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# **Review On Professional Development And Teaching Competency Of Teachers In Higher Education With Special Reference To Women**

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## **ABSTRACT:**

Professional development is the pursuit of different degrees, diplomas, brief courses, certificates, refresher courses, orientation courses, or other studies and courses relevant to the field that are pursued or completed for the purpose of enhancing and upgrading one's career. The competency of teachers refers to their knowledge and skills in a variety of areas, including management, transactional, contextual, conceptual, and content competency. The competency is employed in this study to determine the level of proficiency in teaching across five skill categories, including planning, presentations, closings, evaluations, and managerial skills. Women professional development may be lacking now a days which may be the barrier to growth in future India. So, in this article review on professional development and teaching competency of teachers in higher education with special reference to women has been discussed.

**Keywords:** Professional, Development, Teachers, Higher, Education, Women.

## **INTRODUCTION:**

Over the past ten years, professional women in India have observed a gradual shift in how men and women interact at work and at home. Cultural standards and social attitudes have not changed. Despite a decline in overt discrimination, there may still be some gender bias issues. Professional women in India lack the abilities and self-assurance needed to succeed in their fields.

## **REVIEW OF LITERATURE:**

According to S. Panda (2017), the continuous professional development (CPD) of higher education instructors in India, This was done in the context of a closer examination of the scholarship on teaching-learning, what it takes to be an effective teacher in the evolving context of higher education pedagogy and technology, and the reforms in higher education

today that call for changing and modernizing roles for teachers in higher education. From the standpoint of a broader contour of professionalism in the teaching profession, current CPD schemes and methods for HE teachers in general and professional specialties, as well as existing resource networks and resources to fulfil the goals, have been explored. Finally, a CPD framework has been created, based on both current laws and standards for new professions. [1]

According to R. Hassen (2016), this study is about teachers' professional development through action research practise. 23 English Language Teachers (ELTs) from Debre Markos, Dessie, and the neighboring districts participated in the study and worked in universities, high schools, and preparatory schools in 2014. The data was gathered through an in-depth interview and teacher reflection. The ELT teachers believed that engaging in action research (AR) contributed to their professional development. As a result of their involvement in the project, they altered their perspectives on research and their roles as teachers and researchers. Their interest in action research increases as they carry out the research. Their understanding of EFL teaching expands when they carry out research in their own classrooms and settings in relation to English language education. The teachers claim that AR offers options, especially for female educators who have additional responsibilities at home and in the community. The perceptions of the teachers suggest that they are comfortable performing action research. It is economical, effective, and efficient to pursue professional growth through in-service action research. The professors read and researched materials to support their studies. This indicates that some type of pressure needs to be applied to break the teachers' complacency with their current circumstances. Teachers are encouraged to read scholarly works, stay current, write, and make intellectual contributions by sharing knowledge that is supported by experience and skills earned via research. [2]

The investigation, according to P. Kartik and M. Ahuja (2016), was done to look into trainee teachers' proficiencies by gender and type of institution. A total of 100 B.T.C. trainees were selected, 50 from DIET and one from a self-financing college in the Meerut district. All of these trainees (2010–2012 cohort) were observed using the Baroda teacher competency measure to evaluate their pre-instructional, instructional, and post-instructional skills during their final internship period. Institutional and gender studies were done. Means, standard deviations, and t-ratios were used to analyse the data. [3]

According to J. Sekhar and M. Arul (2016), teacher competency refers to the appropriate way to impart information, application, and skills to students. This study emphasizes the use of appropriate strategies, effectiveness in teaching, effective use of aids, interaction with students and colleagues, and consideration of individual differences. Examining the teaching skills of female B.Ed. teacher candidates is the goal of this study. The main objective of the

study is to compare rural and urban locations; government and privately funded institutions; coed and girls' colleges; and B.Ed teacher trainees with undergraduate, postgraduate, and M.Phil degrees. Female B.Ed.s provided the 148 samples. Ten educational institutes in the Thanjavur and Pudukottai districts, all of which are affiliated with Chennai's Tamil Nadu Teacher Education University, are now enrolling teacher candidates. The Dorathi Rani-standardized Teaching Competency Scale was used to collect the data (2000). Special focus was given to the gender of female B.Ed. teacher candidates, the type of college, and the nature of the college. The data is evaluated using the t-test and ANOVA. The results showed that there is a significant difference in teaching ability between urban and rural B.Ed. trainee female teachers. (ii) government college and self-financing college, (iii) girls' college and co-education college, and (iv) undergraduate, postgraduate, and M.Phil. degree B.Ed. trainee female teachers. [4]

J.R. Pesce (2015) claims that faculty members in higher education frequently have training in their academic area but not in pedagogy. Traditional higher education institutions are being scrutinized and face external risks to their existence as concerns about the rising cost of college increase. Organizations in higher education and the general public have criticized faculty members' preparation for teaching and lack of enthusiasm for it in favor of conducting research. As a result, a growing number of colleges have developed strategies for facilitating and enhancing on-campus instruction. Despite research demonstrating the effectiveness of these programmes, faculty participation in professional development for teaching is still low. [5]

A competency is a way of thinking, feeling, acting, and speaking that contributes to a person's performance in a certain job or role, according to A.S. Chellameena and S.D.A. Rajan (2014). According to this article, prior demonstration of competence to complete an accomplishment is one of the best predictors of future performance. Although competencies can be acquired, they work best when utilized to choose candidates who are a good fit for the job already. The most accurate competence studies statistically quantify the measurable competency differences between highly successful and less successful professionals in a specific function. This enables the business to concentrate on the skills that have the best chance of leading to success. Quantitative studies comparing successful and unsuccessful teachers in this unique situation will be available once more failed colleges have successfully undergone turnarounds. These studies will offer rich examples and precisely targeted competence levels pertinent to college turnaround teacher performance. By utilizing competencies, or habitual patterns of behavior and thought, teachers can use their subject-matter expertise and instructional skills to promote student learning. Common sense dictates that having a strong understanding of the subject matter and organizational skills are prerequisites for good teaching. In most professional occupations, technical knowledge and skills are less

important predictors of good performance than distinguishing talents, which are well-documented in other sources. These competencies talk about the gradually becoming more complex status of contemporary education, training, and learning systems and clarify the routes leading to a particular competency in an era of multidimensional and rapid changes, increasing uncertainties, increasing competition, and globalization in all areas, creating opportunities and risks for individuals, organizations and nations. [6]

In his study, N. Haloi (2015) found that the majority of Assamese families now have two working spouses. This is noteworthy because many women have been forced to leave well-paying, high-potential occupations due to obligations and family issues. Even if they keep working, time management prevents them from moving up and developing. Perhaps this is why a new generation of female business owners is learning how to escape the confines of conventional work schedules. [7]

A. Fakhra et. al. (2014) conducted a study on the "Relationship Between Teachers' Competencies and Motivation at Higher Education Level in Pakistan" (2014). Results of the study 1. All teachers' motivation and competence showed a strong positive connection ( $r(297) = .531, P.01$ ). According to this correlation, more competent teachers may also be more motivated. 2. Trainer instructors exhibited a greater positive connection between competence and motivation than untrained teachers ( $r(152) = .453, P.01$ ). 3. In a similar vein, men instructors have a greater positive correlation between motivational  $r(142) = .596, P.01$ , than female instructors, who have  $r(137) = .409, P.01$ . [8]

According to M. Saikia (2013) stated that the GER of higher education in Assam is 8.8%, which is lower than the national literacy rate of 10.8%. Nagaland ranks first on the national list with a GER of 19%, followed by Kerala with a GER of 18.5 percent (UGC Report on Higher Education in India, 2008). The findings show that Assam's higher education system has a very tough time competing with players on a global scale, especially since education has become a marketable good after India opened its market to foreign competition. But despite a dire need for infrastructure and basic facilities, Assam's higher education institutions are inadequately prepared for international competition. The annual exodus of bright students from Assam in search of a better education is an indication of the decline of the state's higher education institutions. A well-thought-out higher education strategy, sufficient public funding, and appropriate monitoring and control of higher education standards will present the required barriers if Assam's human resources are to be kept from becoming a burden on the state's economy. [9]

K. B. Dashora (2013) states that gender bias poses a number of barriers when it comes to compensating women since they are less capable and efficient than men and hence deserve different pay for the same job. This argument is made in their paper "Problem Faced by

Working Women in India." When it comes to working women in India, there is gender discrimination. [10]

Female educators' worries and issues were researched and identified by V.N. Lakshmi (2013). There was evidence that attending Work Life Balance increased the stress levels of female faculty members. The presser's prolonged use produced poor outcomes. Many female teachers have ignored their own health due to their attempts to better the lives of their family members and students. [11]

M. A. Nawazi et. al. (2013) analyses the issues of women who work in the formal sector in Bahawalnagar in their study titled "Issues of Formally Employed Women: A Case Study of Bahawalnagar, Pakistan." It has raised awareness of the difficulties working women face in a range of professions, including academia, nursing, colleges, and law enforcement. [12]

Those in high positions at work return home on time, cook, clean, and take care of their families, according to research done on women professionals by G. Shiva (2013). They experience the most stress from this, which may affect their health. The most frequent cause of stress is speaking with superiors. Female professionals are regarded as second-class citizens at their places of employment. [13]

M.P. Lozana (2012) explore the idea of teaching competency as it is used in higher education in their journal article "Competencies in Higher Education; A Critical Analysis From The Capabilities Approach." They also talk about the effects of using the capabilities approach to learning and teaching in higher education. [14]

S.J. Ali's book (2011), "Challenges Facing Women Employees in Carrier Development-A Focus on Kapasabel Municipality Kenya." The objectives of the study were to review women's career development practices, assess the difficulties women experience in their jobs, and identify the best gender equality practices. The survey found that most women are unhappy with their career development programmes and are against professional development options. Women also receive less progression and training than men. [15]

Y. Li (2011) stated that the primary objective of the study was to determine whether trainees had instructors they thought were "successful." Only 5.8% of candidates, it was discovered, reported having a good professor in their higher education. The proportion of effective professors at the university level is extremely low when compared to schools. [16]

T. Lucinne (2010) reviewed current procedures in staff development programmes for women only at Australian universities. This research looked at the current staff development and women-only programme practices in Australian universities. Its objective is to examine, describe, and express concerns about the effectiveness of women-only staff development

programmes in Australia's higher education sector in advancing gender equality. The results demonstrate that there is still a long way to go despite the fact that women-only staff development programmes have been offered for decades and a tremendous lot of work and effort has been put in. When it comes to addressing gender inequality, there is still a gender gap in the senior echelons of the Australian academic workforce. [17]

The Effect of Professional Competency and Creativity on Professional Pleasure, based on J. Kanakala (2010). The purpose of the study was to understand the interactions between the three variables of creativity, professional expertise, and professional pleasure. What was investigated was how various socioeconomic and professional traits affected the aforementioned factors. According to his research, (1) there is a significant positive correlation between creativity and professional competency; (2) professional competency and professional pleasure are positively correlated; and (3) professional competency is unaffected by demographic factors like age, sex, and location. [18]

### **CONCLUSION:**

Women play an important role in Indian families, communities, and nation-building. Even while women have made significant contributions to the country's progress, they have not yet received the credit they deserve. Fewer women than males are economically empowered because of several obstacles that prevent them from attaining the highest levels of education. There is a negligible proportion of women working in the public and private sectors of government.

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