



## Role of competencies towards Teacher's-centric to learner's-centric education with special reference to various disciplines of departments of Vijayanagara Sri Krishnadevaraya University, Ballari

<sup>1</sup> V. Lakshmi, <sup>2</sup> Dr. K. C. Prashanth

<sup>1</sup>Research Scholar, <sup>2</sup>Associate Professor

<sup>1,2</sup>Department of Studies in Business Administration Vijayanagara Sri Krishnadevaraya University, Ballari.

Email - <sup>1</sup>lucky.vasudev@gmail.com, <sup>2</sup>Prashanth@vskub.ac.in

**Abstract:** As we are able to see lots of changes from past few decades to today's system of education. It has become challenging task for the teachers of today to update their knowledge towards technology, improve the skills, adopt new innovative teaching methods and creative thinking. The traditional method of teaching (Gurukuls) was mainly focused on students (Students centric). As on the internet came into existence and advancement of technology, this gave scope to introduce different methods of teaching (Teachers centric), which has become the challenging task for teachers to understand the different competent levels. This study attempts to focus on such competency levels and understand the range of competency levels both among teachers and students. The study aims to find the performance levels of students with teachers' performance and understand the role of competency between teacher and students' overall performance. To know the performance levels of both, the questionnaire was framed with variables viz. Technical, communication, managerial, behavioral and pedagogy and both the questionnaires having similar questions with sample size of teachers 62 and students 69 of all the department of Vijayanagara Sri Krishnadevaraya University, Ballari. To analyze the data, collect, Kruskal Wallis test and Spearman's Rank Correlation test was used to interpretate the data. The statistical data revealed that there is no significant relation of Teacher's performance with student's outcome. Therefore, the teachers have to focus more on competent method of teaching so that the students get to understand the significance of competencies.

**Key Words:** Keywords: Teachers-centric, learners-centric(students), technical, communication, managerial, behavioral, pedagogical competencies.

### 1. INTRODUCTION:

<sup>1</sup>(K.Gopinath & P. Shivkumar 2012)Teaching competencies majorly involves skills, knowledge and attitude. These factors are highly focused to evaluate the personality of teachers. Teachers' roles are influenced in the good performance levels of student's life skills. Life skills are also important factor to be considered in teaching and learning process. <sup>2</sup>(WHO 1999) Life skills are the ability of individual to deal effectively with the challenges and risk faced in day-to-day life. (WHO 1999) Life skills also involve interpersonal skills, communication effectiveness, critical thinking, creativity, handle the stress and emotions, problem solving, self-awareness. Teacher's-students learning is a systematic process that begins from teachers-centric and ends with learners-centric. Teacher must be expertise to maximize the students learning in multi-dimensional areas especially in complex environment where critical thinking and critical decision are required in day-to-day life.

<sup>3</sup>(Jackson 1990) The streaming competent qualities required for today's teachers is interest, positive attitude, ethics, professional behavior (formal behavior), Mutual relationship with colleagues, social, supportive towards week students, Positive interaction with students, Equality, Conceptual knowledge, Continues assessment, Epistemology. These competent qualities help to evaluate the performance levels of teachers internally as well as externally. The effectiveness of teaching can be identified by students' feedback and in return the effectiveness of students can be identified by performance. It is important to understand the gap between teachers learning to students learning. It is also necessary to elaborate to what extent the competent teacher influence on students' behaviour. <sup>4</sup>(A.K. Kulshrestha, Kshama Pandey, (2013) The performance of students is evaluated by quality of education. <sup>5</sup>(Somprach kanokorn, popoonasak, sujanya,2014) To more clearly understand the role of competency between teacher and student, the competencies are bifurcated into 2 categories: soft skills and hard skills. <sup>6</sup>(Peni Handayani, siswoyo politeknik negeri



bandung,2015) Soft skills are hidden skills such as self-concept, trait, motive. Hard skills are visible skills such as skills, knowledge, attitude. <sup>7</sup>(Su-chin hrich<sup>1</sup>, Jui-shinlin<sup>2</sup>, Hung-chun lee<sup>3</sup>,2012) The aim behind understanding the competencies is to provide a well-trained competent teacher who work for institution effectively and efficiently. Therefore, the study highlights the role of competencies that develop the personality of teachers which results in moulding the overall personality of students.

**1.1. Objective of the study:**

- a. To evaluate teacher’s performance based on student’s outcomes.
- b. To understand the role of competencies towards teacher’s & students.

**1.2. Hypothesis:**

| SL NO | Ho HYPOTHESIS                                                                                                                  | TEST APPLIED              |
|-------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 1     | There is no significant relation of Teacher’s performance with student’s outcome with respect to Technical Competencies.       | Kruskal Wallis Test       |
| 2     | There is no significant relation of Teacher’s performance with student’s outcome with respect to Communication Competencies.   | Kruskal Wallis Test       |
| 3     | There is no significant relation of Teacher’s performance with student’s outcome with respect to Managerial Competencies.      | Kruskal Wallis Test       |
| 4     | There is no significant relation of Teacher’s performance with student’s outcome with respect to Behavioral Competencies.      | Kruskal Wallis Test       |
| 5     | There is no significant relation of Teacher’s performance with student’s outcome with respect to Pedagogical Competencies.     | Kruskal Wallis Test       |
| 6     | There is no significant relation among Teacher’s performance and student’s outcome with respect to technical competencies.     | Spearman Rank co-relation |
| 7     | There is no significant relation among Teacher’s performance and student’s outcome with respect to communication competencies. | Spearman Rank co-relation |
| 8     | There is no significant relation among Teacher’s performance and student’s outcome with respect to managerial competencies.    | Spearman Rank co-relation |
| 9     | There is no significant relation among Teacher’s performance and student’s outcome with respect to behavioral competencies.    | Spearman Rank co-relation |
| 10    | There is no significant relation among Teacher’s performance and student’s outcome with respect to pedagogical competencies.   | Spearman Rank co-relation |

**Note:** For the analysis of all the dependent variables viz. Technical, Communication, Managerial, Behavioral and Pedagogical competencies for both teachers and students, teacher’s as well as students were given similar questionnaire. The respondent responses are considered by taking average score of individual variables of all the responses.

**1.3. Problem Statement:**

As per the study of articles, the importance of education was more focused from students-centric point. As on, the awareness of education and advancement of technology has increased in 21<sup>st</sup> century, the people go on analysing



the institutional performance as well as teachers’ performance to provide better education to their children. This has changed the concept from students-centric learning to teachers-centric learning. The study helps to understand in better manner the part of competence that elaborate the teachers and learners’ performance.

**2. Limitations of Study:**

The study is limited to the teachers and students of all the department of Vijayanagara Sri Krishnadevaraya University, Ballari.

**3. RESEARCH METHODOLOGY:**

As the study includes one independent variable and two or more dependent variable, the data collected using google form of all the variables. Hence, non-probability sampling method (convenient sampling) is used. The statistical technique used to analyse the data is Kruskal Wallis test and Spearman’s Rank Co-relation test to analysis the data to identify the differences of means in two groups i.e., teachers and students. My objective of the study is finding is there any difference exist between teachers’ performance levels of competency with student’s outcome. Population: Higher education teachers and students of all the department of VSKU, Ballari. Sample size: Teacher 50 and Students: 60, Data Collection: Primary method using Google form and Analysis: Descriptive.

**4. ANALYSIS AND INTERPRETATION:**

Kruskal Wallis test was used to understand the significant performance of teachers and students. The dependent variables viz. technical, communication, managerial, behavioral and pedagogical competencies are tested individually. The results are as follows:

| S.no | Variable      | Significant value | Decision             |
|------|---------------|-------------------|----------------------|
| 1    | Technical     | .264              | Accept Ho Hypothesis |
| 2    | Communication | .159              | Accept Ho Hypothesis |
| 3    | Managerial    | .427              | Accept Ho Hypothesis |
| 4    | Behavioral    | .838              | Accept Ho Hypothesis |
| 5    | Pedagogy      | .192              | Accept Ho Hypothesis |

**Technical Competencies:**

**Hypothesis Test Summary**

|   | Null Hypothesis                                                            | Test                                    | Sig. | Decision                    |
|---|----------------------------------------------------------------------------|-----------------------------------------|------|-----------------------------|
| 1 | The distribution of Technical_1 the same across categories of Technical_t. | Independent-Samples Kruskal-Wallis Test | .264 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Figure 1

**Hypothesis:**

Null (HO): There is no significant difference between Teacher’s performance and student’s outcome with respect to Technical Competencies.

To evaluate the difference between the teachers and students with respect to the technical competencies, Kruskal Wallis test was used. The test revealed that, there is insignificant difference between teachers and student’s technical competencies. (Asymp. Sig.= 0.264) n1=62, n2=69. Four levels are considered under technical competencies such as Using of projector, online YouTube videos in class, Knowledge of Zoom& google classroom apps, using of word, power point & excel.



**Communication Competency:**

**Hypothesis Test Summary**

|   | Null Hypothesis                                                                     | Test                                    | Sig. | Decision                    |
|---|-------------------------------------------------------------------------------------|-----------------------------------------|------|-----------------------------|
| 1 | The distribution of communication is the same across categories of communication_t. | Independent-Samples Kruskal-Wallis Test | .159 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Figure 2

**Hypothesis:**

Null (HO): There is no significant difference between Teacher’s performance and student’s outcome with respect to Communication Competencies.

To evaluate the difference between the teachers and students with respect to the communication competencies, Kruskal Wallis test was used. The test resulted that, there is insignificant difference between teachers and student’s communication competencies. (Asymp. Sig.= 0.159) n1=62, n2=69. Four levels are considered under Communication competencies such as Brief discussion in the class, interaction with friends in class, gestures, grasping of presentation.

**Managerial Competencies:**

**Hypothesis Test Summary**

|   | Null Hypothesis                                                                 | Test                                    | Sig. | Decision                    |
|---|---------------------------------------------------------------------------------|-----------------------------------------|------|-----------------------------|
| 1 | The distribution of Managerial_1 is the same across categories of Managerial_t. | Independent-Samples Kruskal-Wallis Test | .427 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Fig: 03

**Hypothesis:**

Null (HO): There is no significant difference between Teacher’s performance and student’s outcome with respect to Managerial Competencies.

To evaluate the difference between the teachers and students with respect to the managerial competencies, Kruskal Wallis test was used. The test discovered that, there is insignificant difference between teachers and student’s managerial competencies. (Asymp. Sig.= 0.427) n1=62, n2=69. Four levels are considered under Managerial competencies such as Organizing activity, take a lead, involvement, co-ordination.

**Behavioral Competencies:**

**Hypothesis Test Summary**

|   | Null Hypothesis                                                                   | Test                                    | Sig. | Decision                    |
|---|-----------------------------------------------------------------------------------|-----------------------------------------|------|-----------------------------|
| 1 | The distribution of Behavioural_1 is the same across categories of Behavioural_t. | Independent-Samples Kruskal-Wallis Test | .838 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Fig: 04



**Hypothesis:**

Null (HO): There is no significant difference between Teacher’s performance and student’s outcome with respect to Behavioral Competencies.

To evaluate the difference between the teachers and students with respect to the behavioral competencies, Kruskal Wallis test was used. The test found that, there is insignificant difference between teachers and student’s behavioral competencies. (Asymp. Sig.= 0.838) n1=62, n2=69. Four levels are considered under Behavioral levels such as Bonding, understanding, transparency & obedience.

**Pedagogical Competencies:**

**Hypothesis Test Summary**

|   | Null Hypothesis                                                             | Test                                    | Sig. | Decision                    |
|---|-----------------------------------------------------------------------------|-----------------------------------------|------|-----------------------------|
| 1 | The distribution of Pedagogy_1 is the same across categories of Pedagogy_t. | Independent-Samples Kruskal-Wallis Test | .192 | Retain the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

Figure 5

**Hypothesis:**

Null (HO): There is no significant difference between Teacher’s performance and student’s outcome with respect to Pedagogical Competencies.

To evaluate the difference between the teachers and students with respect to the pedagogy competencies, Kruskal Wallis test was used. The test resulted that, there is insignificant difference between teachers and student’s pedagogy competencies. (Asymp. Sig.= 0.192) n1=62, n2=69. Four levels are considered under Pedagogical levels such as Practical knowledge, technical tools, interaction in the class, satisfaction of concepts discussed in classed.

I. Spearman’s rank order co-relation was used to examine the relationship between teachers and students’ competencies with respect to technical, communication, managerial, behavioral, pedagogical aspects, the results are as follows:

| Sl.no | Variables     | Co-relation of co-efficient (r) | Decision             |
|-------|---------------|---------------------------------|----------------------|
| 1     | Technical     | .942                            | Accept Ho Hypothesis |
| 2     | Communication | .816                            | Accept Ho Hypothesis |
| 3     | Managerial    | .533                            | Accept Ho Hypothesis |
| 4     | Behavioral    | .279                            | Accept Ho Hypothesis |
| 5     | Pedagogy      | .430                            | Accept Ho Hypothesis |

**A. Technical competencies reveal, r=-0.09, n=62, p=.942, n1=62, n2=69.**

|               |                             | Technical_1 | Technical_t |
|---------------|-----------------------------|-------------|-------------|
| Speaman's rho | Correlation Coefficient     | 1.000       | -.009       |
|               | Technical_1 Sig. (2-tailed) | .           | .942        |
|               | N                           | 69          | 62          |
|               | Correlation Coefficient     | -.009       | 1.000       |
|               | Technical_t Sig. (2-tailed) | .942        | .           |
|               | N                           | 62          | 62          |

Fig: 6



Hypothesis:

Null hypothesis (HO): There is no significant relation between Teachers and student's overall performance. Therefore, P value is greater than significant value (.942 is greater than 0.05). Hence, it is found that there is negative or no correlation between teachers and students' competencies with respect to technical competencies.

**B. Communication competencies reveal,  $r=.030$ ,  $n=62$ ,  $p=.816$ ,  $n1=62$ ,  $n2=69$ .**

**Correlations**

|                 |                         | communication_1 | communication_t |
|-----------------|-------------------------|-----------------|-----------------|
| Spearman's rho  | communication_1         |                 |                 |
|                 | Correlation Coefficient | 1.000           | .030            |
|                 | Sig. (2-tailed)         | .               | .816            |
|                 | N                       | 69              | 62              |
| communication_t | communication_t         |                 |                 |
|                 | Correlation Coefficient | .030            | 1.000           |
|                 | Sig. (2-tailed)         | .816            | .               |
|                 | N                       | 62              | 62              |

Fig:7

Hypothesis:

Null hypothesis (HO): There is no significant relation between Teachers and student's overall performance. Therefore, P value is greater than significant value (.816 is greater than 0.05). Hence, it is found that there is no correlation between teachers and students' competencies with respect to communication competencies.

**C. Managerial competencies reveal,  $r=.081$ ,  $n=62$ ,  $p=.533$ ,  $n1=62$ ,  $n2=69$ .**

**Correlations**

|                |                         | Managerial_1 | Managerial_t |
|----------------|-------------------------|--------------|--------------|
| Spearman's rho | Managerial_1            |              |              |
|                | Correlation Coefficient | 1.000        | .081         |
|                | Sig. (2-tailed)         | .            | .533         |
|                | N                       | 69           | 62           |
| Managerial_t   | Managerial_t            |              |              |
|                | Correlation Coefficient | .081         | 1.000        |
|                | Sig. (2-tailed)         | .533         | .            |
|                | N                       | 62           | 62           |

Figure 8

Hypothesis:

Null hypothesis (HO): There is no significant relation between Teachers and student's overall performance. Therefore, P value is greater than significant value (.533 is greater than 0.05). Hence, it is found that there is no correlation between teachers and students' competencies with respect to Managerial competencies.

**D. Behavioral competencies reveal,  $r=.140$ ,  $n=62$ ,  $p=.279$ ,  $n1=62$ ,  $n2=69$ .**

**Correlations**

|                |                         | Behavioural_1 | Behavioural_t |
|----------------|-------------------------|---------------|---------------|
| Spearman's rho | Behavioural_1           |               |               |
|                | Correlation Coefficient | 1.000         | .140          |
|                | Sig. (2-tailed)         | .             | .279          |
|                | N                       | 69            | 62            |
| Behavioural_t  | Behavioural_t           |               |               |
|                | Correlation Coefficient | .140          | 1.000         |
|                | Sig. (2-tailed)         | .279          | .             |
|                | N                       | 62            | 62            |

Fig: 9



**Hypothesis:**

Null hypothesis (HO): There is no significant relation between Teachers and student’s overall performance. Therefore, P value is greater than significant value (.279 is greater than 0.05). Hence, it is found that there is no correlation between teachers and students’ competencies with respect to Behavioral competencies.

**E. Pedagogical competencies reveal,  $r=.102$ ,  $n=62$ ,  $p=.430$ ,  $n1=62$ ,  $n2=69$ .**

**Correlations**

|            |                         | Pedagogy_1 | Pedagogy_t |
|------------|-------------------------|------------|------------|
| Pedagogy_1 | Correlation Coefficient | 1.000      | .102       |
|            | Sig. (2-tailed)         | .          | .430       |
|            | N                       | 69         | 62         |
| Pedagogy_t | Correlation Coefficient | .102       | 1.000      |
|            | Sig. (2-tailed)         | .430       | .          |
|            | N                       | 62         | 62         |

Fig:10

**Hypothesis:**

Null hypothesis (HO): There is no significant relation between Teachers and student’s overall performance. Therefore, P value is greater than significant value (.533 is greater than 0.05). Hence, it is found that there is no correlation between teachers and students’ competencies with respect to Pedagogical competencies.

**II. Descriptive Statistics: Students (N=69)**

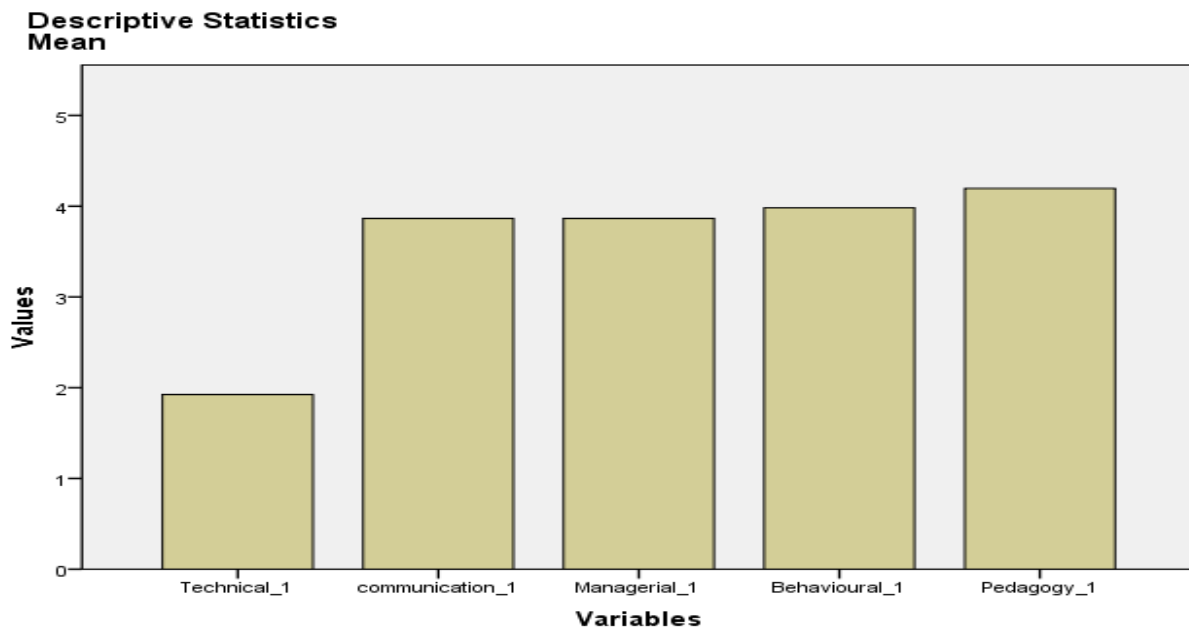


Fig:11

Teachers (N=62)

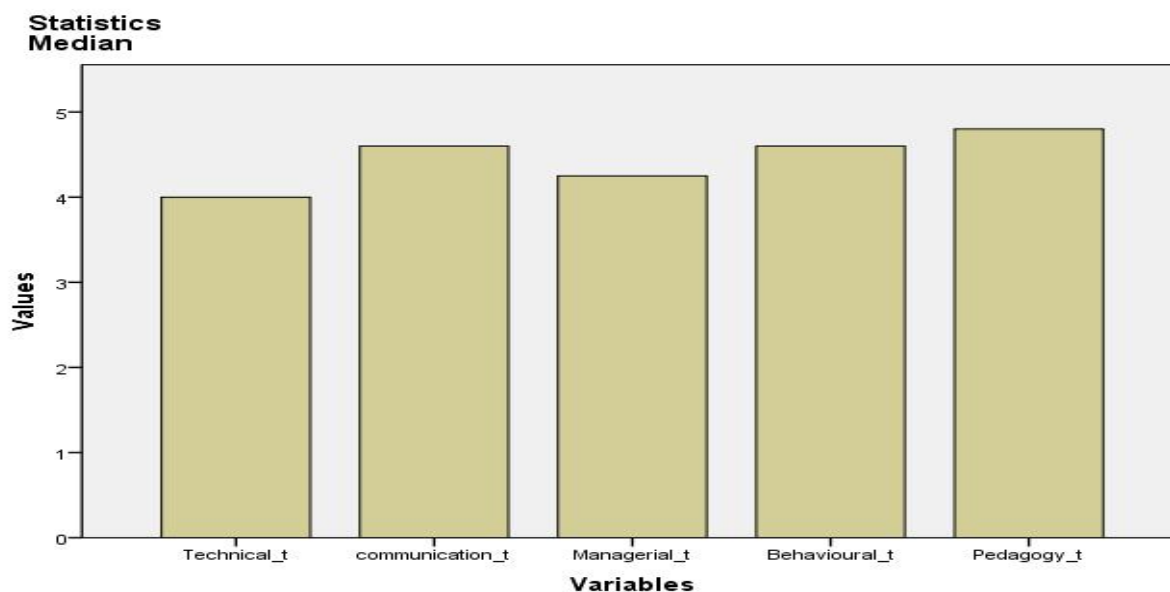


Figure 12

## 5. DISCUSSIONS :

- With respect to technical competencies viz., using of projector, using of online videos in the mid of the topics, using of zoom and google classroom apps during time of pandemic and presenting the presentation using word, ppt or excel reveals there is no significant relation of teacher's overall performance with student's outcome towards technical competencies.
- In case of communication competencies viz., Gestures, Language, expressing of ideas, opinions and interaction about subject content, discovered that there is no significant relation of teacher's overall performance with student's outcome towards communicational competencies.
- The Managerial competencies viz., Organizing of activities, handling of problematic situation, flexibility to adjust in different situations, involvement in institutional decision-making results that there is no significant relation of teacher's overall performance with student's outcome towards managerial competencies.
- The relevant findings of Behavioral competencies viz., balance between personal and professional life, having patience to deal with the uncertainties, coordination and get together, reveals that there is no significant relation of teacher's overall performance with students' outcome towards behavioral competencies.
- The Pedagogical competencies viz., knowledge of contents, different methods of teaching, crosscheck the students, working as per lesson plans found that there is no significant relation of teacher's overall performance with students' outcome towards pedagogical competencies.

## 6. CONCLUSION:

As the study focused on 5 variables of competencies such as Technical, Communication, Managerial, Behavioral and Pedagogical competencies, the results of the study reveals that there is no relationship of teacher's competencies with students' outcomes. The descriptive statistics of student's outcome found that, in case of all the 5 variables, the competency levels of pedagogy are high compared to other competencies. The values resulted of all the variables out of 5 are as follows: Pedagogical competencies 4.957, Behavioral competencies 3.919, managerial and communication results same values 3.8659 and technical competency levels reveals the low results of competency i.e., 1.9245. With respect to teacher's competency levels, median value is considered to interpret the data as it considered ordinal scale. The results of competencies reveals that the pedagogical competencies are high compared to other variables. The results of all the variables are as follows: pedagogical competencies 4.8000 out of 5, behavioral and communication competencies got same values 4.6000 out of 5, managerial competency 4.2500 out of 5 and technical competency 4.0000 out of 5. The statistical inferences of Kruskal Wallis test and spearman's rank co-relation found to be insignificant. The results are as follows: 1. Kruskal Wallis Test (Technical .264, Communication .159, Managerial .427, Behavioral .838, pedagogy .192 with significant value of .05) 2. Spearman's rank co-relation (Technical .942, communication .816, Managerial .533, Behavioral .279, Pedagogy .430). Therefore, the teachers should enhance themselves in inculcating the competencies for developing the skills and for better performance.





whereas students should be independent by focusing themselves on their self-development and cultivate self-learning, improve their skills, gain practical knowledge.

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