ABSTRACT

‘Teacher competency’ as a concept in teacher development, has been much discussed and researched world over for nearly hundred years now. Researchers have developed several competency frameworks for teachers of various categories. Teaching staff members need competencies not only for teaching their subject matter but also to innovate and adapt. Teacher competencies are multifaceted amalgamation of knowledge, skills, understanding, values and attitudes, leading to effective performance in teaching (European Commission 2013). The paper reviews ten research papers published in the last ten years especially between 2009-2017, on teacher competency research. The findings and recommendations derived from the review and the future scope are presented.

Key words: International Trends; Teacher Competency Research; Review

1. INTRODUCTION

The paper makes a review of ten research papers on teacher competency research. A brief data about the selected research papers are given below:

1. “The Competencies of the Modern Teacher,” by Nessipbayeva, Olga of Bulgarian Comparative Education Society, Paper presented at the Annual Meeting of the Bulgarian Comparative Education Society (10th, Kyustendil, Bulgaria, Jun 12-15, 2012) available in the ERIC Number: ED567059 2012. The study, in order to comprehend the teaching skills needed for the present age, researched the issues like: students' skills; levels of teachers' professional growth; teachers' pedagogical culture; pedagogical innovations, and 21st-century teaching competencies.

2. “Challenges and opportunities of teaching competence evaluation,” by Lena Levander, Laura Hirsto and Maire Syrjäkari of Aalto University and University of Helsinki, Finland presented at ICED Educational Development in a Changing World Conferenced held at Stockholm, Sweden from June 16-18, 2014, available http://www.iced2014.se/proceedings/1214_Levander.pdf. The research evaluates the teaching competence at two large Finnish universities, considering the teaching experience and merits presented in the teaching portfolio, teaching skills shown at the teaching demonstration, and the issues arising during the interview concerning teaching competence.
3. “Developing a set of competencies for Teachers of English in Engineering Colleges in Tamil Nadu.” G. Venkatraman, PhD thesis submitted to SASTRA University, India, awarded in 2009. The study has identified and validated a set of 65 competencies necessary for English teachers of engineering colleges in India. The identified competencies were put to two rounds of validation and tested in the real classroom atmosphere.

4. “Teacher Competencies through the Prism of Educational Research,” by Peklaj, Cirila of Faculty of Education, University of Ljubljana, published in *Center for Educational Policy Studies Journal*, v5 n3 p183-204, 2015. The study analyses the research on educational productivity in order to select the most important teacher competencies that are related to student achievement. A teacher competency model is developed that serves as a framework for understanding the synergetic effects of teacher competencies on achievement thorough promoting students’ cognitive, affective and social processes.

5. “Impacts of teachers’ competency on job performance in research universities with industry characteristics: Taking academic atmosphere as moderator,” by Anguo Xu, Long Ye of Beijing Jiaotong University, China published in *Journal of Industrial Engineering and Management*, 7 (5), 2014. This paper examines the impact of teachers’ competency on job performance in research university with industry characteristics.


7. The report by the Southeast Asian Ministers of Education Organization (SEAMEO) titled “Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit,” (2012) focuses on the status of development, implementation, and monitoring of teaching competency standards in Southeast Asian countries. This report focuses on the status of development, implementation, and monitoring of teaching competency standards in Southeast Asian countries.

8. “The importance of academic teaching competence for the career development of university teachers: A comment from higher education pedagogy,” Marianne Merkt of Germany, published in *GMS Journal of Medical Education* 34(4), 2017. The article focuses on which conditions at universities need to be established so that academic teaching skills become relevant to the career of university teachers.

9. Faculty Perspective on Competency Development in Higher Education: An International Study by Paloma Julia Velasco et al, published in *High. Learn. Res. Commun.* Vol. 4, Num. 4, December 2014. The research tries to establish common ground on how faculty development should be instituted and the needs it should address on an international level, with its major focus being the development of competencies.
In the following table the methodology used and the results and discussions of all the studies have been presented.

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<th>Sl No</th>
<th>Title of the Paper</th>
<th>Methodology</th>
<th>Results &amp; Discussions</th>
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| 1     | The Competencies of the Modern Teacher | Content analysis | 1. Effective classroom management  
2. Effective Teaching practices  
3. Effective assessment  
4. Technology Skills |
| 2     | Challenges and opportunities of teaching competence evaluation | Evaluation considering teaching experience, merits in teaching portfolio, teaching skills and interview | Developing teaching through teaching competence assessment  
(scholarship of teaching, pedagogical leadership and educational/organizational development) |
| 3     | Developing a Set of Competencies for Teachers of English in Engineering Colleges in Tamil Nadu | Content analysis  
Survey and Interview  
Percentage and Factor analysis. | A set of 65 competencies required for Teachers of English in Engineering Colleges identified and validated by a three stage process. The 65 competencies were classified under i. General competencies and ii. Subject specific competencies. Subject specific competencies were grouped under 7 domains. |
| 4     | Teacher Competencies through the Prism of Educational Research | ERIC and PsychArticles database used.  
Research design: Descriptive, | A model teacher competency framework developed. The |
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<th>Section</th>
<th>Description</th>
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<td>5</td>
<td>Impacts of teachers’ competency on job performance in research universities with industry characteristics: Taking academic atmosphere as moderator</td>
<td>Interview and questionnaire methods; empirical research.</td>
<td>There exists a significant positive correlation between teaching performance, job performance, research performance, profession service performance and the teachers’ competency level and each dimensions in research universities with industry characteristics.</td>
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<td>6</td>
<td>A Suggested Model for Developing and Assessing Competence of Prospective Teachers in Faculties of Education</td>
<td>Literature review and professors, supervisors, and school teachers consulted.</td>
<td>Good teacher competencies center on three main elements: Academic, Professional and Personal. The three dimensions are divided into a number of standards and under each standard there are a number of indicators; all organized in a model.</td>
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<td>7</td>
<td>Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit</td>
<td>The primary data was collected by distributing survey questionnaires to research experts in eleven Southeast Asian countries. The Survey on Teaching Standards in Southeast Asian Countries covered elements of teaching competence, process</td>
<td>The research came up with the following major outputs: 1) Regional Strands/Domains of Teaching Competency Standards in the Southeast Asian countries; 2) Common Approaches in Developing Teaching</td>
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<td>8</td>
<td>The importance of academic teaching competence for the career development of university teachers: A comment from higher education pedagogy</td>
<td>Literature survey</td>
<td>The development of pedagogical competency in the institutional context of higher education has the following dimensions: individual, person-specific development along a career path. Another dimension is the institutional anchoring of pedagogical competence through continuing education and training programs, assessments, and the development of cultural contexts promoting quality.</td>
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<td>9</td>
<td>Faculty Perspective on Competency Development in Higher Education: An International Study</td>
<td>Questionnaire and survey method. 729 faculty from Spain, Brazil &amp; Malaysia surveyed.</td>
<td>Results show that 90% find that it is either important or very important to develop competencies in higher education, and that 73% find they are well or very well trained in developing and assessing competencies, particularly with regard to applying theoretical knowledge in practice, teamwork, and oral and written communication skills.</td>
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10 Teaching Competencies of Mathematics Professors in Higher Education Institutions In the Province of Capiz: Basis for Instructional Enhancement Program

Questionnaire was used for data gathering. The respondents: 372 students of Mathematics; 82 Mathematics professors, and 70 supervisors. Data were analyzed using frequency counts, percentages, means, Chi-square, Spearman rho, t-test and ANOVA.

The relationship of communication skills of respondents was highly significant to those teaching Algebra and their evaluation techniques were significantly related to professors teaching Applied Mathematics. Classroom and teaching-learning conditions were highly significant in mastery of subject matter, instructional skills, communication skills, and evaluation techniques were significantly related to management skills. An enhancement program was designed to further improve the teaching competencies of Mathematics professors of HEIs in some other subject areas.

These studies were reviewed in terms of their theme, methodology, findings and recommendations made. Findings from the survey were listed and the recommendations arrived at. Later, the future scope of the area of teacher competency research has been discussed with the concluding remarks.

2. METHODOLOGY

For this study ten recent research papers on teacher competency research were selected for review. The ten papers were published in international journals within the last ten years. These papers are based on studies done in various countries as listed here: Bulgaria, Finland, India, Slovenia, china, Saudi Arabia, Eleven Countries of Southeast Asia (Network Research), Germany, A Joint study by scholars of Spain, Brazil and Malaysia and Philippines.

The selected papers were thoroughly reviewed in terms of the type of research problem taken up, methodology used, findings and recommendations arrived at etc. During the drafting of the paper, a brief note on each one of the paper has been given in order to help the reader understand the type of paper reviewed. Later, the methodology, findings and recommendations of these studies were tabulated. Finally the findings from the present study, recommendations and conclusions and future scope were presented.
3. FINDINGS FROM THE SURVEY

The following are the findings culled out from the above ten studies:

1. Teacher competency research is still being carried out under different categories (College teachers/University teachers/School teachers/teachers of different subjects) throughout the world.
2. The field is still evolving and no consensus is arrived at so far on the required competencies for teachers.
3. Competencies required for modern teachers, like technology competency, are also being researched.
4. The researchers group the identified competencies into several domains and strands.
5. Teaching performance, job performance, research performance, profession service performance are taken into consideration during the teachers’ competency research.
6. Teaching competency standard is assessed even at a multi-country level.
7. The institutional anchoring of pedagogical competence of teachers through continuing education and training programs, assessments etc. is also researched.
8. The faculty perspective of competency development is assessed at the international level.
9. An enhancement programme was designed to improve the competency of mathematics teachers at the higher education level.
10. The researcher on teacher competency understands the theme and methodology of various studies done on teacher competency.

4. RECOMMENDATIONS

From the above review of various studies conducted on teacher competency in the recent years, the following recommendations are made.

Teacher competency research is a growing field and it considers that the knowledge and skills of the teachers are of paramount importance for the success of teaching and learning process. Researches are made on several aspects of teacher competency. General studies on teacher competency, developing a framework of competency for teachers of various levels and subjects are some of the types of researches conducted world over. Different methodologies and research designs were used for those researches, like, survey, questionnaire method etc. Researchers believe that competency of teachers can be developed with specific training. Hence the outcome of the research, for example a set of competencies, is used for offering a structured training to the teachers. Often the governments are funding for studies on teacher competency. Such studies are adopted as policy document for the governments towards teacher development. In India studies on teacher competency is limited and it needs to be strengthened.

5. FUTURE SCOPE IN THE FIELD OF TEACHER COMPETENCY RESEARCH

The field of teacher competency research is vast and varied. The research in the field is still evolving. Research must be made in all levels of the teaching profession - school, college, university, teachers of various professional institutions, trainers, teacher educators etc. – to map the competency needs for these teachers. The next level would be to convert the competencies into a full-fledged training curriculum that can be used to offer competency-based training programme. The results of all researches should be reviewed to update the findings based on the latest developments.
6. CONCLUSION

Research on teacher development has its own course of development says Hanes (2017). Research on this area has now shifted from teacher competencies to teacher’s beliefs and thinking. Social support of teachers, influence of ICT, the impact of educational reforms, and quantitative measuring of the performance of teachers are the other areas of research that are emerging. But, whatever may the trend, the researcher believes that the area of teacher competency research is a vital one which the researchers should not ignore it. It must be strengthened to improve the teaching learning mechanism.

References


