

## **CHAPTER – V**

### **FINDINGS, CONCLUSION AND POLICY IMPLICATIONS**

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The present study was concerned with mainly two components of behavior of teachers' in higher education one Professional Competence and the other Performance. The study was conducted with reference to gender and types of organization. Professional Competence and Performance of 160 teachers of eight higher educational institutions were studied by employing different types of evaluation tools. After doing scoring properly, data was presented in the tabular form. For analysis and interpretation of the tabulated data parametric test t-test was used as statistical technique. Along with it, Chi-square test and Mann-Whitney tests were employed for cross checking of null hypotheses formulated. To check the level and direction of relationship between professional competence and performance of teachers in higher education, Karl Pearson's Product Moment Correlation technique was used. In different tools employed to evaluate professional competence of teachers, knowledge, skill and attitude were evaluated. Various components of Professional Competence assessed during the study are as:

- Academic Qualifications (Covering the details of additional qualifications acquired)
- Details of research papers/articles published in national or international journals

- Orientation and Refresher Courses attended (Provide Details)
- Contribution to Corporate life of the institute: Curriculum Development; Cultural / Extra-curricular Activities; Sports, Community and Extension Services; Administrative Assignments; Innovations introduced in teaching and Any Other.
- Contribution in technical education through publication of text-books and laboratory manuals
- Special Lectures and organizations of seminars, Symposia / Conferences etc.
- Contribution to industrial development in the form of consulting /Guidance sponsored research and development.
- Membership / Fellowship of Professional / Academic bodies, societies etc. (with detail)
- Effort towards Alliance with academia and industry by way of joint project for courses etc.
- Additional contributions or Information including mentoring/Counselling.
- Knowledge base of the teacher (as perceived by students).
- Communication Skills (in terms of articulation and comprehensibility).
- Sincerity / Commitment of the teacher. (as perceived by students).

- Interest generated by the teacher (as perceived by students).
- Ability to integrate course material with environment/other issues, to provide a broader perspective. (as perceived by students).
- Ability to integrate content with other courses(as perceived by students).
- Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class).
- Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course.
- Provision of sufficient time for feedback (as perceived by students).
- Punctuality and Regularity
- Courtesy and Politeness in Interaction
- Willingness to Undertake Additional & Higher Responsibilities
- Openness Towards New Ideas
- Ability to Work as A Team Member
- Interest in Student Development and Welfare.

### **Findings of the Study:**

#### **Objective: 1**

- To study the difference between Professional Competence of public and private teachers in Higher Education.

**Hypothesis: 1**

- H0: There is a no significant difference between Professional Competence of public and private teachers in Higher Education.
- H1: There is significant difference between Professional Competence of public and private teachers in Higher Education.

**Finding: 1:**

- H0: There is a no significant difference between Professional Competence of public and private teachers in Higher Education. (Rejected)
- H1: There is significant difference between Professional Competence of public and private teachers in Higher Education. (Accepted)

**Objective 2:**

- To study the difference between Performance of public and private teachers in Higher Education.

**Hypothesis: 2**

- H0: There is a no significant difference between Performance of public and private teachers in Higher Education.
- H1: There is significant difference between Performance of public and private teachers in Higher Education.

**Finding: 2:**

- H0: There is a no significant difference between Performance of public and private teachers in Higher Education. (Rejected)
- H1: There is significant difference between Performance of public and private teachers in Higher Education. (Accepted)

**Objective 3:**

- To study the difference between Professional Competence of male and female teachers in Higher Education.

**Hypothesis: 3**

- H0: There is a no significant difference in the Professional Competence of male and female Teachers in Higher Education.
- H1: There is a significant difference in the Professional Competence of male and female Teachers in Higher Education.

**Finding: 3:**

- H0: There is a no significant difference in the Professional Competence of male and female Teachers in Higher Education. (Accepted)
- H1: There is a significant difference in the Professional Competence of male and female Teachers in Higher Education. (Rejected)

**Objective 4:**

- To study the difference in the Performance of male and female Teachers in Higher Education.

**Hypothesis: 4**

- H0: There is a no significant difference in the Performance of male and female Teachers in Higher Education.
- H1: There is a significant difference in the Performance of male and female Teachers in Higher Education.

**Finding: 4:**

- H0: There is a no significant difference in the Performance of male and female Teachers in Higher Education. (Accepted)
- H1: There is a significant difference in the Performance of male and female Teachers in Higher Education. (Rejected)

**Objective 5:**

- To study the relationship between Professional Competence and Performance of Teachers in Higher Education.

**Hypothesis: 5**

- Ho: There is a no significant relationship between professional competence and performance of teachers in Higher Education.
- H1: There is a significant relationship between professional competence and performance of teachers in Higher Education.

**Finding: 4:**

- Ho: There is a no significant relationship between professional competence and performance of teachers in Higher Education. (Rejected)
- H1: There is a significant relationship between professional competence and performance of teachers in Higher Education. (Accepted)

**Major Findings of this Study can be summarized as:**

- There is significant difference between Professional Competence of public and private teachers in Higher Education.
- There is significant difference between Performance of public and private teachers in Higher Education.
- There is a no significant difference in the Professional Competence of male and female Teachers in Higher Education.
- There is a no significant difference in the Performance of male and female Teachers in Higher Education.
- There is a significant positive relationship between professional competence and performance of teachers in Higher Education. (Positive Very High Correlation).

**Conclusion:**

The criteria of assessing teachers' professional Competence and performance used includes different factors as students' rating; self-ratings; administrators ratings; classroom environment analysis, systematic

observation of performance..

There exist a strong positive link between teachers' professional competence and performance. That is because, every time when we are professionally competent then if we deem a task to be important and valuable to us and act with a high level of dedication and enthusiasm to its completion because we have confidence to be succeed in it. However, the relationship between these two things is, in fact, a lot more complex. It was observed by the investigator that there exists no significant difference in professional competence of teachers in higher education with respect to gender. Therefore, male and female teachers in higher education are equally competent. With respect to type of organisation, it was found that teachers in higher education who are working in public institutions are significantly more competent than those who are working in private institutions.

**Policy Implications:**

As it has been found that teaching is a highly skilled job and can not be done satisfactorily without a sound preparation for it. It requires continuous development to do justice with the profession. Teachers in higher education need to be continuously oriented to the changes in the educational system necessitated by the changing social order. They have to be fully prepared to relate education to the changing patterns of life, needs and aspirations of the people. As their main aim is to make students learn effectively and efficiently and to do so, a teacher has to do several activities such as plan properly,



provide effective instruction and evaluate the learning using appropriate methods and techniques. So, for it a teacher has to perform a lot of activities inside and outside the classroom. As investigator observed it empirically that professional competence of teachers is positively linked with their performance as well as of their students. Professionally competent teacher would create such classroom conditions which are conducive for students' learning and it would finally help in enhancing the students' achievements.

The main need for global standards of higher education is the professionally competent teachers and in actual terms, the progress of a country depends upon the professional competence and performance of its teachers and for this reason teaching because the future of a nation is being made in its classrooms. Teachers guide not only the individuals but also the destiny of the nation. A nation's development largely depends upon the knowledge, skills and values of its teachers. There have been challenges to education at higher level in the past time, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur mere as a result of transparency and accountability but because of the opportunity to reflect on the goal of higher education, the role of colleges and universities in the new era, and innovative scientific research on how people learn.

Teachers are, thus, a very heterogeneous group. One consequence of this heterogeneity is that Teachers have

different levels of commitment and loyalty to their profession. Professional identity is in part linked to the professional competences deployed. Although some phases of Education are located within higher education, it is important to recognize that to be effective, teachers are required to deploy specific professional competences in addition to those required of school teachers. Teachers in higher can play such type of role effectively only if their own education is better and is imparted in a proper manner.

Professionalism among teachers in higher education is mainly concerned with professional status, methods, character, standards or ethics which can be consolidated as professional competence of teachers in higher education. From the results of this study, it is evident that professionalism in the teaching profession should be equated with 'passion' and 'devotion' because they are only the professionally competent teachers in higher education who perform well. It is clearly observed that sufficient subject knowledge, effective transaction of that updated knowledge and cordial and judicious attitude of college and university teachers with their colleagues, administrator and most importantly with their students need to be embedded when interpreting the elements of professional competence which is a result-oriented factor in higher education. Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities. These are a total of "knowledge, skills, attitudes, values, motivations and

beliefs people need in order to be successful in a job. The different elements of professional competence among teachers in higher education which have been observed in the study to be positively correlated with performance are addressed within different dimensions as 1. subject and pedagogical knowledge means that a college or university teacher as professionally competent is expected to have specialized knowledge about the subject he has to teach along with it, he must have pedagogical knowledge that means he must know how to transact general as well as specific knowledge to the learners; 2. continuous education and training for enhancing professional skills, a teacher is required to have skills of judgment, communication, presentation, coordination and evaluation; 3. educational and professional qualifications; 4. practical experience and intellect; professional autonomy which includes self-regulations and standards, discretionary judgment and voice in educational policy; ethics and values that means a professionally competent teacher is required to follow code of conduct, to have the values of moral, integrity, confidentiality, trustworthiness, responsibility, ideology, honesty, dedication and service-orientation. Professional competence is the central point and money is its wonderful by-product of it. Professional competence demands a focused approach, self-pride in what is being done, self-confidence, motivation to achieve, respect, responsibility, commitment and control over personal emotions. Because teaching is essentially a social function and multi-facet activity, it is socially valuable for a teacher to perform well

in the classroom. Teachers should be service-oriented and not profit-oriented to be professionally competent.

Teaching is such a profession that we think it is accidental and for which we have not yet developed tools that make an average person capable of professional competence and performance. In teaching we rely on the 'naturals' the ones who somehow knows how to teach. Merely the knowledge of subject is not sufficient to be a good and professionally competent teacher, but it requires a lot i.e. skills of teaching, ethics and values, autonomy to work, commitment, passion and enthusiasm to make others learnt. The good teachers must teach by their example, show wisdom in their discourse and overcome the problems whatever they may be with a patient determination.

It is a profession which is concerned with the harmonious development of pupils, due to which professionally competent teachers need to be developed. Status of a country could increase not through the channels of science and technology alone but also through the flood gates of value-oriented education. It can only be possible only through the teachers who are professionally competent and ethically sound in all respect. As Mudaliar Commission also admitted that most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional development training and the place he occupies in society.

So, as a result it can be said with confidence that

professionally competent teachers must be expert in pedagogical sciences and bend innovation, creativity and inspiration to the process of teaching and learning in order to ignite a passion for learning in pupils. The contention that teachers are born, not made can be true only in a few rare cases. Proper education, a knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed are necessary to be a professionally competent teachers. Because the main function of higher education is to draw out the potentialities of the pupils and develop them to meet the challenging situations in life. Proper education will keep the pupils to understand the society and to adjust with the social environment. Never the less one thing seems to be certain after this study that professionally competent teachers play an important role in modifying the character and personality of an individual as a student. It can be said with confidence that if teachers acquire professional competencies, it will result in sound performance. Professional competence is directly linked with effective performance in complex situations as it is thought to serve as a casual factor for success because competent performance presumes professional competence.

Competence standards are concerned with application of professional knowledge and skills within the workplace and are underpinned by teachers' professional values. Teacher performance is the main crucial input in the field of education. Teacher education and competence,

motivation and conditions of work impinge directly on teacher's performance. Performance assessment is recurrent term in the literature of education and educational research. There is a need to study professional competence and teaching performance which determines teacher influence in pupil progress towards defined educational goals. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers' competencies must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education. Professional competence can be viewed as the set of knowledge, skills, attitude and experience necessary for future development which is manifested in activities and finally in performance. These are a total of "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job.

In this context, the literature about teachers' competencies was analysed and the new competence areas concerning the teachers' competencies were tried to redefine depending on different dimensions of teachers' professional competencies. Most of the developments of teachers' competencies are not a uniform process but time to time some developments can occur by chance. The teachers' competencies should be reviewed consistently in parallel with the changes and reform studies through scientific studies. Teachers' main role is transferring

changes into educational system and they must deal with all the changes effectively. The future will be different from the past and present in some certain respects. Thus, teachers need new competencies to cope with all these changes and it is necessary to redefine the teacher's competencies. In the eyes of the civilized community recognition of professional competence is the most salient factor that is expected to enhance the teacher's respect again at all. So, it is evident from the study that professional competence having an edge over the economic factor is necessary to improve the performance which in turn will help in increasing the status of the teacher.

The saying that teachers are born and not made can not be accepted at this present time. As in modern times, professionally competent teachers are necessary who first learns what and how to teach each pupil. They are expected to develop the professional competences needed for effective teaching and better performance. The process of development of professional competence among teachers in higher education should involve all natural learning experiences and those conscious and planned activities which are expected to be in one way or the other beneficial to the individuals, group or educational institution and which can contribute to the quality of higher learning in the classroom. Until a high degree of professional competence is inculcated among teachers, personality the professional development programmes will remain

incomplete, unproductive, ineffective and low performing.

Thus, the development of professional competencies among teachers in higher education is highly needed to produce enriched and really educated citizens for the society. The professional competence is required for a good teacher and for his teaching profession this may be classified under the three major categories namely Instructional Competence, Organisational Competence and Evaluative Competence. The development of the professional competence of teachers is incomplete unless they follow certain professional ethics and develop their attitude as role models of the society. Teachers who consider their job as a profession should work with a sense of dedication for the cause of education.

Professional Competence in teaching profession expresses one's quality of being competent, ones educational and professional qualifications, teaching skills and professional conduct or attitude. So, teacher's professional competence has to be recognized as an important component of teaching-learning process. By this it is evident that the knowledge of subject matter, teaching skills, beliefs and feelings of teachers may be considered as the essential components of teacher professional competence that an effective teacher is supposed to possess.

The criteria of assessing teachers' professional Competence and performance used includes different



factors as students' rating; self-ratings; administrators ratings; classroom environment analysis, systematic observation of performance..

Teacher performance is the most crucial input in the field of education. Teacher education and competence, motivation and conditions of work impinge directly on teacher's performance. Performance assessment is recurrent term in the literature on education and educational research. Most important among all the different factors which influence the quality of education and its contribution to national and global development are the quality of professional competence of teachers in higher education.

Developing professional competence among teachers is not a one time job. It is a continuous and life long process. Different activities need to be conducted at different levels in order to develop professional competence among teachers. In order to develop themselves professionally, teachers should be intrinsically motivated and their primary concern should be learning to grow. They should be life-long learners and should continuously be involved in conducting action research. This will help him to get updated on content knowledge as well as pedagogical skills. In order do justice with their profession, teachers will have to prepare the daily lessons from the maximum material available to them. They have to suit this content to the special requirements of their

pupils. Their work should be self-supervised. It is for them to elicit the enthusiasm by resonance from their own personality and to create the environment of a large knowledge and a firmer purpose, because everyone who has keen interest in learning new things can only provide true teaching. They should be involved in intellectual discussion with peers, seniors, and experts; attend seminars, conferences, workshops, and disseminate their innovative ideas. In order to develop professional competence of teachers, Action research can play an effective role as it emphasizes on the answer of the questions whether the students and teachers in that one classroom of college or institution are better doing something in different way today than what they had done during last day. Along with it, certain methods of professional development which are based on group participation can be employed. These methods are refresher courses, orientation courses, workshops, seminars, symposia, conferences, research projects, open and distance learning programmes as PGDHE, PGDEA, PGDET etc. different refresher courses for teachers are conducted by Academic staff colleges and Universities in India. These courses are focused on specific subjects. The teachers associated with the subject should actively participate in such courses. During these courses, new knowledge regarding their subjects is provided. Teachers should make use of these courses for enhancing their professional competence. Academic staff colleges and

universities of the country have started conducting orientation courses for in-service teachers. In these courses, the teachers get an opportunity to become aware of problems and to solve them arising in their subjects as well as in pedagogical sciences. Associations of college and university teachers have to be strengthened to perform role of social function of teaching and make efforts to make teachers' service-oriented. State should give grants to them and invite association representatives in meetings of decision making bodies. Professional bodies be associated with regulative authorities in education who prescribe norms and set standards. The teachers association should enforce code of ethics so as to develop commitment to the teaching job. Teachers' organizations should be involved in professional development and in-service education of teachers. From time to time they should conduct subject-specific workshops, seminars and conferences. They should also update the pedagogical knowledge of teachers from time to time. Teacher organizations should publish periodicals, reports, and handbooks and circulate them among level, the information should be disseminated to teachers and suggestions should be sought from teachers through organization of meetings, workshops, seminars, panel discussion, different groups on social media etc. Educational Institution should provide a congenial environment for teachers to grow as professionally competent. Enough autonomy should be given to teachers to conduct experiment with students and to do research to

solve problems related to teaching and learning process. They should be motivated to write books and articles; attend seminars, conferences, and workshops and present papers. There should be continuous interaction among teachers, management and parents so as to know each other's difficulties and problems. The teacher should get a decent salary in order to maintain standards of quality life in the society. They should also be given incentives from time to time for preparing teaching aids, conducting experiments and action research. Along with teaching another main domain of his/her responsibility is doing research. Teachers could use vacation time to introspect and involve themselves in research activities and collect information and fact based data to write articles and research papers related to their discipline or to adopt inter-disciplinary approach in teaching and learning process. Participation of teachers in social life is also must, then the teachers will not only be familiar with the community problems but also make efforts for solving those problems. Social leadership is expected from the teachers. Community participation develops the social awareness of the teachers and also increases their social prestige also. With the changing demands of liberalization and globalization, teachers need to be confident enough to foster essential values among students. They should also develop those competencies among students which will help them in competing in a market-oriented economy. Professional Development Programmes needs to be

strengthened to meet the growing demand of professionally competent enough to meet such growing demands. There should be ample opportunities to teachers to get exposure to in-service education, attending conferences, seminars, workshops etc. Motivation should also be given for conducting research activities, writing research papers, disseminating the research outcomes through publications, etc. Then only, teachers could be professionally competent. The duties that teachers have at work can be most of the time tedious, repetitive and sometimes monotonous which fall into the dullness category. With that in mind, teachers as well as the management need to find creative ways which consistently keep the teachers motivated as much as possible. Teachers should be motivated and inspired, so they can give their best lectures because the future of the nation is in their classrooms. It is often seen that, education system does not provide them the space to breathe and bring their creativity and innovative ideas into the lectures. They are often restricted by set rules to follow the curriculum. Teachers are always leaders. Their duty is to educate the students and these students follow the teachers. They should be given free hand to design their lessons/lectures because the future of this world is in their classrooms. When the teachers are given some space to bring in their methods and creative and innovative ideas into the lectures which they prepare, they can be more competent to excel and to give their best performance. This

way, they perform better and the result of students will also outshine. Teachers are committed to lifelong learning and teaching. No other person can understand the different needs of learners / students in a precise way as a teacher can. They find out new, innovative as well as some times tested ways to meet these academic needs. This makes the whole process of teaching and learning very prized. An educational institute should invest in seminars, conferences, workshop where new pedagogies are discussed and new educational technologies are introduced. Various projects based seminars are good resource to nurture the feeling of belongingness and so to develop professionally competent teachers.

It is common phenomenon that teachers want to be held to higher standards and for this challenges play an intrinsic role as a motivator. Administration should trust the teachers and the experience which they possess. They should provide their educators with the authority over their instructions and must give the responsibility to provide a fair assessment of how effectively they meet their students' needs. It is the right time, let them excel in their discipline and let them prove their worth. Challenging work is great stimulus, as it can keep them engaged and interested in their role. Administration should make it a point when and where the teachers need different supplies of tools. By tools, here it is meant, the materials they need to make their lectures interesting and more educating.

These materials may vary from teacher to teacher. They may need well stocked supply of these content materials and other tangible and intangible tools for increasing their professional competence.. These materials can be some tangibles like auditory and visual; learners' instruments, sometime they can organize lectures outside the classrooms, field visits with students etc. If proper tools are sanctioned the learning process becomes interesting as well as this can help in minimizing the gap between the teachers and students, as well as teachers and administration. A healthy dose of empathy is always better motivator and can help teachers in achieving professionally competent status and in turn it can help in increasing performance.

The teacher determines the quality of an institution. Each teacher has different needs and different levels. Institutional administration should know and make it sure, how to best support teachers only then their institution can achieve its goal in proper way. Administration should ask them and chances are there that they might be waiting for you to ask and will feel motivated by your action. Professionally competent teachers teach from heart not from books. At the same time teachers should remember that they have chosen the most important profession. It is indispensable and they should remind themselves of this fact every day and give their best in teaching and research. The additional challenge for them is to help and motivate

other teachers with whom they work. Every day they should be self-motivated to work and educate the students with full enthusiasm who deserves the best from them. It is a fact that nothing is more satisfying and motivating for a true teacher than watching his students reaching the zenith in their lives with the values and knowledge which they have imbibed in them since the time they taught them. A good teacher is like a doctor who dispels the prevailing ignorance in their students and an artist also who inspires creativity and innovation in each and every student to whom they teach. Teachers affect the eternity, no one can ever tell where their influence stops. Professionally competent teachers are effective teachers and they never forget the pupils or the programs. There is a need to focus more on promoting multi-disciplinary and skill based courses to enhance the experiential learning of students.

Now a days, Indian higher education system is in dire straits, if we look at the output be it employable graduates, research scientist, social change agents or academicians who will teach the next generation. Certainly a large volume of output ensures there are enough outliers who become shining examples of Indian higher education system, not because of it. Anyone can verify it by anecdotal evidences present all around all one needs to do ask some tough questions from present students, teachers, administrators, other stakeholders and listen to them



attentively when their mouths open in response. So, there is a strong case for a revolutionary overhaul in the way higher education system present in the country. Both public and private HEIs are equally in the soup, with the exception that in some cases the cost of the failure is born taxpayers and in other by a few private stakeholders. Therefore, there a solution in sight possibly the solution will emerge from the socio economic landscape and technological advances. The HEIs in future might be nothing like that in the past or present. Campuses might get remodeled into places where young people gang-out and consume knowledge resources (nuggets coming from various sources, not necessarily from their own university curriculum, network with likeminded student, discuss wide ranging issue from politics to fashion to sports as part of a holistic learning process. Skill assessment tools developed by private HEIs will do the job of selection of a candidate once performed by the piece of paper called the university degree and institutions would be well advised to rewrite their articles of association and vision statements. They also need to stop being copy cats and must write their own script to success. It is those who will respond to the real need of the customer (not the real or imagined servicing of comfort needs) with a max of sensible experimentation, fiscal discipline, sustainable excellence and lifelong value realization, that will survive. It is also worth mentioning the words of Andre Beteille that if the new HEIs seek to be all encompassing like the old one, they are not likely to

meet the much success in the twenty first century. HEIs, like many other public institutions in India, have a natural tendency to expand. Many of them have in the recent past been willing to undertake whatever was required of them. Provided funds were made available HEIs can be effective as centers of advanced study and research only if they exercise restraints in what they undertake to do. They must not expands recklessly even if this means a limitation on the funds they are able to secure and on the powers that their administrators can exercise.

Higher education is a very critical component of this nation socio economic edifice. Its performance has a direct impact on the nations past present and future. The continuum of time is linked and developments in the past impact the present, while acts of commission or commission in the present create an impact on the future. There are several reasons to celebrate where we have reached after 70 years of independence, and there are several challenges and concerns possibly more critical than those reasons that should be addressed if India wants to usher in a bright future for the next few generations to come.