

Reflection of Competency among Teachers on Students' Learning

Armin Mahmoudi

Abstract—Teachers' competency refers to the set of knowledge, attitudes and beliefs that teacher possesses in his/her teaching situations. But it differs from the performance and effectiveness of a teacher. It is a stable characteristic of a teacher that does not change appreciably when the teacher moves from situation to another. So, a competent teacher is the teacher who has the skill of accurate perceptions of the classroom situations and the changes that occur within the classroom and he/she should possess the personality skills which allow him to adopt in the Changing situations and students learning is the process that gains the knowledge of children in their set of core activities in which a teacher assigns tasks to them and evaluate and compares the quality of their works. It gives the amount of achievement in their knowledge also. For the present investigation, the present investigator used teacher.

Keywords— Teachers, knowledge, effectiveness, characteristic.

I. INTRODUCTION

TEACHERS play a crucial role in this socio-cultural transformation of the society as they are loaded with the responsibility or molding the young minds for the upliftment of the society in general and that of the individuals in particular. Teacher is the most important factor contributing to the national development. He/she can make and mar the society. In fact, teachers are the strength of a nation. Teachers continue to retain their influence and it is difficult to bypass them in the teaching learning process. It is not only for the present context. In the long history of its tradition in Iran, teachers have always been revered by one and all. Teacher (Guru) is put on the highest pedestal along with one's parents and even equate to God. The importance of teachers is recognized throughout the world. Humayun Kabir rightly said, "Without good teachers, even the best of system is bound to fall and with good teacher: even the defects of a system can be largely overcome" The teacher is the fly-wheel of the whole educational machine. The progress, stagnation or deterioration in a society is directly or indirectly traceable to the quality of teachers. The importance of teacher in educational set up is unquestionable. He plays a vital role in teaching learning process and upon his competency and efficiency, the standard of education depends. Not only this, but teachers also can be considered as the principal agency for implementing educational programmes at various levels. So, it is apparent that there is no doubt that teachers occupy an important and crucial place in shaping and molding the

students' abilities in right direction. If a teacher is incompetent, dissatisfied with his/her jobs and not guided by proper values, the entire edifice of education system will be shaky.

From this point of view, it is an agreed phenomenon that teacher is the central figure in an educational set up. For effective teaching, we require good and competent teachers. Because teachers who appear to be well disposed towards pupils and show warmth, enthusiasm and concern in their interaction with pupils are more likely to be positively perceived by pupils than the teachers who don't show these qualities. These behavioral qualities of teachers have an effect on the students learning process. But the qualities and characteristics of good teachers are relative terms and it can be established by comparing with those ineffective ones. However, the process of determining the qualities of a successful teacher is a skill in preliminary stage and more scientific investigation under precarious condition is needed to bring out concrete results.

II. HYPOTHESES

1. There are no differences between the male and female teachers in their attitudes of competency.
2. Teachers' attitude on competency affect on their teaching competency.
3. There are no differences between the male and female teachers in their teaching competencies.
4. High competent teaching leads to students' better learning than those low competent teaching.

III. METHOD

A. Sample

For the present study, the investigator has randomly selected 160 teachers who are teaching in the secondary schools of two districts, Yasouj District and Shiraz 80 of whom are male teachers and remaining 80 are female teachers.

B. Tools

1. Teacher Attitude Inventory (TAI) developed by S. P. Ahluwalia was used to measure the attitude of teachers towards their teaching. It consists of 20 statements of five-points scale aimed to identify the professional attitudes of teachers.
2. Classroom Teaching Competency Scale (CTC) developed by Makhopadhyay (2005) was also used to measure the degree of competency among teachers in their teaching

profession This scale consists only 18 items prior to : rating a lecture

3. The investigator applied t-test for finding out the differences between high and low attitude teachers in their classroom performance competency and to find out the differences in students achievements according to their competency scores.

t-test was applied for obtaining the results which are as follows

1. The t-ratio of male and female teachers on teachers' attitude Score is found to be 1.869 which is smaller than the tabulated t-value (1.98) at .05 level of significance. It may be concluded that there is no significant difference between male and female teachers with regard to their attitudes towards teaching competency.

2. The t-ratio of male and female teachers in their classroom performance competency scores is found to be 0.6491 which is smaller than the tabulated t-value (1.97) at .05 level of significance. It shows that there is no significant difference between male and female teachers in their classroom performance competency.

3. The calculated t-ratio from high and low attitude male teachers in their classroom performance competency scores is found to be 2.588 which is greater than the tabulated t-value (2.02) at .05 level of significance. Therefore, it can be concluded that there is, significant difference between the high attitude and low altitude male teachers towards their classroom performance of competency.

4. The calculated t-ratio from high and low attitude female teachers in their classroom performance competency Scores is found to be 2.5713 which is greater than the tabulated t-value (2.02) at .05 level of significance. It shows that there is significant difference between high attitude and low attitude female teachers towards their classroom performance of their teaching competency.

5 The calculated t-ratio of data of academic achievement Of class X passed students who taught by the high and low competent teachers is found to be 6.65 which is greater than the tabulated t-value (1.97) at .05 level of significance. So, it can be concluded that there is significant difference between in Students' Academic Achievement between the High and Low Competent Teachers.

6. The t-ratio for the academic achievement of boys and girls students under high competent teachers is found to be 0.188 which is lower than the tabulated t-value (1.98) at .05 level of significance Therefore, it can be concluded that there is no significant difference between Boys and Girls Students in their academic achievements under high competent teachers.

7. The t-ratio for the academic achievement of boys and girls student under low competent teachers is. found to be 0.858 which is smaller than the tabulated t-value (1.98) at .05 level of significance. It shows that there is no significant difference in the Students' Academic Achievement of Boys and Girls under the Low competent teachers.

8. The t-ratio for the male and female teachers in their classroom performance competency Scores is found to be a

(zero) which is smaller than the tabulated t-value (2.10) at .D5level of significance. So, it can be concluded that there is no significant difference between male and female teachers in their classroom performance competency scores

IV. FINDINGS

1. There is no significant difference between male and female teachers with regard to their attitudes towards teaching competency.

2. There is also 110 significant difference between male and female teachers in their classroom performance competency.

3 There is significant difference between the Higher attitude and low attitude male teachers

4 teachers towards their performance of competency. There is also significant difference between high and low attitude female teachers towards their classroom performance of competency.

5. There is significant deference in students' academic achievement between the high competent teachers.

6. There is no significant deference between boys and girls students in their' academic achievement under high competent teachers.

7. There is no significant difference in the students' academic achievement of boys and Girls students under the low competent teachers.

8 There is no significant deference between the male and female teachers in their classroom performance competency scores.

From the above findings, the present investigator can conclude that teachers' competency shows better performance in their job and it also gives high effectiveness in students' learning'. Both male and female teachers have the similar attitudes towards their Teaching competency and they also h8ve shown the similar classroom performance.

ACKNOWLEDGMENT

I wish to thanks of Dr Rahgosha and Dr Foroghi Abary for helping in this paper.

REFERENCES

- [1] Brody LE. The talent searches: A catalyst for change in higher education. *J of Secondary Gifted Education* 1998; 9(3): 124-33. Damiani VB. Young gifted children in research and practice: the need for early childhood programs. *Gifted Child Today Magazine* 1997; 20(3): 18-23.
- [2] Flack J, Friedberg J. When children go to college on Saturday. *Teaching Pre* 1997; 27(6): 44-46.K-8,
- [3] Harris CR. Talent development: potential for developing nations. *Gifted Education International* 1993; 9(1): 48-52.
- [4] Indian Central Board of Secondary Education (CBSE) , 2005 , Year book , Iranian Ministry of Education
- [5] JNV head office in New Delhi , 2007. list of JNV key objectives . Merriam Webster's Collegiate Dictionary, 2007,
- [6] Proulx Kerrie, 2005, Comparative Study Strand 2: „Summary of Gifted and Talented Education in India, NAGTY Research Programme Archive ,
- [7] Rosenthal R. An honors program for an open dimensions community college. *Metropolitan Universities: An International Forum* 1998; 9(2): 47-56.
- [8] Texas Education Agency Division of Advanced Academic Services. Texas state plan for the education of the gifted/talented students. Austin: The Agency. Nov 1996.

- [9] Williams M, Dodds P, Koshy V, Cole L. College for kids--what higher education can do to improve the educational opportunities for the exceptionally able--A review of the approaches in the United Kingdom and the United States. *Gifted Education International* 1997; 12(1): 9-15.