

A STUDY ON COMPETENCY MAPPING OF WOMEN TEACHERS IN COLLEGES IN MADURAI CITY

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Abstract

A Competency is a pattern of thinking, feeling, acting/ speaking that causes a person to be successful in a specific job or role. This articles indicates that previous demonstration of competence to achieve success is one of the best predictors of future performance is a related role. Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. The best competency studies statically quantify the measurable competency differences between highly successful and less successful people in a given role. This enables organization to focus on only those competencies most predictive of success. The best studies also identify the levels of increasingly successful behavior within each competency when more failing colleges have turned around, quantitative studies comparing successful and less successful teachers in this unique setting will be possible and can provide rich examples and precisely targeted competence levels specific to college turnaround teachers success. Competencies / habitual patterns of behaving and thinking, enables teachers to use their content knowledge and instruction skills to improve student learning. Commonsense suggests that subject matter content knowledge and institutional skills are important to solid teacher's performance.. These are covered well in others sources and in most professional jobs technical skills and knowledge are more modest predictors of high performance than distinguishing competencies. These competencies discuss gradually complicating status of modern education, training and learning system and clarify the ways leading to a certain competency in a period of multidimensional and quick changes, increasing uncertainties, increasing competition ad globalization in all areas, increasing opportunities and risks for individual, organization and nation.

Introduction

A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a specific job. Research indicates that previous demonstration of competence to achieve success is one of the best predictors of future performance in a related role. Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job.

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best studies also identify the levels of increasingly successful behavior within each competency. This enables organizations to make refined choices among job candidates and to focus development on a logical progression of increasingly successful behaviors.

The Role of Knowledge and Skills

Competencies, or habitual patterns of behaving and thinking, enable teachers to use their content knowledge and instructional skills to improve student learning. Common sense suggests that subject matter content knowledge and instructional skills are important to solid teacher performance. Some of the competencies included here cover some elements commonly included in the definition of “instructional skill,” such as motivating students. Others more directly related to content knowledge and mastery of specific instructional practices are not included here. These are covered well in other sources, and in most professional jobs technical skills and knowledge are more modest predictors of high performance than distinguishing competencies. These competencies determine whether individuals do what is needed to succeed in their jobs, including acquiring and using the skills and knowledge required to perform.

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts. The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The following sub competencies are analyzed:

Sub-competency

1. Valuing, Understanding and Respecting the Students

The teacher should make it clear to each student that he/she is important and valuable, and has to behave according to their personal characteristics. He/she should be able to use his/her awareness and understanding of physical, emotional, social and cultural differences and needs of students with the aim of supporting and improving student learning.

2. Believing that students can learn and achieve

The teachers should aim at improving training of her students continuously regardless of their Experiences and levels, and should be able to develop their self-confidence concerning success.

3. Making self evaluation

The teachers should be able to analyze indoor and outdoor activities with a critical approach, make self evaluation and continuously develop her by being receptive to new information and ideas.

4. Ensuring personal development

The teachers should be willing, preserving, lively, energetic, creative and aware of the responsibility to develop her. She should be able to develop and effectively use her critical thinking problem solving, communication skills and aesthetic understanding.

5. Following and making contribution to professional developments

The teachers should be able to attend in-service trainings, meeting and seminars and follow related to his field in order to develop her and the teaching learning process by being aware of the requirements of her profession. She should make efforts to contribute to such activities

6. Making contribution to improve and develop the college

The teacher should think the college as a whole with its employees to support and develop student learning and should be able to cooperate with them with the aim of making the college a society centre and have active part in college development activities together with her students and should be aware that her personal development may contribute to college development.

7. Considering Interests and Needs

The teacher should be able to consider different learning styles, needs and interests of students. During planning, implementation, evaluation processes.

8. Valuing the Student

The teacher should consider the student as an individual and respect her past experiences. Development characteristics, interests and needs, and learning styles.

9. Guiding the Student

The Teacher should be able to guide the student in knowing and recognizing herself and other s, using her awareness in daily life, developing positive behaviours and motivating herself.

10. Planning the lesson

The teacher should be able to plan methods, activities, course materials, testing - assessment Techniques to be used with a student - centered approach consistent with objectives of the subject specific curriculum together with her students.

11. Preparation of Materials

The teacher should be able to prepare teaching materials by effectively using her facilities and considering student needs. She should benefit from technological and environmental facilities while preparing materials and should ensure the material facilities presentations contents.

12. Time Management

The teacher should be able to make good use of the allocated time for teaching and learning by considering sections of the course and guide her students in using their time efficiently in class activities and extra - curricular activities

13. Behaviour Management

The Teacher should be able to create a democratic platform where students may attain self - Control, understand right and responsibilities of both their own and others, manage their emotions and opinions and express themselves.

14. Identifying Testing and Assessment Methods and Techniques

The teacher should be able to prepare testing and assessment plan after identifying proper testing strategies and tools for evaluating student achievements.

Objectives of the Study

To analyze the current status analysis regarding teachers competencies.

To identify the training needs according to results of the current status analysis.

Research Methodology

Methodology

Both primary and secondary data have been used this study. Primary data have been collected through questionnaire. The questionnaire was designed to gather the data keeping in view of objectives. Secondary data have been gathered from website and so on.

Sample design

The sample consisted of women college teachers in Madurai city. An equal number of respondents of teachers were taken from each college. Sample size was 50 for the present study.

Data collection

The required information and data were collected from the sample respondents with the aid of questionnaire designed for the purpose and through personal interview. A five point scale based on likert summated rating scale was constructed to measure the opinion of the respondents towards various competencies of teachers.

Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. Validation and refinement of these competencies will be possible as the number of successful college turnarounds grows and comparisons among more and less successful teachers in this context are possible.

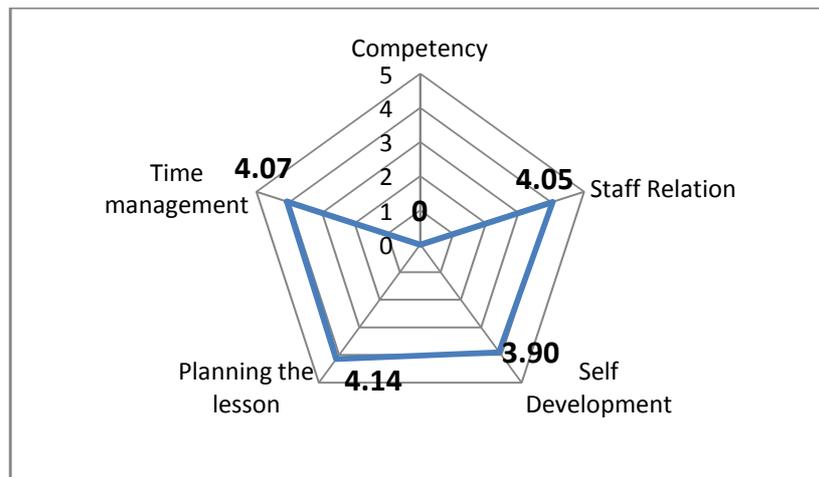
Competencies are forceful trigger and strong determined for achieving individual and their goals and objectives. The respondents of Arts college teachers' sub-competency are valuing, understanding and respecting the students, believing their students can learn

and achieving making self-evaluation and personal development, planning the lesson, preparation of material, Time management and behavior management. These competencies are arranged into four clusters of related capabilities: Staff relation, staff development, Planning the lesson and Time management.

The sub-competencies are analyzed:

Table 1: Above 5 years experience in ranking order

SL. NO.	Competency	SA	A	NA	DA	SDA	Total	Wtd. Avg
1	Staff Relation	146	140	55	30	4	375	4.05
2	Self Development	161	244	58	40	26	529	3.90
3	Planning the lesson	75	120	23	10	0	228	4.14
4	Time management	52	66	20	11	0	149	4.07



Note: SA-Strongly agrees; A-agree; A-Neither or nor; DA-Disagree; SDA-Strongly disagree

Table 1 reveals that the Faculty of more than Five years experience staff members perceived the student's learning and development by taking in to account. The rank order of the competency of planning the lesson, time management, staff relation and self development respectively. Experience staff members always concentrate the development of their students by planning lesson. She should be able to make use of the allocated time for teaching. Moreover, they have to make staff relation and personal development may contribute to college development.

Table 2: Below 5 Years Experience in Ranking Order

SL NO	Competency	SA	A	NA	DA	SDA	Total	Wtd. Avg
1	Staff Relation	164	172	91	36	0	463	4.00
2	Self Development	160	183	69	20	0	432	4.12
3	Planning the lesson	82	95	42	21	0	240	3.99
4	Time management	46	54	37	7	0	144	3.97

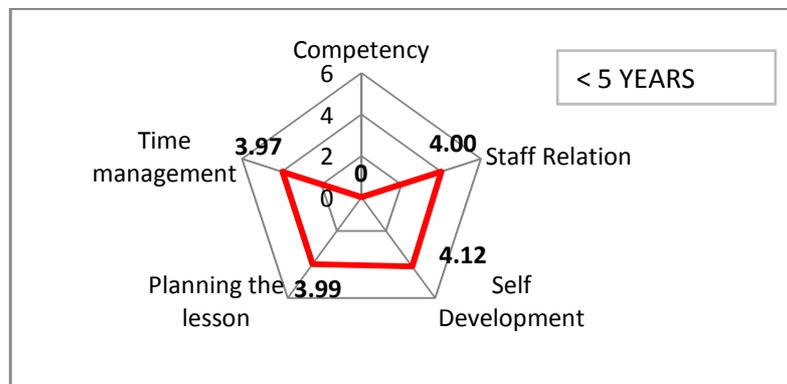


Table 2 explained that the below Five years experience staff members given a rank order of sub competency of self development and student staff relation. Because of less experience, they want to develop themselves and also make an understanding between the staff members. They did not have any experience for their student's development and time management.

From this study, the teacher makes efforts to attain maximum level of student learning and development. Experience staff members have a confident and make for students development and maintain the time management. Staff members are content knowledge and instructional skills to improve students learning. Here experience staff members to self development and also given an importance to self development. When a less experience staff members need to improve content knowledge and practical oriented teaching methodology. They can develop their students knowledge and practical thinking as well as college development.

Suggestion

The best teachers are not always, not even usually, those teachers with the moist sophisticated content knowledge. The best teachers do know their material, but they also know lot about the person.

- Faculty who participate in the training programs did become more student and learning focused and that change was statically significant. The training for new faculty received in these programs did make difference.
- Model psychology teachers have discipline specific and pedagogical knowledge that continues to develop throughout their career. They intentionally plan, implement asses and revise learning intervention to achieve the central objectives and utilize feedback from students.

Summary

The role of the teachers is extremely crucial in the context of education being the best instrument of change. To play their role more effectively, the teachers faces a greater challenge today than at any time in history. As an interpreter, the teacher has to place new knowledge new experience within the context of what is already known and understood by the students. In order to be a good mediator, she has to understand a great deal about the way in which people at various ages and stages of development perceive the world around them.

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