

Personal Competencies for Effective Teaching: A Review Based Study

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ABSTRACT

In the present scenario, management education and managerial skills are required in every sphere of life. However, the halo attached to the management education in India has sharply faded. There is a need for change in the character and structure of management education. Teachers play an integral role in business schools to produce effective management professionals. Nowadays, there is less emphasis given to jobs as the building blocks of an organization; instead, increased attention and focus is on employee competence. In a business-school teacher plays the most important role hence teacher's competence becomes crucial for effectiveness of the business-school. The research paper is a review based study identifying personal competencies required for an effective teaching in business schools according to the changing scenario. Teachers can lend a distinct touch to profession by these personal competencies. This will in turn lead to better students and a better society.

Keywords: Managerial skills, management education, business-school teacher, competencies

In the present scenario, management education and managerial skills are required in every sphere of life. Management education has formed leaders competent enough for creating effective organizations. The value of management education to individuals, organizations, and society is almost immeasurable. However, the halo attached to the management education in India has sharply faded. There is a need for change in the character and structure of management education. Teachers play an integral role in business schools to produce effective management professionals. Teacher not only imparts knowledge to students, but also acts as an agent of social change and moulds the character of students. If the teachers are more effective, more competitive business school can make itself which will result in students being more equipped and prepared. Competency has been widely accepted and implemented in organizations as an integral tool for human resource functions like talent selection, retention, and development. Competencies describe the skills, knowledge, attitude associated

with success in a job. Nowadays, there is less emphasis given to jobs as the building blocks of an organization; instead, increased attention and focus is on employee competence. In a business-school teacher plays the most important role as emphasized by different researchers, committees, and commissions. So teacher's competence becomes crucial for effectiveness of the business-school. Teachers should therefore respond to the changing needs of the organizations and equip themselves to make the students more equipped and prepared. For which teacher's competence is of strategic importance. Business schools may get highly qualified teachers but it is very difficult to get committed teachers now a days. Hence, the research paper identifies personal competencies required for an effective teaching in business schools according to the changing scenario.

Studies Defining Competency and Teaching Competency

Evolution of competency can be traced to the early

1970s; the psychologists and organizations were seeking ways to predict job performance. In 1973, David McClelland, Professor of Psychology at Harvard University wrote a seminal paper "Testing for Competence Rather than for Intelligence," which appeared in *American Psychologist* in 1973, that created a stir in the field of psychology (McClelland, 1973). He went on to argue that the real predictors of job performance are a set of underlying personal characteristics or "competencies." Spencer and Spencer (1993) have defined competency, as "...A 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."

The rush to initiate competency testing of teachers came out of the growing concern about achievement in schools during the 1970s and early '80s. Following the views of different researchers teaching competency are, a set of knowledge, skills, attitude, personality configuration and the like of a teacher that facilitate growth in students. According to Bakhru, (2015) operational definition of Teaching competency derived from literature review is "Teaching competencies are integrated set of knowledge, skills, and attitude that enables a teacher to perform teaching-learning job effectively."

Competencies identified from Literature Review

Competencies are essential for carrying out personal and professional activities successfully. A mixture of knowledge, skill, attitudes, and personal characteristics guides the professional behavior. Information, skill, and attitudes as per demand of profession are called competencies (Schaaf *et al.*, 2003). These make teaching learning environment more effective, conducive and learner friendly. As per the literature there were very few studies done on management teachers. Bakhru *et al.* (2013 a) in their study identified fifteen management teaching competency areas which are essential for management teaching and can form a basis for recruitment, training and performance appraisal requirements in the context of Management teaching. These competencies can be grouped under Threshold competencies and Level Specific competencies (Bakhru *et al.*, 2013b). According to Bhargava and Paty (2010) teacher is a professional

who lends distinct touch to profession by his personal traits. When these personal traits align with professional competencies, they help the teacher in inspiring young minds to excel in the field of their choice. Hence a list of personal competencies were identified through literature review on what should be personal characteristics a teacher.

Communication

In many respects, clear and precise communication lies at the very heart of teacher effectiveness. Effective communication requires that teachers possess a thorough knowledge of both their subject matters and their students. According to Sprinthall *et al.* (1994) teachers communicate expectations to students verbally and non-verbally. Simendinger (2009) in his research has identified effective communication as an attribute for effective business teacher. Communication involves speaking, writing, presenting oneself, listening, as well as communicating non-verbally. Primarily verbal communication is most important. Darling-Hammond (2010) have emphasized on verbal ability of a teacher.

According to Allen and Ryan (1969) "completeness of communication" is important for an effective teacher. Henson (1974) further adds by saying effective teacher should "explain things thoroughly." Centra (1977) and Balachandran (1981) emphasized on "communication skills and speaking ability." Clarity and fluency has been considered very essential by many researchers such as Rosenshine and Furst (1971), Passi and Sharma (1982), Brown and Armstrong (1984), Gutkin and Reynolds (1990), Government of Punjab (1999), Sammons (2006) and Tournaki *et al.* (2009). Anderson (1991) further adds by saying effective teacher should "be able to communicate his knowledge effectively to others at the level of comprehension." George (1975) asserted on "explaining and narrating, quality of voice and speech habits." Ojha (1969) and Mann (1980) have emphasized on expression. Callahan (1987) further adds that an effective teacher is one who "knows how to communicate his subject to students." According to Edward *et al.* (1996) most important competency for teacher is effective communication. Reynolds (1996) further adds that there should be maximum communication between teacher and student. Hooper and Page (1986) and Jangira

(1979) have emphasized on written communication saying material should be presented in a clear and well-organized manner. Many researchers have emphasized on presentation skills such as Passi and Lalitha (1976), Passi and Sharma (1982), Mortimore (1994) and Raju (1994). Gutkin and Reynolds (1990) further adds by saying effective teachers should “present specific with a clear examples and provide effective demonstration.”

According to Crowl, *et al.* (1997) effective teacher should “use clear and varied methods of presentation.” Sadker and Sadker (1997) asserted that matter should be clearly presented both in directions and in content information. According to Sammons (2006) an effective teacher presents information clearly and animatedly. In addition to verbal communication, non-verbal communication is also very important for an effective teacher. According to Sprinthall *et al.* (1994) “it is important to be aware of the way you communicate expectations nonverbally because students’ performance is often influenced by a teacher’s subtle, as well as not-so-subtle and blatant approaches”.

In addition, Allen and Ryan (1969) and George (1975) have emphasized on silence and non-verbal cues. Last but not the least, being a good listener is a recurring theme in the discussion of communication capabilities. Kottler *et al.* (2005) summarized the importance of listening in the communication process as, “Listening to and responding to authentic feelings and ideas.” In order to be a good listener, Norton (1977) asserted that effective teachers should be attentive and not dominant.

Emotional Competencies

Emotional stability of a teacher is most essential, a teacher should be able to manage their positive and negative emotions and should be able to understand and manage the effect of those emotion on others especially students. Primarily an effective teacher should have adequate self-knowledge. A teacher needs awareness of his/her feelings, values and attitudes as a teacher, awareness of his/her behavior and how others see them (Palmer, 1998). Teachers with high EI competencies are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic (Mortiboy, 2005). They have better impulse and self-control (Ming, 2003). Hence, an effective teacher has effective

self-control; they are more controlled and mature. Teacher persistence helps foster effective teaching. Thomas Edison once commented, “The difference between coal and diamonds is that diamonds stayed on the job longer.” Teacher persistence is not a panacea.

However, thoughtful and determined persistence can make the difference between teachers who struggle and only last a short time in the profession, and those who continue to grow professionally, and make a substantial positive impact on their students. Persistence is critical for teaching excellence. Haberman (1995) identified persistence as the first of fifteen “functions” of “star” teachers of children in poverty. While teacher persistence is important with all students, it is especially important with students about whom others have lower expectations, and who may have low expectations of themselves (Goldberg, 2000). An emotionally intelligent teacher can easily cope up with stress.

According to Salami (2010) effective teachers are more responsible and cope better with stress. In educational sector, stress is increasing day by day, because teaching young people is not only arduous work, but can be dangerously stressful. Anxiety due to school reform efforts, minimal administrative support, poor working circumstances, lack of involvement in school decision making, and lack of resources have been identified as factors that can cause stress among educators (Hammond and Onikama, 1997).

In addition, Antoniou and Polychroni (2006) reported that increased occupational stress among teachers had weakened the efficiency of the teachers. The emotional stability of a teacher helps in avoiding emotional exhaustion and conflict with others which subsequently helps in better coping with stress and burnout thus improving performance (Nikolaou and Tsaousis (2002), Sheik (1999)).

Managerial Competencies

According to Bakhru *et al.* (2013 c), management education teachers of recognized institutes of India require a special set of competencies for imparting good education. Managerial competencies are one of them. Teachers have a huge role in satisfying the managerial role expected from the institute. So one of the most important competency is the managerial competency that will help university teachers to

have a good relationship with their colleagues, their students, and other officials in order to help higher education to be better and performing. One of the managerial competency identified by many researchers as very important competency is ability to change and adapt. According to Banerji (1956), Centra (1977), Gray and Gerrard (1977), Government of the Punjab (1999), and Simendinger *et al.* (2009) an effective teacher should be flexible and he/she should be able to adjust. According to UNESCO (United Nations Educational, Scientific and Cultural Organization) (1987) an effective teacher should encourage adaptability in a dynamic and ever-changing society.

In order to have good managerial skills one has to have strong self-concept. According to Oliva (1972), effective teacher should hold an adequate concept of himself or herself. An effective teacher should be responsible hence; willingness to take responsibility has been identified by different researchers as an important competency. Department of Education and Training (2004) in their report have emphasized on risk taking ability of a teacher saying, "Teachers

are creative problem solvers who are willing to take risks in order to find new and enterprising solutions to educational issues and are inventive when developing educational programs". Another important competency identified by different researchers is risk taking ability. Risk takers are not afraid to try new ideas or to take risks with decision-making.

Other managerial competencies identified by researchers are independence, taking initiative, and concern for standard. Anderson *et al.* (2008) in their report have emphasized on initiative and persistence saying it is "The drive and actions to do more than is expected or required in order to accomplish a challenging task." While according to Hamdan *et al.* (2010) effective teacher has concern for performance standard. Being Independent raises happiness at work hence independence is an important competency for effective teaching. An effective teacher uses different strategies for effective classroom management for which Independence is required. A teacher being independent is more creative, happy, and responsible.

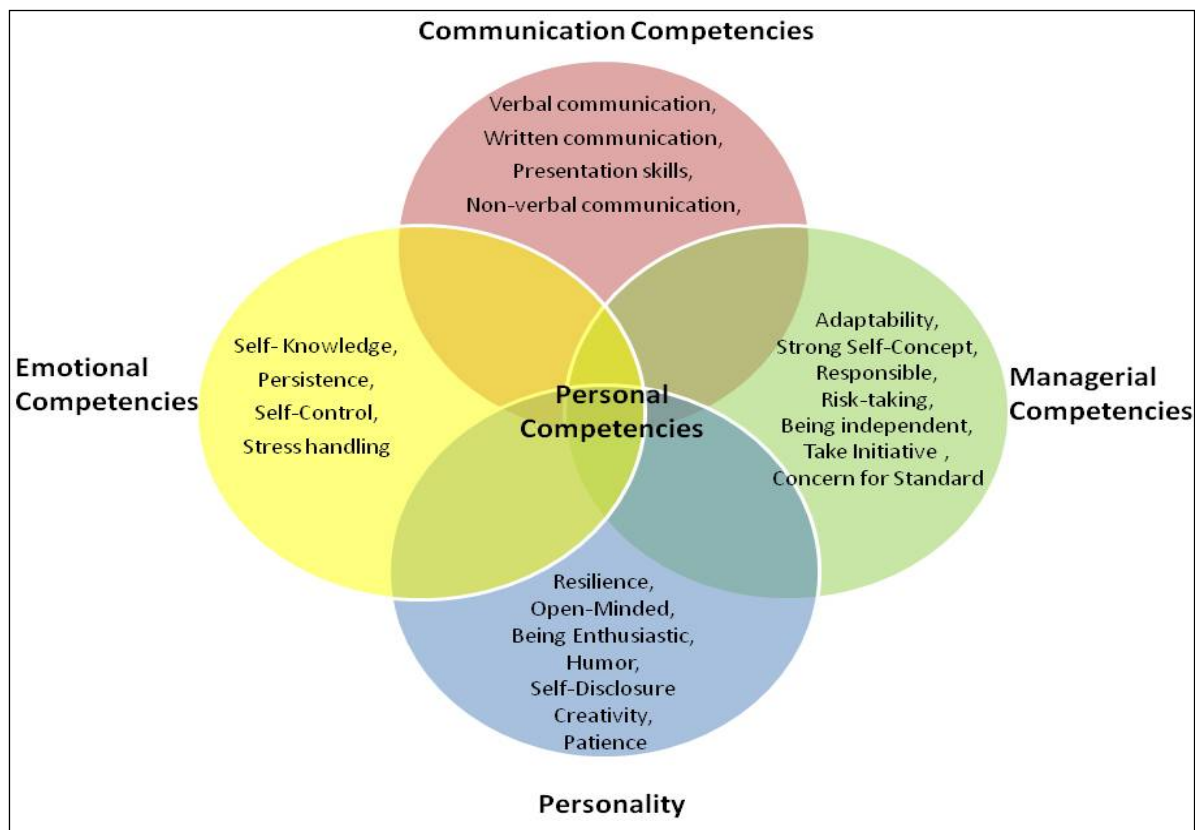


Fig. 1: Personal Competencies required for Effective Teaching in Management Institutions

Personality

The effective use of a teacher's personality is essential in conducting most classroom activities. Effective teaching personality includes competencies like having good insight, being complacent, having resilience, creativity, composure and humor. The teacher should be patient, enthusiastic and energetic, self-satisfied, open-minded and should use self-disclosure to make better bonding with others. Tait (2008) have talked about resilience as an important attribute for effective teaching saying, "Novice teacher resilience, bolstered by personal efficacy and emotional competence, may be key to helping beginning teachers become more capable, more confident, and more committed to teaching over the long term."

According to Henson (1974) an effective teacher should be open-minded. Rosenshine and Furst (1971) and Sadker and Sadker (1997) have emphasized on teacher being enthusiastic about teaching. A number of experts have seen humor as an essential ingredient of being communicative. Booth-Butterfield and Booth-Butterfield (1991) stated that the effective teacher should "skillfully produce humorous messages on a regular basis in the classroom." According to Henson (1974), Qadri *et al.* (1983), Banerji (1956) and Government of the Punjab (1999) humor have been identified as a very important attribute for effective teaching. Fusani (1994) contends that teacher self-disclosure is a "rich personal source of student-faculty communication." Cayanus (2004) argued for the use of teacher self-disclosure as an effective instructional tool to foster student learning.

Research has suggested that teachers who personalize teaching through the use of humor, stories, enthusiasm, and self-disclosure are perceived by their students to be effective in explaining course content (Bryant *et al.* (1979), Norton and Nussbaum (1981), Anderson *et al.* (1981), Civikly (1986)). Hence, personal disclosure is also a characteristic of an effective teacher. Creativity to a surprise tops the list of competent teachers. Gardner (1997) notion supported that creative and unique ways of learning need to be integral part of teaching learning process. Cropley (1994) asserted that effective teachers demonstrate successful creative thinking in the way they facilitate creativity in their students. Many

other researchers like Dosajh (1956), Maheshwari (1976), Jain (1977), Bhagoliwal (1982) and Pachauri (1983) have also emphasized creativity as an attribute of effective teaching. Patience is another personal competency identified as important for effective teaching. According to Henson (1974) an effective teacher is one who is interested in students as individuals and has patience.

CONCLUSION

Every industry is using a Competency framework to recruit the best talent and to develop them. In management, education there is no such framework for the management teachers who form the base for developing talent for all the other industries. This study identifies personal competencies required for effective teaching in management education. The underlying premise is "the better the fit between the requirements of a job and competencies of a person, the higher the person's job performance, and job satisfaction will be." This will in turn lead to better students and a better society. The good job-person match between the requirements of a job and competencies of a person suggests that the candidate should be recruited and selected. The teachers will have specific objectives for development on basis of these competencies during each performance period, and can be assessed on development of these competencies at each performance appraisal. The teacher can be rewarded for development and demonstration of the competencies required for effective teaching. A step forward to this study can be to quantification of the individual impact of personal teaching competencies on overall teaching competency to make the results more effective. A conceptual framework can be developed and can be validated and tested on Business Schools. This framework can be used to develop performance management system for management teachers.

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