



A Comparative Study of the Perceived Teaching Competencies at Different School Levels

Farhat Nasim¹, Hakim Ali², Muhammad Latif Javed³, Rabia Bahoo⁴

¹ Research Scholar, Department of Education, Institute of Southern Punjab Multan, Pakistan.

Email: farhatnasim54@gmail.com

² Faculty Member, Department of Education, Institute of Southern Punjab, Multan, Pakistan.

Email: hakimaliwhisl@gmail.com

³ Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar Campus, Pakistan. Email: latif.javed@iub.edu.pk

⁴ Lecturer, Department of Education, The Government Sadiq College Women University, Bahawalpur, Pakistan.

Email: rabia.bahoo@gscwu.edu.pk

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ABSTRACT

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Teaching competence refers to the knowledge, skills, attitude, and professional qualities needed to carry out a teacher's duties at the required level. This study's primary objective was to examine how teachers at different school levels were judged to be in terms of perceived teaching competencies. The researcher applied a quantitative survey approach in order to assess the competence of the teachers working in the public schools in the Multan district. A sample of 1009 teachers representing gender and school location was selected using a stratified sampling method. A questionnaire based on Passi and Lalitha's (1994) format was developed to obtain data. Both descriptive statistics (frequency, mean, and standard deviation) and inferential statistics (t-test and ANOVA) were used to analyze the data. The results demonstrated that gender had a significant impact on how competent teachers were evaluated to be. The results showed that teachers' perceived teaching competencies differed significantly depending on their teaching experience and teacher designation. Finally, this study's recommendations were presented for the enhancement and development of teachers' performance.

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Corresponding Author's Email: rabia.bahoo@gscwu.edu.pk

1. Introduction

One of the society's most essential virtues is education. It is well recognized that education contributes significantly to the growth and advancement of society. Through educating the smallest members of society, education shapes the future of the nation (Amare & Dagne, 2020). The aims of education are to create and improve learning, teaching, and educational plans for the structure of the schooling framework (Abdul Baqi, Farid, Abdul Rida, Laikh, & Mohammed, 2011). Students are greatly influenced by the teacher's personality, conduct, character, and abilities (Luna, 2013). The students consistently attempt to duplicate the teacher in their conduct and style of conversation and get up on stage (Lucas, 2001). Certain things were viewed as basic as teachers' ability, experience, and several training projects to support the competency level of teachers (Haider, Hameed, & Ameen, 2015).

Competencies are defined as "the settings of information, aptitudes, skills, and experience that are necessary for the future, which show activities" (Katane & Selvi, 2006). Gupta (2011) characterized competency as "qualities, inspirations, information, aptitudes, mentalities, and convictions that are necessary by individuals for effectiveness in work." Competence is a hidden attribute of an individual's thought processes, characteristics,

capacities, social role, and aspects of an image or information that an individual can utilize (Boyatzis, 1991).

Teaching is a set of abilities, qualities, beliefs, and practices that make results significant. Teachers got ready residents for the future; residents who made a country and elevated levels of information, competencies, and aptitudes are the essential conditions for dynamic citizenship, work availability, and social union. The different teaching abilities included were identified with objectives of the lesson; content choosing; organization of content; choice of general audio-visual materials (planning competencies); presenting the exercise; fluency of questions; utilization of probing questions; clarifying concepts; representing, with examples, the variation of stimulation; utilization of non-verbal and verbal signs; expanding the participation of students; pacing utilization of the writing board (presentation competencies); achieving closure; giving home tasks (closing competencies); evaluation of the class; classroom assessment; finding of students' troubles (evaluative competencies); and acknowledging the behavior of attending and maintaining the discipline of the class (managerial competencies). In addition to basic skills dominance, teachers were effectively required to demonstrate pedagogical capacities, professionalism, and communication skills through intensive comprehension of the curricular zones. "Competency of teaching implies an effective presentation of all observable behaviors of a teacher that conducts those creatures about expected student results." (Passi & Lalitha, 1994).

Passi and Lalitha (1994) also examined the competency of teaching among plan class and non-plan class student teachers in incomparable relation to their emotional intelligence. The outcomes demonstrated that there was no significant difference between plan class and non-plan class teacher-learners in their enthusiasm for knowledge, what's more, emotional intelligence, and competency in teaching. "Competence" was a set of community-based and transmission learning processes that were made demanding by learning and followed by an assessment system. Competency was acting in a supervisory way, which was acknowledged by others. It implied how to organize, combine, and exchange information, assets, and skills in a professional setting (Nair, 2017). Competencies were cautiously conditional. Education and information can only attain the status of competency if they are transmitted and interchanged. Three components were important to include while choosing techniques for the classroom: attributes of the students, the objectives and goals of the written materials; and characteristics of the teacher. These perspectives were interlinked. The teacher had chosen techniques and systems as indicated by the needs of students, time, accessible assets, the content material's nature, and the ability and capacity to actualize those procedures in genuine settings, etc. (Lucas, 2001).

According to Musfah and Erviani (2018), competency views are opinions on human responses effectively to situations that could have a substantial impact on their lives. Holders of higher levels of teaching competency are less likely to flee from their recent experiences and are more determined to see their acts through to completion. It is crucial to have general skills among instructors and teacher candidates in order to make educational processes more effective. Venkataia (2000) defines teaching competency as "any single knowledge, skill, or professional expertise that (1) a teacher may be considered to possess and (2) the possession of which." It is thought to be pertinent to the effective application of teaching. To fulfill the intricate and rising demands of today's educational reforms, teachers are expected to possess a variety of skills and competences. In order to give a quality education in educational institutions and for pupils to succeed, teachers must have excellent qualifications and skills; claim (Radid, Lotfi, & Akoul, 2020).

The competency of teaching includes issues and needs to be identified with a program of education that may change a hopeful teacher into a competent expert completely equipped with information, skills, and aptitudes to perform the task of teaching, exploring the chance of creating human as well as physical resources from the local area for the purpose of education only. Notwithstanding a demonstration of competencies for essential aptitudes, effective teachers were relied upon to show intensive comprehension of the content of their curricular zones, teaching strategies, abilities, communication skills, and professionalism. There were four major components of competency: (i) Skill: abilities that teachers gain through practice. (ii) Knowledge: understanding gained through teaching and learning. Personal attributes: inherent characteristics that were brought to the teaching profession, representing the

fundamental establishment upon which knowledge and skills can be created. (iv) Behavior: The demonstration was observable of some competency, expertise, information, and individual attributes in class for students.

Shulman (1986) referenced the following four skills for any subject planning for better results: (i) Information on a specific subject, (ii) Information on normal teaching competency, (iii) Information on the backgrounds of students' experiences (for example, age, students' learning capacity). (iv) Information about the teaching environment (including cultural, social, and political aspects). Professional standards for teachers in Pakistan (2009) characterized that the teacher comprehends the idea of instructional planning, defining short-term and long-term plans, including thoughts of objectives, goals, and content material of the curriculum, the needs of society, and students. The teachers apply a variety of sensible techniques in the compatibility of supporting coherent and logical problem-solving and dealing with all students' skills practically.

Effective instructional planning has, as emphasized by Meyer (2010), a profound positive impact on the performance of students and teachers. The instructional activities of the school were based on the nature of instructional planning. Additionally, Zakirova (2016) emphasizes the methodological, psychological, pedagogical, and subject competence components of professional competence in the framework of professional competence of primary school teachers. The following elements in the construction of a primary school teacher's professional competency were highlighted by Olesova and Borisova (2016): psychological and pedagogical, topic, method, and personal competence.

In the framework of education, teaching competencies are quite important. The effectiveness of a teacher affects curricular support and professional development as well as values, behavior, communication, objectives, and instruction. Quality instruction could not have occurred without qualified and successful teachers (Raj & Verma, 2018). Regarding the evaluation competencies, which are positioned last among all spaces of competencies, the specialists may attribute this outcome to the absence of responsibility by actual education teachers towards the sorts of adequate evaluation of physical education, which depend on perception and role-play and observation; either the absence of information on teachers on these methods of evaluation; or that they don't investigate the consequences of the evaluation and use it in the rebuilding of teaching. The aftereffects of this investigation were revealed by the discoveries of the accompanying examinations (Abdul Baqi et al., 2011; Al-Tobi, Al-Shboul, Aldoulat, Al-Halalsheh, & Aldoulat, 2019).

Blossom rigorously separates the competencies of teachers into passionate, practical, and intellectual (Saif, 2013). Aghaie (2006) believes that the main competencies of teachers are: 1) knowledge of and application of various reasoning abilities 2) Familiarity with and application of new teaching and learning methods 3) Class management and communication with students who have particular abilities 4) Knowledge of information technologies and correspondence, as well as the ability to demonstrate them 5) Research abilities 6) Capable of evaluating evaluative accomplishments.

Teaching competency was characterized by Patel (2016); the totality of a teacher's abilities utilized in a teaching context constitutes their teaching competence. The effectiveness of the teacher in the classroom depends on their skills. Instructor effectiveness may also be deduced from a measure of teaching competency as the teacher affects changes in students' learning through the repertoire of teaching competencies. It is generally believed that raising the quality and qualifications of teachers will help to improve Pakistan's primary and secondary education standards. New expectations have emerged about teachers' roles as facilitators in classrooms. Teachers are the most crucial guides, helpers, and facilitators in this situation since schools are the locations where children learn about their culture and surroundings without parental participation (Raza, Nasim, & Javed, 2022).

Competencies in teaching include: the ability to do an individual's tasks in a variety of disciplines and activities that are connected to these tasks requires a set of cognitive competences, which are knowledge, procedures, mental aptitudes, and intellectual talents. Emotional competencies include the individual's performance, trends, values, beliefs, and

emotional behavior. These encompass a wide range of topics, including the person's sensitivity, acceptance of which he or she is, and direction in terms of their career. Performance competencies: These are the talents that an individual demonstrates, and they encompass psycho-motor abilities as well as resources for physical and motor training. Productive competencies: This entails enhancing an individual's skills for the competencies required at work, and programs that concentrate on these skills are prepared to provide an effective qualification (Al-Tobi et al., 2019). This study was conducted with the following objectives:

- To analyze differences in teachers' perceived teaching competencies based on different school levels.
- To find out differences in teachers' perceived teaching competencies based on their demographic characteristics, i.e., gender, teaching experience, and gender
- To suggest some measures for the guidance of all the stakeholders

The study answered the following questions:

- What were the perceived teaching skills?
- Is there any gender-wise difference in teachers' perceived teaching competencies at different school levels?
- Is there any teaching experience-wise difference in teachers' perceived teaching competencies at different school levels?
- Is there any designation-wise difference in teachers' perceived teaching competencies?

2. Research Methodology

The study's main goal was accomplished by using a quantitative survey design technique, according to the researchers. All teachers of district Multan, both male and female, are presently working as teachers at different levels in the school education department, Multan, Pakistan. Using a stratified random selection approach, 1009 male and female instructors from each level were chosen for the sample, which included both genders.

Of these 1009 sample participants, 289 (29%) were sample teachers, and 720 (71%) were female. In the Education Department district of Multan, 180 (18%) teachers were teaching at the primary level; 126 (13%) at the middle level; 574 (57%) at the secondary level; and 129 (13%) at the higher secondary level. To collect the required data, a self-developed questionnaire based on the format of Passi and Lalita's rating scale, comprising 62 items, was used. The questionnaire was partitioned into 6 significant parts, i.e., demographic variables; lesson planning competencies; presentational/instructional competencies; closing competencies; evaluative competencies; and classroom management competencies. These factors were estimated on a five-point Likert scale. A pilot study was conducted after the development of the research instruments. Five (5) teachers of primary school (PST), five (5) teachers of elementary school (EST), five (5) teachers of secondary school (SST), five (5) head teachers, five (5) subject specialists, and five (5) senior subject specialists of Multan district from the population not included in the sample were picked up to estimate the reliability of the research instrument. These teachers were instructed to discuss any difficulties they had in reading, comprehending, or filling out the questionnaire sections. According to the vast majority of participating pupils, the instrument is simple and easy to understand.

When creating the final version of the instrument, both the specialized teachers' recommendations and student feedback were taken into account. The estimates of the questionnaire's reliability were 0.948 for sixty-two items for perceived teaching competencies, which indicated high reliability of the research tool. The researcher used the tool directly after obtaining approval from the relevant district officials and the concerned heads of schools. Each school's full questionnaire administration process took between 15 and 20 minutes. Finally, all the instructors' completed questionnaires ("a total of 1009") were gathered. Two layers of analysis were done on the gathered data. First, descriptive statistics were used to analyze the perceived teaching competencies of teachers in five areas: lesson planning competencies, instructional/presentational competencies, closing competencies, evaluative competencies, and classroom management competencies. By using inferential statistics, such as the one-way ANOVA and independent sample t-test, it was possible to compare the opinions of teachers.

3. Results and Discussion

The next three subsections provide and discuss the findings of the three research questions.

3.1 Descriptive Analysis of Perceived Teaching Competencies

To examine a teacher's perception about the perceived teaching competencies, the mean and standard deviation were computed, and the results are displayed in Table 1.

Table 1: Descriptive statistics for the perceived teaching competencies

Sr. No	Competencies	Mean	SD
1	Lesson planning competency	4.36	0.64
2	Presentation/Instructional Competency	4.36	0.64
3	Closing competency	4.36	0.63
4	Evaluative competency	4.35	0.63
5	Classroom management competency	4.37	0.65
	Overall Competencies	4.36	0.63

According to Table 1, the range of the mean scores for each of the five subscales measuring a teacher's assessed level of teaching ability is 4.35 to 4.37. The average score for one's ability, namely lesson preparation, is 4.36. These metrics demonstrate a higher degree of favorable assessments of teachers' perceived teaching abilities. The overall mean, or 4.36, further supports the teacher's favorable impressions. Based on the average scores of instructors for each skill, it can be deduced that teachers view all five of the fundamental teaching competencies as useful and effective tools for improving both their instruction and information delivery. A higher degree of teacher consensus is also indicated by the total standard deviation number.

3.2 Comparison of Perceived Teaching Competencies by School location

To examine the difference between gender and perceived teaching competencies, independent sample t test was performed and results displayed in table 2.

Table 2: Comparison of perceived teaching competencies by gender

Factor	Category	N	Mean	SD	df	t-value	Sig (2-tailed)
Lesson Planning Competencies	Male	289	39.18	3.45	1007	.20	.840
	Female	720	39.23	3.39			
Presentation/Instructional Competencies	Male	289	129.81	9.48	1007	2.27	.023
	Female	720	131.39	10.20			
Closing Competencies	Male	289	30.41	2.85	1007	.68	.498
	Female	720	30.55	2.97			
Evaluative Competencies	Male	289	34.55	3.49	1007	1.53	.126
	Female	720	34.91	3.24			
Classroom Management Competencies	Male	289	34.34	3.45	1007	3.66	.000
	Female	720	35.19	3.29			
Overall Perception	Male	289	268.29	18.77	1007	2.21	.028
	Female	720	271.26	19.59			

Table 2 revealed that the male population was 289, and the female population was 720. The mean value of the male population is less than the mean value of the female population in all competencies. The significant 2-tailed value for both the male and female shows that teacher' perceived presentation/instructional competencies and classroom management competencies are significantly different with regard to gender. Table 2 further displays that the signature-value of lesson planning competencies, closing competencies, and evaluative competencies indicates that perception of teachers' teaching competencies is not significantly different with regard to gender. Additionally, the mean value for male participants is lower than for female participants, according to the overall study of the teacher's judgments of the teaching skills. The signature value of 0.028 shows statistically significant variations in how teaching skills are perceived.

3.3 Comparison of Perceived Teaching Competencies by School Level

To examine the comparison of perceived teaching competencies among teachers' experiences, analysis of variance (ANOVA) was performed and the results have been displayed in Table 3.

Table 3: Comparison between perceived teaching competencies by the teaching experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1513.247	3	504.416	1.342	.259
Within Groups	377776.523	1005	375.897		
Total	379289.770	1008			

Table 3 indicated that the sum of squares between groups was 1513.247, $df = 3$, and the mean square was calculated by dividing the sum of squares with df , which was 504.416. Within groups, the sum of squares was 377776.523, $df = 1005$, and the mean square was calculated by dividing the sum of squares with df , which was 375.897. The estimated F value was 1.342, the estimated sig value was .259, and this result showed that statistically significant differences were found between the perceived teaching competencies regarding teaching experience. Finding the trend of perceived teaching competency differences based on teaching experience, the results of Scheffe's Post Hoc analysis are summarized in Table 4.

Table 4: Comparison in perceived teaching competencies by school level as shown by Scheffe's Post Hoc Test

(I) Experience	Mean (I)	(J) Experience	Mean Difference (I-J)	Sig.
0-5 years	270.20	6-10 years	1.33	.873
		11-15 years	-2.30	.635
		16 years and more	-.62	.988
6-10 years	268.87	0-5 years	-1.33	.873
		11-15 years	-3.63	.274
		16 years and more	-1.94	.753
11-15 years	272.50	0-5 years	2.30	.635
		6-10 years	3.63	.274
		16 years and more	1.68	.859
16 years and more	270.82	0-5 years	.62	.988
		6-10 years	1.94	.753
		11-15 years	-1.68	.859

Scheffe's Post Hoc analysis in Table 4 concerning the perceived teaching competencies based on their teaching experience indicated that the mean value for 0-5 years of teaching experience with other groups of teaching experience was 270.20. The mean value for 6-10 years of teaching experience with other groups of teaching experience was 268.87. The mean value for 11-15 years of teaching experience with other groups of teaching experience was 272.50. The mean value for 16 years or more of teaching experience with other groups of teaching experience was 270.82. Statistically significant differences were not found among perceived teaching competencies and teaching experience (0-5 years), 6-10 years, 11-15 years, and 16 years and more. Scheffe's Post Hoc analysis, therefore, established that there were no significant differences among perceived teaching competencies regarding the teachers' teaching experience.

3.4 Comparison of Perceived Teaching Competencies by School Level

To examine the comparison of perceived teaching competencies among their designation, analysis of variance (ANOVA) was performed and the results have been displayed in Table 5.

Table 5: Comparison between perceived teaching competencies by designation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1133.398	3	377.799	1.004	.390
Within Groups	378156.372	1005	376.275		
Total	379289.770	1008			

Table 5 revealed that the sum of squares between groups was 1133.398, $df = 3$, and the mean square was calculated by dividing the sum of squares with df , which was 377.799. Within groups, the sum of squares was 378156.372, $df = 1005$, and the mean square was calculated by dividing the sum of squares with df , which was 376.275. The estimated F value was 1.004, the estimated sig value was .390, and this result showed that, statistically, there were no significant differences between the perceived teaching competencies regarding teachers' designations. Finding the trend of perceived teaching competency differences based on designation, the results of Scheffe's Post Hoc analysis have been summarized in Table 6.

Table 6: Comparison in perceived teaching competencies by designation as shown by Scheffe's Post Hoc Test

(I) Designation	Mean (I)	(J) Designation	Mean Difference (I-J)	Sig.
PST/ESE	271.01	EST/SESE	-.26	.999
		SST/SSE	2.13	.614
		HM/SR HM/SS/SSS	2.32	.814
EST/SESE	271.27	PST/ESE	.257	.999
		SST/SSE	2.38	.589
		HM/SR HM/SS/SSS	2.57	.781
SST/SSE	268.88	PST/ESE	-2.13	.614
		EST/SESE	-2.38	.589
		HM/SR HM/SS/SSS	.19	1.000
HM/SR HM/SS/SSS	268.70	PST/ESE	-2.32	.814
		EST/SESE	-2.57	.781
		SST/SSE	-.19	1.000

Scheffe's Post Hoc analysis in Table 6 concerning the perceived teaching competencies based on their teaching experience indicated that the mean value for PST/ESE designation with other designations was 271.01. The mean value for the EST/SESE designation with other designations was 271.27. The mean value for the SST/SSE designation with other designations was 268.88. The mean value for the HM/SR HM/SS/SSS designation with the designations was 268.70. Analysis of Scheffe's Post Hoc presented in Table 6 concerning the perceived teaching competencies based on their designation indicated that statistically significant differences were not established among the teachers' perceived teaching competencies of PST/ESE, EST/SESE, SST/SSE, and HM/SR, HM/SS/SSS. Scheffe's Post Hoc analysis, therefore, established that there were no statistically significant differences among perceived teaching competencies regarding the teachers' designation.

4. Conclusions

The key findings of this study showed that perceived teaching competence scores indicated that teachers were competent in various areas like lesson planning competencies, presentational/instructional competencies, closing competencies, evaluative competencies, and classroom management competencies. Competencies are influenced by a variety of factors, including school location and grade level. Results showed the significant impact of perceived teaching competencies of school teachers at different school levels. The teaching competency of teachers varied with different factors like gender, teaching experience, and designation.

It was concluded that statistically significant differences were established between the teachers' competencies in teaching based on their gender regarding perceived teaching competencies. However, in contrast to this finding, Anbuthasan and Balakrishnan (2013) and Kaur and Talwar (2014) reported that a significant difference was not found between the teaching competency of school teachers concerning their gender. A research study by Chauhan and Gupta (2014) observed teachers with high teaching experience as more competent in comparison to teachers with less teaching experience. In recent research, there were not found to be statistically significant differences between the perceived teaching competencies regarding the designation of teachers and teaching experience.

Based on the findings of the current study, the following recommendations were made. It is recommended that if teachers are competent, at that point they will be committed and happy with their profession. That is the reason programs for teacher training should be made effective to improve the teachers' competencies. Teachers' competencies can also be enhanced

through workshops, training courses, and collaboration with specialists of the field. The results and findings of the current study suggested that there is a need to upgrade the infrastructure and better equipment in schools for a better presentation of lessons and better results and performance of the schools. The current research study utilized a quantitative methodology, giving the response to "What" questions. Further requests for "Why" questions that will investigate the context of the schools and classroom settings include utilizing qualitative methodology.

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