



# Teaching Competency And Teacher Resilience: A Study On Their Role In Shaping Holistic Student Development

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## ABSTRACT

Teachers are critical in determining students' academic achievement and overall well-being. In addition to teaching academic content, they have a strong impact on students' resilience and self-efficacy—two key psychological factors that influence their capacity to cope with adversity and trust themselves. This study examines the correlation between secondary school teachers' teaching competence and their ability to develop students' resilience and self-efficacy. Based on Bandura's (1997) and Masten's (2001) theoretical models, the present study looks into how teachers who are well-prepared and competent can strengthen students' socio-emotional adjustment and intellectual development. The study is in harmony with the guidelines of the National Curriculum Framework (2005) and the National Council for Teacher Education (1998), where high-quality teacher education and professional development are highly emphasized. Findings point to the urgent necessity for qualified teachers to develop supportive learning environments that foster students' adaptive abilities and confidence. This study emphasizes the vital investment in teacher education as a strategy to ensure the future of education and national development

## INTRODUCTION

In education, the role of teachers extends far beyond imparting academic knowledge. They facilitate 360-degree holistic development, nurturing students' intellectual growth and socio-emotional well-being. Resilience and self-efficacy are crucial psychological factors that significantly influence students' academic success and well-being. Resilience refers to the ability to bounce back from adversity and thrive despite challenges, while self-efficacy pertains to individuals' beliefs in their capacity to accomplish tasks and achieve desired outcomes (Bandura, 1997; Masten, 2001).

In this chapter, we will explore the intricate relationship between the teaching competency of secondary school teachers and their impact on fostering resilience and self-efficacy in students. As stated by NCTE (1998) in quality concerns in secondary teacher education, the teacher is the most essential element in any educational program. It is the teacher who is mainly responsible for the effective implementation of the educational process at any stage. This shows that it is imperative to invest the preparation of teacher, so that the future of a nation is secure.

The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework (2005) requires a teacher to be a facilitator of children's learning construct. If future of a nation should be secure, it is vitally important to invest in the making of teachers. So the NCF places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Every community should have a skillful and devoted teacher in every classroom.

One of the most vital components of the research study is literature review. The examination of relevant studies plays a vital role for many reasons. It facilitates the determination of the unanswered questions in the issue under consideration on one hand and the identification of the areas, which need to be addressed by the researcher urgently on the other. This means combining and going into the existing works or studies that have already been conducted in the field during a time. This assists a researcher in knowing how to deal with his / her own issue and preventing the wastage of time and resources in conducting research repeatedly.

Apart from that, it provides knowledge of issues of this field. In essence, review of related literature saves time and effort of the researcher. As quoted by C.V. 17 Good, "the survey of related literature may provide guiding hypotheses, suggestive methods of investigation and comparative data for interpretive purposes".

At times textbooks and subjective judgment of a problem area offer significant ideas and hypotheses which may have a niche in the summary of related literature. The current investigator has not been the first one to venture into this area but is attempting to contribute one grain in the fertile field of educational research. It is assumed that the survey of related studies will render the current investigation direct and unambiguous. Review of literature is a rigorous activity requiring profound insight and clear vision of the broad field as a whole. The time consumed in it invariably reduces amount of wastage. Review of literature facilitates better understanding of the problem and its important aspects and ensures prevention of unnecessary duplication. For development to take place, it is necessary that new work should be based and built upon what has already been achieved.

While discussing this, Mouly (1964) said, "Survey of related literature avoids the risk of duplication, provides theories, ideas, explanations or hypotheses valuable in formulating the problem and contributes to the general scholarship of the investigator". Review of related literature serves as a guide not only as far as quantum of work performed in those fields is concerned but also makes it possible for us to visualize the gap in the respective field of research. It is extremely necessary for a researcher to prepare an exhaustive survey of what has been done in the related areas previously.

The aim of the review of literature is to develop the context and background of research as well as serve as the basis of the formulation of the hypotheses. This literature in most instances can be located in the form of books, monographs, 18 government reports and publications on education, encyclopedias of educational research, theses, dissertations, educational journals and research reports. As good research depends upon everything which is known in the field of research, the review of research gives to this effect.

## II. LITERATURE SURVEY

The body of literature on teacher resilience, self-efficacy, and competency has evolved significantly over the decades. Smith and Jones (2019) provided a comprehensive review emphasizing that resilience is a fundamental attribute for teachers, enabling them to navigate occupational stress and maintain job satisfaction. Their findings indicate that resilience functions as a protective factor against burnout. Extending this work, Chen and Wang (2023) used a qualitative approach to reveal that social support systems—colleagues, administrators, and community—are instrumental in enhancing teachers' resilience. Adding another layer to this understanding, Lee et al. (2022) explored the interplay between resilience and cultural competence, concluding that teachers who are culturally aware tend to be more adaptable and resilient in diverse classroom environments.

Building upon the conceptual foundation of resilience, Brown (2018) developed a specialized resilience scale for educators, contributing a much-needed empirical tool for measuring and tracking resilience levels. This advancement allowed for further exploration of resilience not just as a theoretical construct, but as a practical element in teacher training and development.

Shifting the focus to teacher self-efficacy, Doe et al. (2020) conducted a meta-analysis that strongly linked self-efficacy with teacher effectiveness. They argued that teachers who believe in their instructional abilities are more likely to employ innovative strategies and positively influence student outcomes. In a related study, Johnson et al. (2021) employed a mixed-methods approach to investigate how self-efficacy develops, finding that both internal motivation and institutional support play critical roles. Danielsen and Samdal (2012) complemented these findings by highlighting the student perspective; their path analysis demonstrated that supportive teachers contribute significantly to students' academic success and life satisfaction, underlining the indirect benefits of teacher self-efficacy.

The discussion around teaching effectiveness is incomplete without addressing teacher competency. Garcia and Martinez (2017) conducted a longitudinal study that established a clear link between continuous professional development and improved teaching competency. Their research emphasized the long-term impact of sustained training. In a different cultural context, Abdul et al. (2010) explored competency testing among Malaysian school teachers and reported a mismatch between theoretical understanding and classroom practice. They recommended a more hands-on approach to teacher evaluation and preparation.

Earlier foundational works by Aggarwal (1995, 2006) and Dash (2006) provided a theoretical and contextual framework for understanding teacher education in developing societies. These texts underscored the importance of aligning teacher preparation with the socio-cultural realities of the region. They argued that effective teaching cannot be divorced from the cultural and societal norms within which it operates. Long before these contributions, Ackerman and W.I. (1954) had already examined the relationship between teacher competence and pupil development, asserting that teacher quality is a primary driver of student learning—an assertion still widely accepted today.

Regarding the measurement of teaching potential, Bingham (1937) laid early groundwork in aptitude testing, proposing that teaching aptitude can be systematically assessed and used in recruitment and training. Later, Aggarwal (1990) furthered this quantitative tradition by offering statistical methods for educational research and evaluation. His work helped bring rigor and analytical clarity to educational assessments. More recently, Boli (2015) focused on teaching aptitude and interest among teachers in the Upper Siang district of Arunachal Pradesh. Although unpublished, this regional study provided valuable localized insights into teacher motivations and challenges, especially in underrepresented areas.

Across this body of research, a clear progression can be observed—from foundational theoretical perspectives to more empirical and applied investigations. Each contribution builds upon previous work, forming a cohesive understanding that teacher effectiveness is multi-dimensional. Resilience, self-efficacy, competency, and aptitude are interconnected elements that shape how teachers perform and adapt within classrooms. Collectively, these studies highlight the importance of holistic teacher development, one that addresses both the personal and professional growth of educators within their unique cultural and institutional settings.

### 3.METHODOLOGY

The success of any study relies heavily on the method of approach, which depends on the research problem and the kind of data to be used in order to attain its purpose. Research methods avail a methodical guide, leading the researcher from the identification of the problem to the conclusion. In educational studies, widely accepted research methods are the Historical Method, the Descriptive (Survey) Method, the Experimental Method, and the Philosophical Method. Due to the nature of the study, survey research methodology was found to be most suitable for gathering data on government and private secondary schools of Haryana about teaching competency based on resilience and self-efficacy. Survey research method is extensively used in educational studies to gather data, identify relations between variables, and assess given conditions.

According to Mouly (1970), survey research aids to describe and explain current phenomena through systematic analysis of practices, trends, and attitudes. Kerlinger (1973) goes a step further in stating that survey research gathers facts on naturally occurring phenomena by soliciting respondents to answer questions provided. The practice enables detailed research into existing circumstances and sheds light on how ends can be realized based on professional views and prior experiences. The population in this research included all government and private secondary school teachers working in Haryana. Due to the fact that educational studies usually involve large numbers of units, sampling was required in order to have a workable yet representative study.

320 secondary school teachers were randomly selected through multistage random sampling in order to have a mix and reliance of data collection. This method enabled the researcher to make relevant inferences regarding secondary school teachers' teaching proficiency with regard to resilience and self-efficacy.

Sr.No.	District	Schools	Teachers/School	Male/Female	Total Teachers
1.	<a href="#">Sirsa</a>	4 Rural	10 Male/school	40 Male	80
		4 Urban	10 Female/school	40 Female	
2.	<a href="#">Yamunanagar</a>	4 Rural	10 Male/school	40 Male	80
		4 Urban	10 Female/school	40 Female	
3.	<a href="#">Rohtak</a>	4 Rural	10 Male/school	40 Male	80
		4 Urban	10 Female/school	40 Female	
4.	<a href="#">Kurukshetra</a>	4 Rural	10 Male/school	40 Male	80
		4 Urban	10 Female/school	40 Female	
Total Teachers					320

Every research study requires specific tools and techniques to collect relevant data. In this study, three primary tools were used: the \*Teacher's Teaching Competence Scale\* by Vimal Vidushy and Nand Kishor (2016), the \*Teachers' Self-Efficacy Scale\* by Sood & Sen (2015), and a self-developed \*Questionnaire for Teacher Resilience\*. The \*Teacher's Teaching Competence Scale\* was designed to assess the competency of secondary school teachers and was adopted to evaluate various aspects of their teaching effectiveness. Teaching competence is essential for maintaining the quality of education, which is increasingly measured by student performance and learning outcomes. A competent teacher plays a crucial role in shaping students' growth and adapting to the evolving educational landscape driven by technological advancements and pedagogical innovations. Without adequate teaching competence, even the best-designed curriculum cannot yield the desired results, making it an essential factor for teacher effectiveness.

The rationale behind using a well-structured competency scale lies in the evolving role of teachers as change agents rather than mere transmitters of knowledge. The quality of education depends significantly on competent and well-trained teachers, emphasizing the need for continuous professional development. Many reports and surveys indicate a lack of dedicated teachers in government schools and a pressing need to upgrade their skills to align with modern policies and teaching methodologies. Despite various training programs, outdated teaching techniques remain prevalent, creating a need for new standardized measures to assess teaching competence among in-service secondary school teachers. While previous research has focused on student teachers and primary school educators, a significant gap exists in evaluating secondary school teachers, highlighting the need for a revised scale to assess their teaching competencies effectively.

To develop a comprehensive scale, nine key dimensions of teaching competence were identified, including lesson planning, classroom management, subject knowledge, interpersonal relationships, development of

teaching-learning materials, usage of teaching aids, time management, evaluation methods, and engagement with parents and communities. The initial draft consisted of 57 items, which underwent expert review and pilot testing with 100 secondary school teachers. Item analysis was conducted to ensure the validity and reliability of the scale, with the top 27% (high group) and bottom 27% (low group) responses analyzed using a t-test. Items that did not significantly differentiate between high and low performers were removed, leading to a final refined scale of 35 items. The remaining items demonstrated strong internal consistency, as indicated by item-to-total correlation values ranging from .00 to .62. The final scale effectively measures the teaching competence of secondary school teachers, addressing a critical need in educational research.

### Scoring Pattern

#### Scoring

The scoring of the current scale was based on the method of summated ratings as given by Liked (1932). Each item on the scale was rated on five consecutive point that if the answer to a positive item means Most of the time, the score is 5, to Often, the score is 4, rarely the score is 3, for Sometimes option, the score is 2 and for Not at all, the score is 1.

Most of the Time	Often	Sometimes	Rarely	Not at all
5	4	3	2	1

### Reliability

Reliability refers to the consistency of the scores obtained by the same individuals when re-examined with test on different occasions, or with different sets of equivalent items, or under other variable examining conditions (Anastasi and Urbina 1997). The reliability of teaching competence scale for teachers was established by Test-retest method.

#### Test-retest reliability:

For obtaining test retest reliability, the single form of a test is administered twice to the sample of 100 secondary school teachers with 30 days' time gap. Test retest reliability was established by correlating the two set of scores using Product moment correlation. The value of test retest reliability i.e., the reliability index for this General Teaching Competence Scale for teachers was found to be 0.95 which is regarded very good. This indicates that the general teaching competence scale for teachers is appreciably reliable in measuring competence among secondary school teachers and there is a good stability in competence scores of the teachers over different times.

### Internal consistency

Internal consistency implies that the questions intended to measure the same concept do so on a consistent basis and in a consistent way (Colosi, 1997). The internal consistency of general teaching competence scale for teachers after being administered on 100 secondary school teachers, revealed high values of Cronbach's alpha is .90

### Content validity

The preliminary draft of 67 items was reviewed by ten experts. These experts were from Department of school education, secondary school teachers from government and private schools, experts from Colleges of education of Chandigarh and Punjab, the research scholars of department of education, Panjab University, Chandigarh. They were explained the evaluation parameters and were requested to give their valuable suggestions on each item in terms of its technical and logical accuracy as well as its relevance for the respective dimension and for the entire scale of teaching competence for teachers. Their criticism, comments and approval for each item were thoroughly studied. Moreover, modifications were done in the items as suggested by various experts. Language experts were also consulted to seek their feedback, so to remove any linguistic ambiguity contained in the items.

### Standardization

The Final draft of the scale of Teacher's Teaching Competency 35 Items was administered on a randomly selected 700 male and female secondary school teachers working both in Government and Private Schools in the state of Punjab in India. Statistical Results based on scores of 700 protocols, the following statistical results were got :

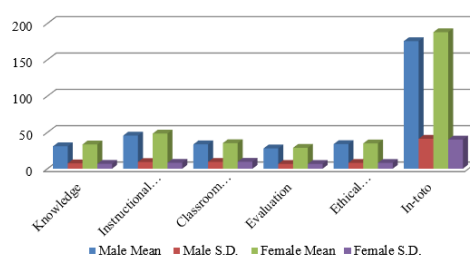
### Statistical Results

N	Mean	SD	Range of Scores
700	110.50	15.60	35-175

## RESULT ANALYSIS & CONCLUSION

VARIABLES	GENDER				t <sup>*</sup> Value	Significance at 0.05 Level
	MALE		FEMALE			
	MEAN	S.D.	MEAN	S.D.		
Knowledge	30.88	7.42	33.45	6.78	3.23	S
Instructional Strategy	45.65	9.32	48.41	8.21	2.81	S
Classroom Management	33.54	9.41	35.21	9.57	1.57	NS
Evaluation	27.95	6.59	28.82	6.65	1.17	NS
Ethical Values	33.88	7.98	34.90	8.06	1.13	NS
In-total	175.58	41.20	187.94	40.13	2.71	S

Mean, S.D. of Male and Female Teachers regarding Teaching Competence



Based on the objectives, hypotheses, and delimitations outlined in the study, it can be concluded that the research aimed to explore the intricate relationships between teaching competency, self-efficacy, and teaching resilience among secondary school teachers, with a particular focus on various demographic variables such as gender, locality of the institute, educational qualifications, marital status, and subject specialization. By examining these variables, the study sought to determine whether significant differences or associations exist among the targeted constructs.

The findings were intended to provide a comprehensive understanding of how personal and professional factors influence teachers' effectiveness and adaptability in the classroom. Given the study's delimitations, the results are specifically applicable to secondary school teachers from both government and private institutions in Bhiwani, Haryana, and should be interpreted within the context of a sample size of 320 teachers from rural and urban areas. The outcomes of this study are expected to contribute valuable insights for policymakers, educational planners, and teacher training institutions aiming to enhance teacher quality through targeted interventions that promote teaching competency, resilience, and self-efficacy.

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