COMPARATIVE PERCEPTIONS OF TEACHERS AND STUDENTS ABOUT THE USE OF COMPETENCIES BY TEACHERS IN THE CLASSROOM

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ABSTRACT

The study is conducted to determine perceptions of teachers and students about teachers' competencies. The study is based on eight Wisconsin standards of teachers' professional competency for teacher evaluation through perceptions of teachers themselves and through their students. The teachers are basically academically with adequate content-based knowledge and skills regarding their subject which makes them competent. Due to the importance of competency of teachers for any educational system, this study was conducted not just to identify the factors of competency, but also assess the competency of teachers of themselves and their students. So, this study seeks to analyze the competency of teachers perceived by themselves and their students at university level. The study adopted descriptive research design in nature and population consisted of all the teachers working in public universities of Rawalpindi and Islamabad and their students. There spondents which participated in the study were hundred (100) teachers and five hundred (500) students. The participants of the research were derived through stratified random sampling technique. The data were collected through teachers and students with the help of two self-reported questionnaires. The descriptive statistic was used for the analysis of collecting data. Findings revealed that teachers and their students were highly satisfied with their competency; because the major (teacher/student responses)were fell in the category of highly satisfied. It was concluded that all the teachers and their students of sampled universities were perceived that they were highly competent. Moreover, the study contributed that teachers' satisfaction with their competency skills will lead them towards competence.

KEYWORDS: Teacher, Teaching, Competency

INTRODUCTION

The teacher is the paramount factor in any education system. A sound educational system can flourish, if its teachers are competent in teaching to their students. Students can meet the challenges of future by investigating the

competencies of teachers. Competency means teaching ability of teachers necessary for effective teaching of the subject matter in order to create critical thinking abilities in students. According to Bhargava and Pathy, (2011) a competent teacher; is one who has a clear idea of the objectives of teaching, organization, and supervision of all matters is done efficiently in the classroom, has the skill of presentation of subject matter, and has ability to motivate the students towards learning.

Teacher competencies can be judged through teacher evaluation, which has assumed a significant importance in developed countries. Teacher evaluation can provide feedback to teachers about their teaching. Shevlin et al., (2000) described three ways to recognize teachers; one might rate teachers by their capability to affect personality development, effectiveness in assisting good academic work, third way of assessing teachers is to rate them by their students.   So, this research investigated the teacher competencies by the teachers and student's responses.

According to keane and Labhrainn, (2005) teachers had been evaluated throughout the world by observing and self-assessment. And students' perceptions are also an important way to evaluate teacher competency. A Central component of any education system is the students as well as any educational institute can accomplish their objectives through their students. So, student's perceptions about the teacher can reveal the elements of teachers' knowledge of the subject matter, skills of communication, instructional strategies, and their conduct with students. According to Peterson et al.,(2000) students have almost an interaction with their teachers and therefore the rating of teacher evaluation by students is significant. Moreover, teacher can best be evaluated by student surveys which are an effective source. Strong, (2006) reported that students have direct information about classroom performance of teachers.

The most vital advantage of student responses is that as a result of it teachers can make clearer conception about what efforts they must make in order to enhance their teaching according to student's needs. According to Aziz, (2012) teachers are most important for an educational revolution in any system. Al-Sharif, (2010) illustrated that teacher is necessary for the educational process. Kayani et al., (2011) explained that the teacher is the real dynamic force of any education system. So, for this Cowens, (2002)in his research reported that teacher must have knowledge. The knowledge encloses knowledge of subject, knowledge of method of teaching as well as philosophical, historical, sociological and cultural knowledge.

Moreover, teachers must be competent in their profession of teaching. According to Brig house and Woods, (2005) teachers' professional development has the significant effect on the progress of students. Buyukyavuz, (2014) described that competent teachers are those who are interested in professional development. As well as professionally competent teacher's professional desires and interest change over time throughout their teaching profession. Katane et al., (2006) reported that competency is a combination of knowledge and abilities. Moreover, Siddiqui, (2010) described the teacher competency is a capability which advocates that the teacher must have skills of teaching.

Literature revealed the following competencies of teachers: pedagogical, research, creative-cognitive, problem solving, evaluative, knowing the student, communication, language, observation, cultural, assessment of students, organizational, understanding of syllabus and content, psychological, information and communication technologies (ICT), advisory, and environmental competencies are competencies of teachers (Ogienko and Rolyak, 2009; Koster et al., 2005; Hannon, 2009).

In this study the following Wisconsin standards of teachers' professional competency were used: interpersonal relationships and ethics, instructional strategies, reflection and professional development, classroom management and motivation, knowledge of subject matter, communication, assessment of student learning. Therefore the purpose of study was to analyze the competency of university teachers perceived by themselves and their students.

This study is useful for students and teachers to enhance the process of teaching-learning. The findings of the study can assist the teachers to enhance their method of instruction and accomplish their desire for the students to do well. It is valuable for the students to improve their learning. Describing a relationship between students' perceptions of teaching effectiveness and students' perceptions will offer Teachers recommendations that will be supportive to revising their teaching strategies. It will also help the teachers to reflect how to deliver effective teaching regarding subject matter knowledge, instructional strategies, assessment, and effective communication that intend to encourage students to improve significant learning. The results of this study might be helpful for the policymakers to think about using students' perceptions for teacher evaluations.

RESEARCH METHODOLOGY

The population of the study comprised of all the teachers teaching in public universities of Rawalpindi and Islamabad and their students. The study is delimited to five universities and the sample was derived by using stratified sampling technique. The teachers were selected under four strata's such as: professor, associate professors, assistant professors and lecturers. Five teachers from four strata (positions) were randomly selected from each sampled university. Therefore, 20 teachers and 100 students were selected from each university. So, the total sample of the study was 100 teachers and 500 students. Questionnaires were developed for the data collection, which was collected by survey method. A pilot study was conducted for the validation of the instruments was carried out by pilot testing. So, the reliability of teachers' questionnaire was. 956 and students' questionnaire was. 936. The collected data were analyzed by using frequencies and percentages.

RESULTS

Table 1

Sr	Indicators		Low		Average		High		Total Frequency	Total Percentages
			f	%	f	%	f	%		
1	Knowledge of the subject matter	Teachers self-assessment	2	2.0	47	47.0	51	51.0	100	100.00%
		Students'assesment	3	0.60	149	29.80	348	69.60	500	100.00%
2	Adapting instruction according to students' needs	Teachers self-assessment	2	2.0	27	27.0	71	71.0	100	100.00%
		Students' assesment	6	1.20	136	27.20	358	71.60	500	100.00%
3	Instructional strategies	Teachers self-assessment	2	2.0	32	32.0	66	66.0	100	100.00%
		Students' assesment	11	2.20	216	43.20	273	54.60	500	100.00%
4	Classroom management and motivation	Teachers self-assessment	2	2.0	8	8.0	90	90.0	100	100.00%
		Students' assesment	15	3.00	144	28.80	341	68.20	500	100.00%
5	Communication	Teachers self-assessment	2	2.0	34	34.0	64	64.0	100	100.00%
		Students' assesment	19	3.80	216	43.20	265	53.00	500	100.00%
6	Assessment of student learning	Teachers self-assessment	2	2.0	37	37.0	61	61.0	100	100.00%
		Students' assesment	3	0.60	210	42.00	287	57.40	500	100.00%
7	Reflection and professional development	Teachers self-assessment	0	0	37	37.0	63	63.0	100	100.00%
		Students' assesment	23	4.60	234	46.80	243	48.60	500	100.00%
8	Interpersonal relationships and ethics	Teachers self-assessment	2	2.0	3	3.0	95	95.0	100	100.00%
		Students' assesment	11	2.	130	26.00	359	71.80	500	100.00%

The data collected was analyzed and interpreted in the light of objective. Statistical techniques such as frequencies and simple percentages have been used to analyze the data. Above table indicated the self-assessment of teachers and their students' assessment about them. These are the following results of the above table:

The first indicator of study is the knowledge of subject matter. About this, 2 %teachers' self-assessment and 0.60% students' assessment showed that they have   weakness, 47 % teachers' self-assessment and 29.80% students' assessment showed that they have average; moreover 51% teachers' self-assessment and 69.60% students' assessment indicated that they have high grip on the knowledge of subject matter.

A second indicator of study, which is adopting instructions according to student's needs. 2% self-assessment of teachers and 1.20% of students' assessment showed that they were less, 27% self-assessment of teachers and 27.20% of students' assessment showed that teachers were, on average, while 71% self-assessment of teachers and 71.60% of students' assessment about adopting instructions of teachers for students were highly satisfactory.

The third indicator of the study is instructional strategies which teachers implemented for students. The results of teachers self-assessment was 2% and 2.20% of students' assessment were not satisfactory, 32% teachers' self-assessment and 43.20% of students' assessment showed that they were on average satisfied, whereas the results of self-assessment of teachers was 66% and 54.60% of students showed that they were highly satisfied with their instructional strategies**.**

Classroom management and motivation is the fourth indicator of study. The results of self-assessment of teachers was 2%and 3% of students' assessment indicated that they had weak, as well as 8% of teachers' self-assessment and 28.80% students' assessment indicated that they had average, whereas 90% of teachers' self-assessment and 68.20% students' assessment revealed that they had higher skills of classroom management and motivation.

A fifth indicator of study is the communication. The results of teachers' self-assessment was 2% and 3.8% of students' assessment about teachers indicated that they had low skill of communication and 34% of teachers' self-assessment and 43.20% of students' assessment about teachers revealed that they had average skill of communication. While, 64% of teachers' self-assessment and 53% of students' assessment about teachers indicated that they were highly satisfied with their communication skills.

Assessment of student learning is the sixth indicator of study. 2% of teachers' self-assessment and0. 60% of their students' assessment showed that they had weak grip, 37% of teachers' self-assessment and 42% of their students' assessment showed, on average, while 61% of teachers' self-assessment and 57.40% of their students' assessment indicated that they were highly satisfied with their strategies of assessment of student learning.

A seventh indicator of study indicated the self-assessment of teachers and their students' assessment about their reflection and professional development. 0% of teachers' self-assessment and 4.60% of students' assessment indicated that they had weak skills; moreover 37% of teachers' self-assessment and 46.80% of students' assessment about their teachers indicated that they had average skills, while 63% of teachers' self-assessment and 48.60% of students' assessment about their teachers revealed that they were highly satisfied with reflection and professional development skills.

An eighth indicator of study is the interpersonal relationship and ethics. The results of self-assessment of teachers was 95% and 71.80% of students' assessment indicated that they were highly satisfied. 2% of teachers' self-assessment and 2.20% of students' assessment showed that they had somehow interpersonal relationships and ethics while 3% teachers' self-assessment and 26% of students' assessment indicated that they held an average skill of interpersonal relationships and ethics.

DISCUSSION AND CONCLUSIONS

In the light of teachers' self-responses and their students' responses, the results of the study revealed that, teachers are competent in the knowledge of subject matter. The result was in line with the findings of Aziz (2012) that teacher must be competent in knowledge of subject matter, which has a significant impact on the teaching and learning process. The result also supported Metzler (2012) work that competency of teachers' in their subject knowledge formed a quality education.

Students and teacher's responses about instructional strategies of teachers indicated that they were highly satisfied with their instructional strategies. Findings of Jasminka and Michael (2007) revealed that motivating learners are essential in the process of instruction.

The study results also showed that teacher's responses and students' responses about teachers' communication skills inversely indicated satisfaction. Ihmeideh et al., (2010) described that teachers must have communication skills.

In the light of objectives of the study, statistical analysis, and results of the study, the following conclusion was drawn; according to the teachers own views about their competency, it was concluded that all the teachers of sampled universities and students were perceived competent in the areas of interpersonal relationships and ethics, reflection, and professional development, communication, knowledge of subject matter, instructional strategies, classroom management, and motivation, assessment of student learning and adapting instruction for students' needs.

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