | Particulars | Number | Percent |
| 1 | Comprehensive understanding of subject matter | 41 | 41.00 |
| 2 | Planning and execution of appropriate learning experience | 25 | 25.00 |
| 3 | Professional development and Exhibit professionalism | 18 | 18.00 |
| 4 | Engaging in active research | 16 | 16.00 |
| Total | | 100 | 100.0 |

Source: Computed from primary data.

The available data [in Table.7] reveals that significant proportion [41%] of the respondents is having comprehensive understanding of the subject knowledge and pedagogical methods. It is understood that a considerable level [25%] of the respondents are having experience in planning and execution of the teaching method in appropriate manner, followed by [18%] Professional Development and Exhibit Professionalism and [16%] Engaging in Active Research.

It is noticed that most of the teaching faculty of the higher educational institutions are learning the subjects on effective and efficient manner. However, they execute that in limited way. Moreover, only a few are involving in research and development activities. Hence, the study is confined that most of the teachers are not updating their competencies according to the current trends of educational environment.

Table 8 Constraints of Teachers in Enabling Competencies

| Table. 8: Distribution of respondents according to their problems | | | |
|--|---------------------|----------------------|----------------|
| S. No | Particulars | Eigen Ranking | Percent |
| 1 | Over workload | I | 98.00 |
| 2 | Low Salary | II | 91.00 |
| 3 | Temporary Post | III | 90.00 |
| 4 | No Promotion/ Delay | IV | 73.00 |
| 5 | Internal conflict | V | 52.00 |

Source: Computed from primary data.

Table.8 provides the Eigen ranking system results that the majority [98%] of the respondents expressed they needed to enable their competencies as per the changing scenario of education but they are not able to cope up with the constraint, followed by over workload [98%] such as assigning various work to look after which consumes all times of the teaching faculty and also asking management to take other faculty classes while they put leave and required teaching faculty is not filling up which are caused to over load in working. It is also noted that a majority [91%] of the teaching faculty is felt that they are under paid which is not permitting to improve their competencies to meet out the current updation. It is understood that a majority [90%] of the teaching faculty working post is temporary basis so as they are not shown much interested to update their competencies and not having much opportunity to enable the competencies. The long pending of promotion [73%] and its delay has caused the teaching faculty to have lower level of competencies. It is noticed 52 percent of the respondents reported that they have internal conflict with colleagues which is caused to stagnate their competencies of teaching and learning process.

Major Findings of the Study

- The study findings found that majority [63%] of the respondents are male, followed by the female [37%].
- The study found that significant proportion [35%] of respondents is belonged to the age group of 41-50 years category.
- It is noticed that a considerable level [28%] of respondents are belonged to the age group of 31-40 years category, followed by 24 percent of the respondents are belonged to the

age group of below 30 years category. Only a small [13%] of the respondents are belonged to the age category of above 50 years in the study area.

- The study findings indicated that more than half of [57%] of the respondents are belonged to the worship of Hindus, followed by [29%] Christian and Muslims [14%].
- it is understood that 36 percent of the respondents are belonged to the category of Backward Community [BC], followed by [23%] Scheduled Caste. it is understood that a small portion of the respondents are belonged to the category of Other Caste [17%], Most Backward Community [17%] and Scheduled Tribe [10%].
- The significant level [47%] of the respondents has educational qualification of M.Phil with NET. It is also noticed that a considerable level of the respondents are having educational qualification as M.Phil [29%] and Ph.D [24%]. The study may be concluded that most of the higher educational institution has made the NET and Ph.D is mandatory to become an Assistant Professor whereas teachers are cleared NET and Ph.D for getting a Job in higher education Institutions.
- The study found that more than half of [53%] of the respondents are earned their monthly income below Rs.25,000, whereas a considerable portion [32%] are earned the monthly income between Rs. 25,000-50,000. It is noted that only a small proportion [15%] of the respondents are earned above Rs.50,000.

Competencies of Teachers Current Status

- The study revealed that significant proportion [41%] of the respondents is having comprehensive understanding of the subject knowledge and pedagogical methods.
- It is understood that a considerable level [25%] of the respondents are having experience in planning and execution of the teaching method in appropriate manner, followed by [18%] Professional Development and Exhibit Professionalism and [16%] Engaging in Active Research.
- It is noticed that most of the teaching faculty of the higher educational institutions are learning the subjects on effective and efficient manner. However, they execute that in limited way. Moreover, only a few are involving in research and development activities. Hence, the study is confined that most of the teachers are not updating their competencies according to the current trends of educational environment.

Constraints of Teachers in Enabling Competencies

- The study found that majority [98%] of the respondents expressed they needed to enable their competencies as per the changing scenario of education but they are not able to cope up with the constraint, followed by over workload [98%] such as assigning various work to look after which consumes all times of the teaching faculty and also asking management to take other faculty classes while they put leave and required teaching faculty is not filling up which are caused to over load in working.
- It is also noted that a majority [91%] of the teaching faculty is felt that they are under paid which is not permitting to improve their competencies to meet out the current updation.
- It is understood that a majority [90%] of the teaching faculty working post is temporary basis so as they are not shown much interested to update their competencies and not having much opportunity to enable the competencies.
- The long pending of promotion [73%] and its delay has caused the teaching faculty to have lower level of competencies. It is noticed 52 percent of the respondents reported that they have internal conflict with colleagues which is caused to stagnate their competencies of teaching and learning process.

Suggestion to Enable the Teachers' Core Competencies for Making Better Learning Environment

- ❖ The Government need to take appropriate action to implement the University Grand Commission pay-scale in Higher Education Institutions
- ❖ The Government need to take necessary action to strictly follow the working hours and direct the higher education institutions to appoint required faculties for balanced working hours
- ❖ The higher education institutions need to take make necessary alternative arrangement to take care of the work those who got leave and also not imposing the staff to look after multiple jobs
- ❖ The higher education institutions need to provide Faculty Development Programme in regular interval to update the competencies as per the current trends

- ❖ The Government and higher education institutions need to take necessary action to promote the eligible teaching faculties on time for enabling their potentiality to support the educational institution and students development

Conclusion

In the changing educational system, teachers are imperative to enable the educational process more resonantly so as their high level of quality competencies are essential to improve the educational institution environment and students to access the educational institutions resources more effectively and efficiently. The study concludes that pedagogical competences, digital competences and personality competences are significant to the higher educational institutional teachers to provide their services for the betterment of the society, students and educational institutions.

Reference

1. Baker, S. A. (2020). Influence of Personal and Situational Characteristics on Knowledge Transfer in selected Tertiary Institutions in North-Central, Nigeria (Doctoral dissertation, Kwara State University (Nigeria)).
2. Begle, J. (2009). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, 106(4), 532-575.
3. Behlol, M.G., & Anwar, M. (2011). Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan, *International Education Studies*. *American Educational Research Journal*, 38(4). 915–945.
4. Earley, P., & Porritt, V. (2013). Evaluating the impact of professional development: the need for a student-focused approach. *Professional Development in Education*, UK, 52(2), 117-136.
5. <https://compass.onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-4113.2007.00453.x>
6. <https://www.teachhub.com/professional-development/2019/11/15-professional-development-skills-for-modern-teachers/>
7. Mueen, A. (2002). *English Language Teaching in Pakistan*. National Book Foundation, Islamabad, Pakistan.

8. N., Valiullina, G. V. (2017). Peculiarities of Psychological Competence Formation of University
9. Nikola Gumanová (2022). Competences of University Teachers: Systematic Literature Review. *Journal of Educational and Social Research*. Vol 12 No 2, Pp.15-27. March 2022
10. ShobhaShankar (2019), Faculty Competency Framework: Towards A Better Learning Profession. *Science Direct. Procedia Computer Science* 172 (2020) 357–363
11. Shulman, L.S. (2008). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-23.
12. Solovova (2020). Comparative and Correlation Analysis of Experimental Work for Developing Organisational and Managerial Competences in University Teachers. *Education and Self Development*, 15(3), 97-108.
13. Teachers in Inclusive Educational Environment. *EURASIA Journal of Mathematics Science and Technology Education* 13(8), 4701-4713.
14. Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32(1), 328-369.
15. Yakubov (2020). The recommendations for the further evaluation of professional competence of a university teacher. *Journal of critical reviews*, 7(5), 482-484.