

# Effective teaching competencies - a compilation of changing expectations from students and institutions

\*Irameet Kaur \*\*Dr. Charu Shri

## ABSTRACT

The relationship between a student and a teacher has adapted a new meaning in this digitally controlled world today. The role of a teacher has also grown from a knowledge transmitter to a friend leading to a new series of expectation from students. The paradigms for evaluation of a teacher have also been modified by the institutions and there is now a focus on competency based evaluation of teachers. The teachers need to continually develop their competencies to match up-to the expectation of students as well as the institutions. The current paper attempts to analyse the key competencies of a teacher as viewed by the students and by the institution. The opinion from the students was sought and the statistical technique of factor analysis was applied to segregate the various competencies listed. Further the list was enriched by adding the competencies from the institutional perspective. The competency set has been derived from analyzing the students' opinion as well as by integrating the key competencies that institutions look for while measuring the key performance measures.

---

## Introduction

From the mythological times of Ramayana and Mahabharata, the *guru – shishya* lineage has been deeply embedded in the rich Indian culture. The tradition signifies a spiritual mentoring relationship where teachings are transferred from a *guru* (teacher) to his *shishya* (disciple). The relationship is built on the foundations of respect, commitment, devotion, genuineness and obedience and the student gradually masters the knowledge that the guru embodies. However, with the incredible advancement in the technology, mind-sets and lifestyle, the relationship has eventually evolved into an open and interactive association. Mere obedience from students has now transformed into an elaborate set of

expectations from a teacher. The respect for a teacher doesn't come today just on the basis of a teacher –student relationship as in the old times. But it comes from the expectation fulfilment for students. The teachers today have to continually improve and adapt themselves according to the students along with the resources offered by expanding technology. In the higher education at the university level, teachers are not regarded as mere transmitters of knowledge but as friends who can help in the overall development of students. Just like the right combination of knowledge, skills and attitude matter, the further composition of these three dimensions also needs to be elaborated for the university teacher of 21st century. It is important to understand the key competencies

---

\* Research Fellow, ITM University, Gurgaon. irameetkr@gmail.com

\*\* Associate Professor, ITM University, Gurgaon,

that a student likes his teacher to have in order to be an effective teacher. The key competencies of a higher education teacher are generally decided at the strategic level by the educational institutions. While most studies recognize the competencies of university teacher at strategic level in terms of knowledge base and aptitude, the overall developmental needs of students are often ignored. Kalpana (2014) has studied about the satisfaction, attitude and behavioural outcomes of higher education students. However, it becomes necessary to view the teacher's competencies from the prism of student's expectations from a teacher. The current research attempts to analyse the key competencies of a teacher as viewed by the students and by the institution. The competency set has been derived from analysing the students' opinion as well as by integrating the key competencies that institutions look for while measuring the key performance measures. The same has been achieved in four stages throughout the paper. The first stage comprised of an extensive literature review as presented in the initial section. In the second stage, an empirical study was conducted on under-graduate students to understand their expectations from a teacher. The third stage involved the analysis of the standard forms of recruitment and appraisal issued by UGC (University Grants Commission) – "a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India." The forms available on their website were analysed to derive the vital competencies that an institution desires in its faculty members. Finally, the results from both stages were compiled to form a list of key competencies required to become an effective teacher.

### **Competencies of a teacher**

Teach means to "impart knowledge to or instruct (someone) as to how to do something; or to cause (someone) to learn, or understand something by example or experience; or to

encourage someone to accept (something) as a fact or principle (Soanes & Stevenson, 2003). Most authors have focussed on the pedagogical and scientific competencies of a teacher (Zakon, 2002); the fact is that competencies of teacher include an amalgamation of the knowledge, skills and attitude. An intersection of right amount of knowledge, the right way to transfer the knowledge and the right intention to give more than just knowledge is what makes an effective teacher. Tokarcikova (2013) discusses about the bipolar view on university teachers profile. While one school emphasizes on more and more publications, the other represents students who require a high level of teacher's presentation skills, abilities and art as to attract attention. As stated by Kravcakova, Lukacova and Bugelova (2011), the work of a university teacher is very demanding as it requires professional competencies and continual enhancing professional knowledge, social competencies and ability to develop them and transfer results in a manner that inspires their future development.

A few initial studies on teaching competencies include those of Barr (1961) who mentioned six criteria for identifying effective teachers: in-service teaching, peer rating, pupil rating, pupil gain score, composite test score and practice teaching grade. Gray and Gerrard (1977) recommended sixteen competencies revolving around classroom behaviour and personal adjustment. While Brown and Armstrong (1984) identified five basic skills of a competent teacher, Shulman (1986) focussed on four such competencies that were related to subject matter knowledge, diagnosing students understanding levels, classroom monitoring and management and ability to differentiate curriculum. His approach towards the teachers knowledge into six different distinctions has gained worldwide acceptance and has been adapted by various authors in varied contexts (Borko, 2004; Munby et al. 2001). He discussed about general pedagogical knowledge, subject matter content

knowledge, pedagogical content knowledge, curricular knowledge and extended this distinction further to knowledge of learners, knowledge of educational context, and knowledge of the philosophical and historical aims of education.

Kang, Wu and Wu (1989) categorized the professional teacher competencies in vocational schools in eleven categories namely industrial professional (pedagogical) competency, curriculum development competency, teaching preparation competency, teaching practice competency, teaching assessment competency, teaching management competency, student counselling competency, public relation promotion and interpersonal relationship competency, collaboration project competency, school administration competency and expert role competency. In the Indian context Passi and Lalitha (1976) listed twenty one teaching competencies and grouped them under five factors namely planning skills, presentation skills, management skills, closure skills and evaluation skills. Dixit (1977) and Deshmukh (1979) reported a significant correlation between the creative ability and teaching competencies. Mann (1980) suggested that teachers who were supposedly more competent exhibited comparatively high levels of expression, cooperation, brightness and alertness, abstract thinking, attentive, emotionally mature and realistic towards life. On similar lines, Rama (1980) analysed the teaching competencies of school teachers and included competencies like teaching by examples, using audio-visual aids, encouraging student's participation, achieving closure etc. Passi and Sharma (1982) included demographic and gender factors in their study and came up with fourteen critical competencies for school teachers which mainly focussed on class involvement, classroom management and using relevant reinforcement.

Baumert and Kunter (2006) have presented a COACTIV model of teachers' professional

competency based on professional knowledge, professional values & beliefs, motivation and self-regulation. The more recent studies have also incorporated the use of digital or innovative teaching aids usage as key competencies. Selvi (2010) analysed the general framework of teachers' competencies and proposed nine such aspects: field competence, research competence, life-long learning, communication competencies, curriculum, information technology usage, socio-cultural competencies, emotional competencies and environmental competencies.

Tripathi, Ranjan and Pandeya (2010) analysed the four perspectives (knowledge, behavioural, administration and research) and segregated them to develop a PAKS (personality, administration, knowledge and skills) based CBM (competency based management) model for assessment and up gradation of faculty. Assertiveness, competency, high emotional stamina etc. are covered under personality, ability includes the mental ability, divergent thinking and quantitative research, knowledge refers to technical and practical knowledge and latest trends in the concerned area and finally skills include the communication and problem solving skills. Wu and Lin (2011) based his categorization of competencies on the studies by Kang et al (1989), INTASC (1992) and Olivia and Henson (2001) and suggested the following competency dimensions: teaching preparation competency, instruction competency, teaching assessment competency, general cognitive education, vocational cognitive education, student counselling competency, class organization competency, information application competency, interpersonal relationship and communication competency and research competency. If teachers wish to execute effective teaching, they should possess professional knowledge on teaching psychology, education sociology, methods and materials of teaching and audio-visual measures (Chin-Chi Wu, 1993).

Slavik et al. (2012) divided the competencies of university teachers into branch-specific; didactic and psycho-didactic; general educational; diagnostic and interventional; social, psycho-social and communicational; managerial and normative; professionally and personally cultivating.

A few authors have conducted competency studies to understand the opinion and perception of teachers by students. Prior research has proved that students serve as the most relevant and qualified to determine the relevance and productivity of their learning experience (Long, Ibrahim and Kowang, 2014). Several authors have established the relationship between a teacher effectiveness and students satisfaction (Theall and Franklin, 2001; Doyle, 2008). Mathew(1980) researched about the students opinion about the various competencies in teachers and presented fourteen general teaching competencies. These included concern for students, use of digital aids, classroom management, participation etc. Cristian and Denisa (2014) highlighted the following categories of competencies for teaching profession: scientific skills, psycho-pedagogical skills, social skills, managerial skills and digital skills. Their study aimed to gather the opinion of students regarding the qualities and skills of teachers required to be an 'ideal teacher'. Their study concluded that even in this digital era of socialization and fast exchange of information, students still appreciated more the quality of clear teaching with relevant examples rather than openness, social and digital competencies. Blaskova, Blasko and Kucharcikova (2014) developed a competency model of university teachers based on student feedback. Apart from the positive competencies, their study also explored the various negative characteristics that students do not desire in their teachers. Their competency model presented the positive and negative behaviour indicators that defined a particular desired competency. The major

headings in their competency model were professional competence, educational competence, motivational competence, communicational, personal, science & research competence and publication competence.

In continuation to the literature spectrum discussed above, the intention of this study has been to develop a set of competencies of a higher education teacher based on perception and preference of students in the Indian context as well as the teaching competencies desired by institutions. The final list of competencies has been listed by taking into consideration the latest, progressive and relevant educational strategies (Blaskova, Blasko and Kucharikova, 2014). The new approaches towards education lay more emphasis on overall development of the student and the shift towards learning rather than teaching. Such student-centric learning strategies are: problem-based learning involves the practical application of knowledge) Bransford, Brown and Cocking, 2000), constructivist education which depicts collaborative and cooperative learning, scholarship of integration which integrates interdisciplinary and interpretive approaches, scholarship of teaching which suggests extending and transforming knowledge (Boyer, 1990), research-led learning paradigm involving in-depth learning with students collaboration and enquiry-based learning by use of radically different teaching and learning strategies.

## Methodology

The objective of presenting key competencies of a teacher as viewed by students and institutions has been achieved through extensive literature support combined with empirical analysis.

### ***Teacher competencies desired by students***

:The opinion of under-graduate students from Delhi and NCR was sought through empirical study. Since the age group of the students was same,

it was considered a homogeneous population and a sample of 300 students was chosen at random for the study. The students belonged to various streams management, commerce, art and law and engineering. On the basis of the past competency models for teachers, a self-structured questionnaire comprising of 30 key competency behaviour indicators were listed and circulated among students. The behavioural indicators were rated on a five point Likert scale where 1 signified least important, 2-somewhat important, 3-important, 4- very important and 5 signified extremely important. The statistical technique of Factor analysis was applied to filter and group the most important competencies as ranked by students. Factor analysis is useful for finding clusters of related variables and hence reducing large number of variables into a simple easily understood framework (Field, 2005). In the current paper, exploratory factor analysis (EFA) has been used as the primary objective of EFA is to determine the number of common factors that influence a set of measures and to establish strength of the relationship between these factors (Cokluk and Kayri, 2011). SPSS (Statistical Package for Social Sciences) software has been used for data analysis. The results yielded a six factor solution with eigen values greater than 1 and total variance explained was 55.29%. Cronbach alpha reliability was achieved as 0.913. The KMO (Kaiser-Meyer-Olkin measure of sampling adequacy) was recorded at 0.875 and Bartlett's test was significant. The results indicated that all constructs were sufficient for the research and EFA could be conducted to examine the validity and results of the instrument. The Varimax rotation was used the components with eigenvalues greater than 1 were extracted using factor loading of 0.55 as the cut-off point.

**Teacher competencies desired by Institutions:** For identifying the teacher competencies from

Institutional level, the standard UGC (University Grants Commission) recruitment API (Academic Performance Indicators) form and standard form of promotion were analysed. The forms were analysed in terms of the points allotted to each criteria which included academic qualifications and experience, research orientation, administrative responsibilities handled, educational events managed and attended. The key performance indicators were extracted and respective competencies required to achieve them was inferred through literature review. The combined results derived from both students and institutional perspectives were then analysed to prepare a comprehensive list comprising of the competencies required and their behavioural indicators.

### **Analysis and Interpretations**

Initially, two separate lists of competencies preferred by students and by institutions were prepared. Both lists were then matched to compile them into a competency set. The final analysis was done by matching the competency set with the literature to present the competencies along with the behaviour indicators.

**List of competencies from students' perspective:** Six components with eigenvalues greater than 1.0 were extracted using factor loadings of 0.55 as the cut-off point. Together they account for 55.22% of the total variance explained. Overall out of 30, 24 variables were grouped into six components. One component composed of only one variable. On the basis of similarity of nature, this variable was grouped along with the last component hence making a total of five components. These adjusted components were named to give a meaning with congruence to cover all variables. The factors along with the loadings and components have been presented in Table 1.

**Table 1: Teacher competencies desired by the students**

	VARIABLES	FACTOR LOADINGS	COMPETENCIES
1	Has an excellent command on his/ her subject	0.613	Professional knowledge competency
2	Clears the doubts upto satisfaction	0.785	Practical application competency
3	Is able to relate theoretical knowledge with practical experience	0.736	
4	Proper mix of theory and practical sessions	0.624	
5	Is aware about the latest trends and knowledge in the subject. Actively participates in various seminars, workshops, conferences and new courses in the relevant area.	0.634	Continuous Learning competency
6	The material is well prepared, understandable by the students and systematically arranged.	0.716	Instructional competency
7	Is able to relate theory well with the practice with the help of suitable examples.	0.654	
8	Adapts and modifies the content and teaching style according to the intellectual and absorption capacity of students.	0.553	
7	Is able to relate theory well with the practice with the help of suitable examples.	0.654	Instructional competency
8	Adapts and modifies the content and teaching style according to the intellectual and absorption capacity of students.	0.553	Communicational Competency
9	Explains the concepts well in the class, makes them easier to comprehend and understand	0.633	
10	Encourages students to come up with new views and inputs on the topic.	0.558	
11	Is able to make the students agree to the concept and communicate his decisions in an inspirational manner.	0.643	
12	Is able to understand the other person and provide an appropriate and satisfying response	0.729	
13	Patiently listens to others	0.622	
14	Identifies communication imperfections and is clear in posing his/ her views to avoid misunderstandings	0.618	
15	Is able to address to the needs of problems of students and provide them effective counselling.	0.591	Classroom Management competency
16	Actively shares and exchanges information with students on university's internal social media sites and external social networking sites.	0.611	
17	Contributes towards the overall growth of the students	0.613	
18	Initiates active discussions in the class and encourages students to ask questions	0.667	
19	Utilizes the digital and technological aids for enhancing teaching effectiveness	0.651	
20	Actively uses and encourages the use of social media tools to make the teaching interesting and effective.	0.607	
21	Is able to manage the class discipline and takes necessary corrective measures where required	0.640	Open and Adaptive
22	Is not monotonous and adapts different teaching styles as required by the topic	0.552	
23	Maintains cordial and learning relationship with students.	0.564	Positive
24	Gives a positive, encouraging feedback to students while telling them of their shortcomings	0.798	

## **Component 1: Professional Knowledge**

Baumert and Kunter (2006) summarized the results of Berliner (1994, 2001), Bromme (2001, 2004) and Palmer et al. (2005) and interpreted that professional knowledge is domain specific, well organized and hierarchically structured, important content knowledge and practical knowledge are arranged and it integrates different contexts of application. Content knowledge refers to domain specific knowledge is a core element of knowledge competence (Shulman, 1986; Baumert and Kunter, 2006). It refers to the subject expertise of the teacher. Practical knowledge competence is experience based and related to real life problems. Fenstermacher (1994) has distinguished it from formal or theoretic knowledge and it refers to knowledge that is associated and learnt from life cases, episodes and events. The competency determinants items included in this category are related to the professional theoretical and practical knowledge of the teacher (Callahan, 1987; Gerrard, 1997; Sadker and Sadker, 1997; Karacaoglu, 2008) and how he keeps himself updated on his subject area (Sharma and Kumar, 1992). The teacher should serve as an expert professional who can clarify the doubts of the students to their satisfaction level. Zeng and Perris (2004) found out that students tend to get frustrated when instructors do not respond to question within a limited time. Students will also be more satisfied if they are provided with relevant course material and innovative real life examples and cases (Northrup, 2002). All the competency indicators in this component focus on the subject knowledge, application of knowledge for problem solving and continuous learning on the subject. The name for this component has hence been given as knowledge competencies. The variables under

this component have been further categorized on the basis of similarity as content knowledge competency, practical application competency and continuous learning competency.

## **Component 2: Instructional Skills**

One of the primary challenges of teaching profession is to prepare and implement instruction (Woolfolk Hoy et al, 2006). Inducing a learning environment to achieve the learning objectives of the students forms the core of classroom instruction competency. The competencies under this component are mainly related to pedagogical aspects. These would include the preparation of relevant teaching material, conducting creative and innovative sessions as per the knowledge and absorption capacity of students (and emphasis on problem based learning. The teacher should understand the diversity of students and then appropriately develop formats, practices and material for students (Banerjee and Brinckerhoff, 2002). These are the competencies project the way teacher imparts the knowledge and hence grouped under Instructional competency. Shea, Pickett and Pelz (2003) and Swan et al (2000) noted that student satisfaction level also depended on the notes, interaction and consistent course structures.

## **Component 3: Communication skills**

All the competencies under this component pertain to the ability of the teacher to effectively communicate with the students. It refers to how the teacher can transmit the knowledge in a simple understandable method (Callahan, 1987) through verbal communication, written communication (Jangira and Ajit, 1982), expressions (Ojha, 1969) and presentations (Passi and Sharma, 1982; Sadker and Sadker, 1997). This can be achieved by involving the

students in active interactions and encouraging them to come up with new inputs. The teacher should be audible and clear (George, 1975) in his communication and prevent misunderstandings. He should be a patient listener and provide effective counselling whenever required. It also includes the use of social media or social networking sites to effectively communicate with the parents and students on different platforms. This component is labelled as Communicational competency.

**Component 4:  
Classroom Management Skills**

Shulman (1986) has emphasized upon generic pedagogical knowledge and skills for classroom management, encouraging learning process, student overall development and assessment of students. An effective teacher contributes towards overall development of students and encourages a learning atmosphere in the classroom. He uses new and innovative, digital and social media methods in the classroom and manages to maintain the class discipline. These competencies indicate the behaviour how the teacher is able to effectively conduct his class and hence the name classroom management competencies. Many authors believe that the overall effectiveness depends upon interaction with students in the class and class discussions (Fresen, 2007; Shin et al, 2003).

**Component 5: Attitude**

The effectiveness of a teacher to a large extent also depends on the attitude of the teacher. Gordon (2001) states that, “efficacious lecturers are capable of bringing about changes in student behaviour, motivation and learning outcomes.” Johnson, Hornik and Salas (2008) and Richardson and Swan (2003) further add that exchange of education related information and socio-emotional information is important for learning and helps in motivation. An effective teacher should be approachable by students for any kind of issues (Ojha, 1969). Baumert and Kunter (2006) also refer to it as the counselling knowledge. He should be adaptive and open for any change required in the methodology or way of teaching (Grey and Gerrard, 1977) and should have a positive approach. The commitment levels of the teachers have also known to have an impact on their performance (Jafri, 2013). The competencies related to attitude in this component can be named positivity and open & adaptive attitude.

***Institutional perspective on teachers’ competencies:*** For obtaining the competencies as required mainly at Institutional level, the API format issued by UGC was referred to. The main category heads and the competencies required to achieve them have been listed in Table 2.

**Table 2: Teacher competencies desired by the Institutions**

Categories	Activities	Associated competencies
<b>Teaching, Learning and Evaluation related activities</b>	Basic details	Professional knowledge competency
	Educational qualifications	
	Experience level	Practical application competency
<b>Co-curricular, extension and professional related activities</b>	Student related activities/ cultural activities	Planning and Organizing competencies
	Participation in academic and administrative responsibilities	
	Participation in organizing of training programmes, workshops, seminars and developmental programmes.	
<b>Research and Academic contribution</b>	Book publications	Learning competencies
	Chapters in Edited books	
	Research articles/ papers published	Networking competencies
	Research projects undertaken	
	Trainings, conferences, workshops, seminars etc. attended	Motivational competencies



Active engagement in administrative responsibilities can be achieved effectively through planning, organizing and coordinating abilities. Planning and organizing abilities facilitate the administrative processes and are hence considered as an important attribute for teachers (Brieschke, 1986). A teacher will also contribute effectively and efficiently towards such activities if his engagement levels are high with the institute and he is self-motivated to perform such responsibilities. The academic research publications of a teacher depend upon the attitude towards research, continuous learning intent and networking with fellow academicians. The teachers' constant and continuous urge to enrich himself with new learnings motivates him to attend more number of academic events like workshops, seminars, conferences etc. Another aspect which is valued by the Institution is the industry interface the teacher can contribute in for various placement activities. Networking skills are required for developing and nurturing a rich industry network. A good network also facilitates in constantly upgrading oneself in term of knowledge and helps us exchange valuable knowledge and information. And finally a motivated teacher will indulge in self-learning and self-development and continuously strive to enhance oneself. The teacher sees motivation as a key to every process, understands the dynamics related to motivation of others and also possesses self-motivating and self-keeping ability (Blaskova, Blasko and Kucharcikova (2014). Hence, the preferential competencies from institutional perspective are:

1. Planning and organizing skills : This includes the ability of the teacher to plan, organize his teaching material,
2. Motivational and self-regulation: Both these aspects are essential for functioning of

psychological dynamics, maintaining of intentions, self-control beliefs and intrinsic motivation (Schmitz and Scharzer, 2000; Vandenberghe and Huberman, 1999).

3. Networking skills: Barnes, Marateo and Ferris (2007) have also emphasized on the networking skills for teachers to cope with the net generation of students today.

## Discussion and Conclusion

The competencies are observable and measurable and are related to all three parameters on which a teacher's performance can be assessed: knowledge, skills and attitude. There may be a few competencies which involve more of knowledge and less of skills and attitude, whereas a few can only be attributed to skills (Doyle, 2008). The paper attempts to analyse the perspective of both students and institution and proposes a set of competencies for an ideal teacher under the parameters of knowledge, skills and attitude. Table 3 depicts the comprehensive set of competencies required to be an effective teacher in the modern education scenario.

An ideal teacher possesses the ideal balance of knowledge, skills and attitude. While few competencies are important from students' point of view, an institution would look for competencies that extend the purview of students' expectations. Students would like to see their teacher as knowledgeable and friendly, an institution would also like to focus on performance indicators like research publications, administrative responsibilities and overall effectiveness. Hence a set of competencies has been presented under the parameters of knowledge, skills and attitude which includes the major skills that constitute an effective teacher. Knowledge competencies include the professional knowledge competency,

**Table 3: Competencies required to become an effective teacher**

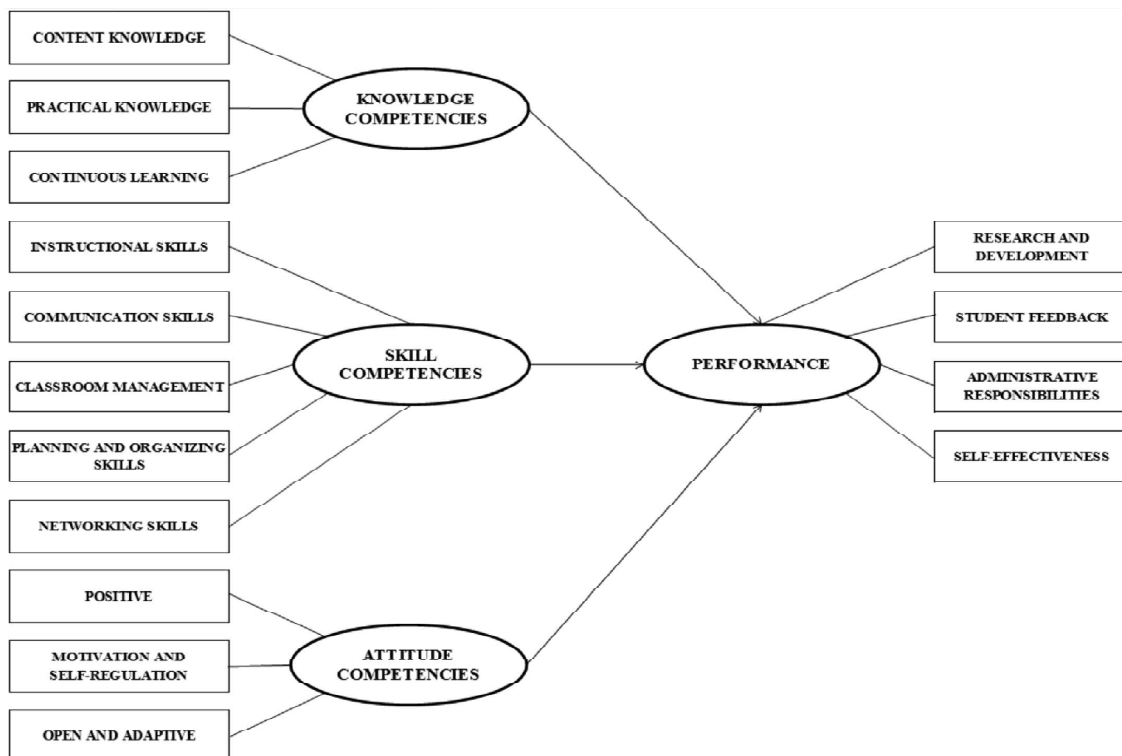
DOMAIN	COMPONENT	VARIABLES (BEHAVIOUR INDICATORS)	COMPETENCIES
<b>Knowledge</b>	The person is qualified and recognized , specialist in his/her field of study	Has an excellent command on his/ her subject	Professional knowledge competency
	Serves as a proficient expert	Clears the doubts upto satisfaction	
	Preparing and updating the lecture plan Aware of the practical application of the subject, knows how to apply the theory principles, methods etc of professional terms.	Proper mix of theory and practical sessions  Is able to relate theoretical knowledge with practical experience	Practical application competency
	Updated about latest developments in the subject	Is aware about the latest trends and knowledge in the subject. Actively participates in various seminars, workshops, conferences and new courses in the relevant area.	Continuous Learning competency
<b>Skills</b>	Teaching material design and organization	The material is well prepared, understandable by the students and systematically arranged.	Instructional competency
	Emphasizes on the practical application of theory knowledge	Is able to relate theory well with the practice with the help of suitable examples.	
	Conducts his session as per his evaluation of students in terms of their knowledge, skills and attitude	Adapts and modifies the content and teaching style according to the intellectual and absorption capacity of students.	
	Can define the key terms, concepts and theories and makes them understandable to the students	Explains the concepts well in the class, makes them easier to comprehend and understand	
	Enhances students creative thinking	Encourages students to come up with new views and inputs on the topic.	
	Persuasive and convincing	Is able to make the students agree to the concept and communicate his decisions in an inspirational manner.	
	Appropriate response	Is able to understand the other person and provide an appropriate and satisfying response	Communicational Competency
	Active and good listener	Patiently listens to others	
	Prevents miscommunications and misunderstandings with students/ colleagues alike	Identifies communication imperfections and is clear in posing his/ her views to avoid misunderstandings	
	Provide effective counselling whenever required	Is able to address to the needs of problems of students and provide them effective counselling.	Classroom Management competency
	Uses social media to develop and maintain relationship with students/ parents	Actively shares and exchanges information with students on university's internal social media sites and external social networking sites.	
	Excellent teacher	Contributes towards the overall growth of the students	
	Creates a learning atmosphere	Initiates active discussions in the class and encourages students to ask questions	
Uses the new, innovative and digital methods in teaching	Utilizes the digital and technological aids for enhancing teaching effectiveness		
Use of social media in teaching	Actively uses and encourages the use of social media tools to make the teaching interesting and effective.		
Class discipline	Is able to manage the class discipline and takes necessary corrective measures where required		
Administrative skills	Active in handling administrative responsibilities	Planning and Organizing competency	
Relationship building skills	Maintains an active and effective relationship with industry professionals. Develops and maintains network with fellow academicians and educational institutions.	Networking competency	
<b>Attitude</b>	Uses and combines different methods of teaching as appropriate and relevant to the topic	Is not monotonous and adapts different teaching styles as required by the topic	Open and Adaptive
	Uses his/ her communication skills in building trust	Gives a positive, encouraging feedback to students while telling them of their shortcomings	Positive
	Maintains a cordial relationship with students	Approachable easily for students for any kind of problem related to the subject	Motivational

practical application competency and continuous learning competency. The subset of skills would include instructional skills, communication skills, classroom management skills, networking skills and planning & organizing abilities. The attitude comprises of a positive attitude, motivational competency and open & adaptive approach.

Competencies have long been associated with superior performance. Boyatzis (1982) considers competency as “An underlying characteristic of an employee (that is, a motive, trait, skill, aspect of one’s self image, social role, or a body of knowledge) that results in effective and/or superior performance.” Parry(1996) has defined competencies as “cluster of related knowledge, skills and attitude that affects a major part of one’s job (a role or responsibility), that correlated with performance on the job, that can be

measured against well-accepted standards and that can be improved via training and development.” Spencer and Spencer (1993) also relate competencies with superior performance and state that competency is “an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.” Causally related means that a competency can cause or predict behaviour or performance and criterion-referenced means that it can predict who performs good and poor, as measured on a specific standard. These definitions suggest that the knowledge, skills and attitude can predict the teacher performance if measured on a specific criteria. All these components discussed in the previous sections, in the right proportion can help in facilitating the key performance indicators such as student feedback, overall effectiveness,

**Figure 1: Competencies for an Ideal Teacher**



number of publications and the nature and amount of administrative jobs handled. The above discussion can be presented in the form of a model that combines the expectations of students and the institutions (Figure 1). The model defines how the various components of knowledge, skills and attitude of a teacher influence his performance which can be measured on the indicators presented.

#### **Contribution of this paper to present knowledge:**

Most of the authors have included research & publication competency and administrative competency in their competency models. However, the current paper proposes them to be the outcomes of the teacher competencies that are measured for evaluating the performance of teachers. The model proposes that the competencies of knowledge, skill and attitude together result in the effective performance of teachers which can be judged on the criteria of research and development, administration, effectiveness and student feedback. The paper also integrates the views of both students and institution to prepare a comprehensive yet concise set for competencies for effective teaching. The paper also provides a platform to evaluate what factors can have an impact on the competencies of teachers.

#### **References**

- Anon., 1986. Those who understand: knowledge growth in teaching.. *Education Research*, 15(2), pp. 4-14.
- Banerjee, M. & Brinckerhoff, L., 2002. Assessing student performance in distance education courses: Implications for testing accommodations for students with learning disabilities.. *Assessment for Effective Intervention*, 27(3), pp. 25-35.
- Barnes, K., Marateo, R. C. & Ferris, S. P., 2013. Teaching and Learning with the Net Generation. *Innovate:Journal of Online Education*, 3(4).
- Barr, A., 1961. Teacher effectiveness and its correlates. In: A. Barr, et al. eds. *Wisconsin Studies of the measurement and prediction of teacher effectiveness: A summary of investigation*. Madison: Dembar Publication.
- Baumert, J. & Kunter, M., 2013. The COACTIV Model of Teachers' professional Competence. In: M. Kunter, et al. eds. *Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers*. New York: Springer, p. 378.
- Berliner, D., 1994. Expertise: the wonder of exemplary performances.. In: J. Mangieri & C. Block, eds. *Creating powerful thinking in teachers and students*.. Fort Worth: Harcourt Brace, pp. 161-186.
- Berliner, D., 2001. Learning about and learning from expert teachers. *International Journal of Education Research*, Volume 35, pp. 463-482.
- Blaskova, M., Blasko, R. & Kucharcikova, A., 2014. Competencies and Competence Model of University Teachers. *Procedia-Social and Behaviourial Sciences*, Volume 159, pp. 457-467.
- Boyatzis, R., 1982. *The competent manager: a model for effective performance*.. London: Wiley.
- Boyer, J., 1990. *Scholarship Reconsidered: Priorities of the Professoriate*, s.l.: The Carnegie Foundation for the Advancement of Teaching.

- Bransford, J. D., Brown, A. L. & Cocking, R. R., 2000. *How people learn: Brain, mind, experience, and school.*. Washington DC: National Academy Press.
- Brieschke, P. A., 1986. The administrative role in teacher competency. *The Urban Review*, 18(4), pp. 237-251.
- Broko, H., 2004. Professional development and teacher learning: mapping the terrain. *Education Research*, 33(8), pp. 3-15.
- Bromme, R., 2001. Teacher expertise:. In: P. Baltes & N. Smelser, eds. *International encyclopedia of the social and behavioural sciences*. Amsterdam: Elsevier, pp. 15459-15465.
- Brown, G. & Armstrong, S., 1984. Explaining and explanations. In: E. Wragg, ed. *Classroom Teaching Skills*. London: Croom Helm, pp. 121-148.
- Callahan, S., 1987. *Successful Teaching in Secondary Schools*. New Delhi: Eurasia Publishing House.
- Cokluk, O. & Kayri, M., 2011. The Effects of Methods of Imputation for Missing Values on the Validity and Reliability of Scales. *Educational Sciences: Theory and Practice*, 11(1), pp. 303-309.
- Consortium, I. N. T. A. a. S., 1992. *Model standards for beginning teacher licensing and development. a resource for state dialogue.*, Washington D.C.: Council of Chief State School Officers.
- Cristian, S. & Denisa, M. A., 2014. Students' opinion regarding the qualities and skills of the teachers. *Procedia - Social and Behavioural Sciences*, Volume 128, pp. 146-151.
- Deshmukh, M., 1979. *An analytical study of some scholastic achievements and*, Nagpur: Nagpur University.
- Dixit, 1977. *A comparative study of job satisfaction among primary school teachers*, Lucknow: Lucknow University.
- Doyle, W., 1977. Paradigms for Research on Teacher Effectiveness. *Review of Research in Education*, Volume 5, pp. 163-198.
- Fentemacher, G., 1994. The knower and the known: the nature of knowledge n research on teaching.. In: L. Darling-Hammond, ed. *Review of research education*. Washington, DC: American Education Research Association, pp. 3-56.
- Fresen, J., 2007. A taxonomy of factors to promote quality web-supported learning.. *International Journal on E-learning*, 6(3), pp. 351-362.
- George, B., 1975. *Microteaching. A Programme of teaching skills*. London: Methuen & Co..
- Gordon, L., 2001. *High lecturer efficacy as a marker of lecturer effectiveness in the domain of classroom management*. San Diego, Annual Meeting of the California Council on Lecturer.
- Gray, W. & Gerrand, B., 1977. *Learning by doing: Developing teaching skills*. Sydney: Addison-Wesley Publishing Company.
- Jaffri, M. H., 2013. Organizational Commitment and Work Performance in Regular and Contract Faculties of Royal University of Bhutan. *Journal of Contemporary Research in Management*, 8(2).

- Jangira, N. & Ajit, S., 1982. *Core Teaching Skills: The Microteaching approach*. New Delhi: NCERT.
- Johnson, R., Hornik, S. & Salas, E., 2008. An empirical examination of factors contributing to the creation of successful e-learning environments.. *International Journal of Human-Computer Studies*, Volume 66, pp. 356-369.
- Kang, T., Wu, T. & Wu, T., 1989. *Industrial Vocational School Teacher Competency Studies*, s.l.: Ministry of Education.
- Karacaoglu, O., 2008. Determining the Teacher Competencies Required in turkey in the European Union harmonization Process. *World Applied Sciences Journal*, Volume 4, pp. 86-94.
- Kravcakova, G., Lukacova, J. & Bugelova, T., 2011. Work and Career of the University Teacher.
- Long, C. S., Ibrahim, Z. & Kowang, T. O., 2014. An Analysis on the Relationship between Lecturers' Competencies and Students' Satisfaction. *International Education Studies*, 7(1), pp. 37-46.
- M., K., 2014. Students' Satisfaction, Attitude and Behavioural outcome in Higher Educational Institutions. *Journal of Contemporary Research in Management*, 9(2).
- Mann, S., 1980. *Some correlates of success in Teaching of secondary school*, s.l.: Punjab University.
- Munby, H., Russel, T. & Martin, A., 2001. Teachers knowledge and how it develops.. In: V. Richardson, ed. *Handbook of research on teaching*. Washington, DC: American educational Research Association, pp. 877-904.
- Northrup, P., 2002. Online learners' preferences for interaction.. *The Quarterly Review of Distance Education*, 3(2), pp. 219-226.
- Ojha, H., 1969. Some characteristics of an ideal teacher. *Psychological Studies*, 14 (1-2), pp. 14-16.
- Olivia, P. & Henson, K., 2001. What are the essential generic teaching competencies. *Theory into Practice*, 19(2), pp. 117-121.
- Palmer, D., Stough, L., Burdinski, T. & Gonzales, M., 2005. Identifying teacher expertise: an examination of researchers' decision making.. *Education Psychology*, 40(1), pp. 13-25.
- Parry, S., 1996. The Quest for Competencies. *Training*, pp. 48-56.
- Passi, B. & Lalitha, M., 1976. *Microteaching, Skill-based Approach*, Ahmedabad: Sahitya Mudranalaya.
- Passi, B. & Sharma, S., 1982. *A study of teaching competencies of Secondary School teachers*, Indore: Department of Education, Indore University.
- Rama, M., 1980. Factorial structure of teaching competencies among secondary school teacher. *Indian Educational Review*, 15(3), pp. 81-84.
- Richardson, J. & Swan, K., 2003. Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), pp. 68-88.
- Sadker, P. & Sadker, D., 1997. *Teachers School and Society*. New York: McGraw Hill.
- Selvi, K., 2010. Teachers' competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, 7(1), pp. 167-175.

- Sharma, Y. & Kumar, N., 1992. Relative Importance of Teaching Skills. *Journal of India Education*, 8(8).
- Shea, P., Pickett, A. & Pelz, W., 2003. A follow-up investigation of "teaching presence" in the SUNY learning network. *Journal of Asynchronous Learning Networks*, 7(2), pp. 61-80.
- Shin, N., Jonassen, D. & McGee, S., 2003. Predictors of well-structured and ill-structured problem solving in an astronomy simulation.. *Journal of Research in Science Teaching*, Volume 40, pp. 6-33.
- Shulman, L. S., 1986. Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2), pp. 4-14.
- Slavik, M. e. a., 2012. *University pedagogics*, s.l.: Praha: Grada.
- Soanes, C. & Stevenson, A., 2003. *Oxford Dictionary of English*. Second ed. Oxford: Oxford University Press.
- Spencer, L. M. & Spencer, S. M., 1993. *Competence at Work*. New York: John Wiley & Sons Inc..
- Swan, K. et al., 2000. Building knowledge building communities: Consistency, contact and communication in the virtual classroom.. *Journal of Educational Computing Research*, 23(4), pp. 389-413.
- Theall, M. & Franklin, J., 2001. Looking for bias in all the wrong places: a search for truth or a witch hunt in student ratings of instruction?. *New directions for institutional research*, Volume 109, pp. 45-56.
- Tokarcikova, E., 2013. *Aspect of Teaching Economics for Students of Informatics*. Procedia - Social and Behavioural Sciences 106, s.n., pp. 495-502.
- Tripathi, P., Ranjan, J. & Pandeya, T., 2010. PAKS, A Competency based model for Academic Institutions. *International Journal of Innovation, Management and Technology*, 1(2).
- Vandenberghe, R. & Huberman, A., 1999. *Understanding and preventing teacher burnout: a source book of international research and practice*.. Cambridge: Cambridge University Press.
- Woolfolk, A. H., Davis, H. & Pape, S., 2006. Teachers' knowledge, beliefs and thinking.. In: P. Alexander & P. Winne, eds. *Handbook of educational psychology*. s.l.:Mahwah, pp. 715-737.
- Wu, C.-C., 1993. *Teachers and further studies*. Taipei: Shih-Ta Books.
- Wu, M. J. & Lin, S. C., 2011. Teachers' Professional growth : Study on Professional (Pedagogical) Competency Development of teachers in Junior Colleges/ Universities of Technology. *The Journal of American Academy of Business, Cambridge*, 16(2), pp. 197-208.
- Zeng, W. & Perris, K., 2004. Researching the efficacy of online learning: A collaborative effort amongst scholars in Asian open universities.. *Open Learning*, Volume 193, pp. 247-264.