



Pupils' Evaluation of Pedagogical Competencies of Vocational Subject Teachers

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Abstract

The paper deals with evaluation of the pedagogical competencies of vocational subject teachers from pupils' perspective. The main attention is paid to survey results and some recommendations for the teachers. Pedagogical competencies are such capabilities in pursuance of which the teacher is able to recognize needs, possibilities and expectations of pupils and their social environment. The pupils do not have a strong ability to change learning process like students, but we think it is important „listen to“ their opinions and look at them as a participants in a process of learning.

Introduction

The teacher's personality together with pedagogical competencies are prerequisite for positive pedagogical influence despite that the teacher on his own cannot guarantee positive and successful teaching-learning results. One of the most important element in that process which creates direction and intensity of the interaction between teachers and pupils is point of pupils' view. Their opinions, evaluation and appreciation of the teachers. It was a main goal of our survey. The term teacher means a person whose professional activity is focused on the knowledge transfer, attitudes and capabilities development specified in the individual types of curricula. On the other hand, the teacher is someone who creates respect thanks to his knowledge, skills, moral values and ability to give her/himself to the others.

The teacher in the really mean who is a professional – he understands what he/she teaches, an educator – he/she knows how to teach and a human – he/she has a soul and teacher's feeling for this work.

Pedagogical competencies and vocational capability of pedagogical staff

Pedagogical competencies are being understood as aimed and purpose-built activities of a teacher which are oriented to the solving of pedagogical situations in vocational literature [1]. Professionals offer a wide range of characteristics of that notion to us. V.Švec expresses the competence as a comprehensive ability of individual to carry out specific tasks which are needed for comfortable fulfilment of requests or requirements at special situations in a vocational work positions. [4]. I. Turek offers his own definition where he explains competences as behaviour which characterizes an excellent performance in some field of activity. The competencies are elements of activity which is occurred more frequent and consistent in the excellent performance than in average and weak performances in certain area of an activity [3].

On the base of the OECD report for Slovak Republic which presents the notice of the Ministry of Education about pedagogical capability of pedagogical staff nu. 41/1996- *qualification is:*

- **Vocational capability** – according to the notice file is understood as a file of vocational knowledge, skills, habits gained by the study at the university and secondary school,
- **Pedagogical capability** – knowledge in pedagogy area, special pedagogy, didactics of vocational subjects, capabilities and skills important for a pedagogical activities [2].



I. Turek divides the competencies to the following groups based on we are created our questionnaire:

1. Subject competence – substantial knowledge of subject mater which the teacher teaches.

2. Psycho-didactics competence – to create suitable learning environment; to motivate pupils to recognize, learning, develop their capabilities, keys competencies: informational, learning, cognitive, communication, interpersonal and personal. There are also task to create suitable social, emotional and working environment, manage the pupils learning process - in terms of time, speed, depth and learning styles of pupils, using of optimal teaching methods, teaching material resources etc.

3. Communication competence - capability to communicate effectively with the pupils, colleagues, school management, pupils' parents, social partners etc.

4. Diagnostics competence – valid, reliably, justly and objectively evaluate learning performances of the pupils; to find out their attitudes to the learning, school, life and their problems as well.

5. Planning and organizational competence – to plan effectively and design the instruction, to create and keep a certain rules and system in the instruction etc.

6. Consulting competence – to give support and advice to the pupils at the problem solving, and what more, not only study problems.

7. Self -reflection competence – to evaluate own pedagogical work aimed to improve the future pedagogical activity. Personality of the teacher is filled to the pedagogical competencies, because equally influences the pupils within achieving specific and general objectives[3].

Survey aimed on teacher pedagogical competencies and his personality

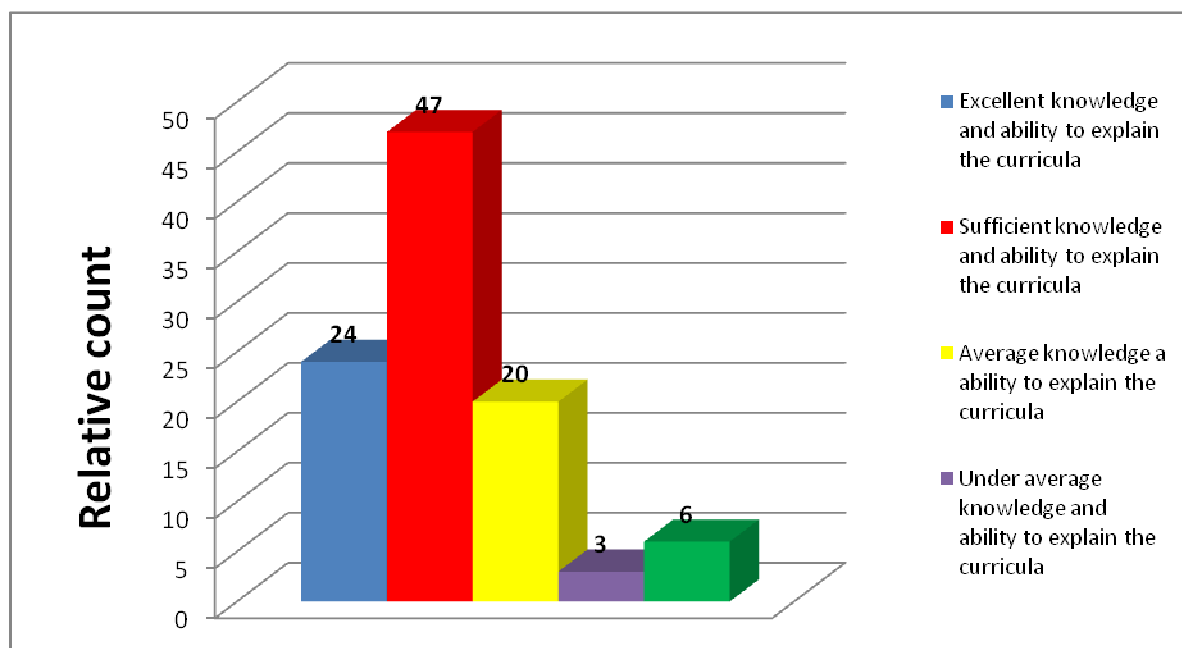
Our own survey via questionnaires was realised at the School of Electrical Engineering in January 2011 in Slovakia and was divided into 2 parts :

- Pupils 'evaluation of teachers pedagogical competencies,
- Pupils thoughts on teachers in a field of pedagogical competencies and personal characteristics from their point of view.

We had 100 respondents of graduated classes aged 17-18 years. We wanted to know what teacher is considered as a really good teacher for pupils.

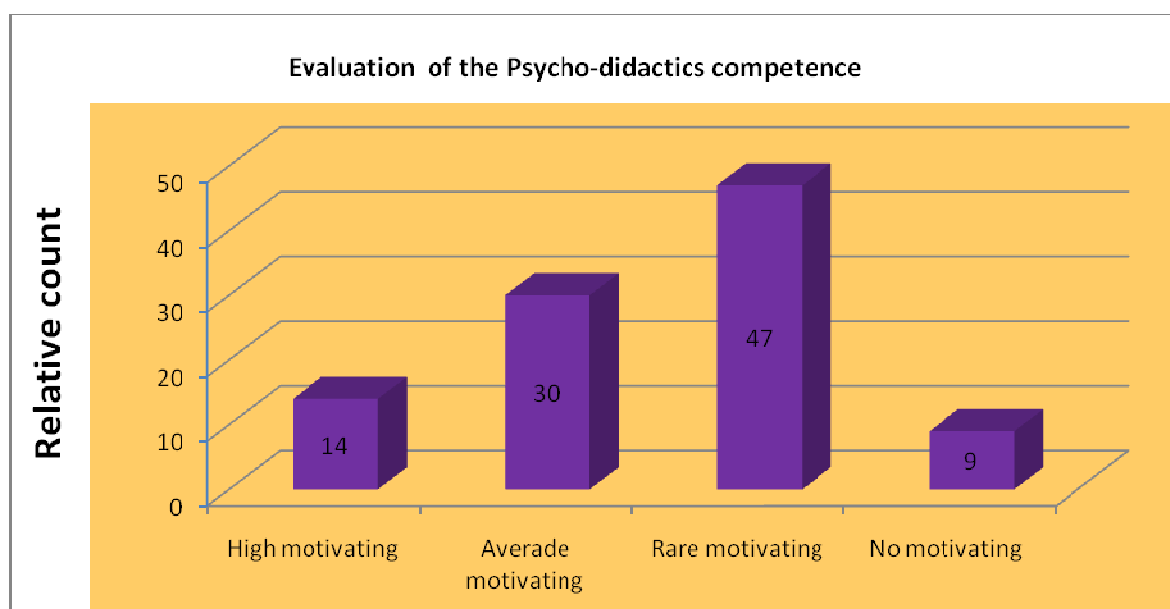
The survey results and analysis

In a question within **subject competence** „Have your vocational subjects teachers sufficient knowledge in the taught subjects?“ 47% of respondents marked that the teachers' knowledge and ability to explain the subject mater were sufficient. Excellent knowledge and excellent ability to explain subject mater marked 24% of respondents. The results showed us the teachers had necessary vocational knowledge - graph 1.



Graf 1 Teacher knowledge in the taught subjects

The most critical result within the **psycho-didactics competence** analysis was aimed at pupils' motivation. According the question „ „ Do teachers motivate you in development of knowledge eg. in searching of new information?“ 47% of respondents marked ,that they were motivated by the teacher rarely. Most of authors argue that motivation is the essence of learning because it gives the support activity in a certain direction. The graph 2 shows the results of the survey .



Graph 2 Motivation by the teachers in knowledge develop

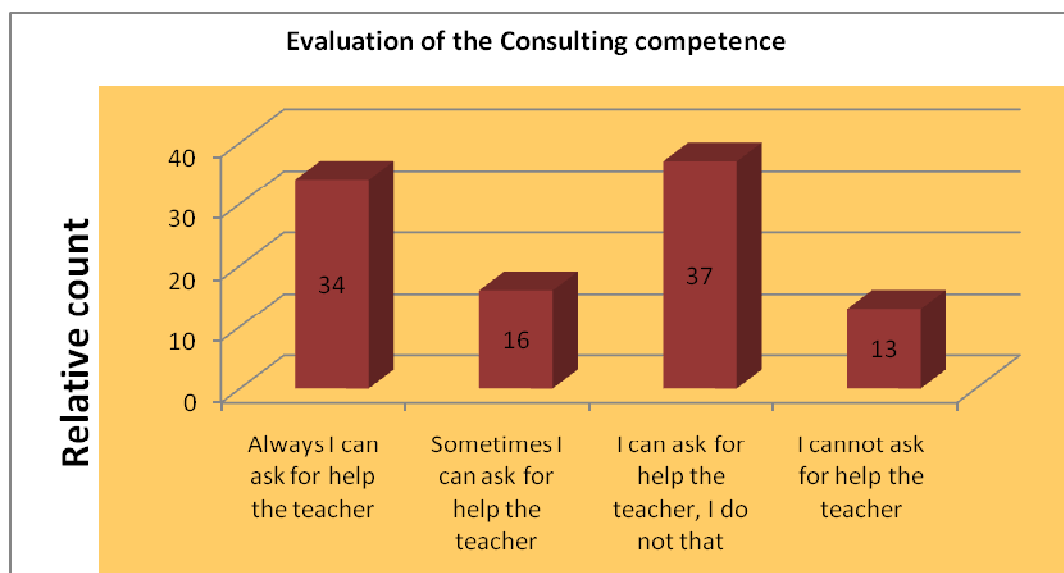


Within **communication competence** pupils evaluated errors in the teachers communication. 33% of respondents marked a speech rate as an significant error and 21% of respondents choose unknown expressions in the teacher communication. Small percentage of pupils see obscurity and verbiage as one of the errors in a teacher communication.

Diagnostics competence contained the questions aimed at the pupils' evaluation and pupils' classification. 51% of respondents marked in a question „Are teachers objective in evaluating your performance?“ teachers as almost always objective, 33 % respondents think that teachers are always objective. Only 4% of respondents think that teachers are not objective and 12 % of respondents consider the teacher a few objective.

Organizational competence has the most positive rating from all competencies. 80 of respondents marked that organizational readiness of lessons is excellent..

In a question „Have you a possibility to ask for help from the teacher?“ within the **consulting competence**, 37% of respondents marked that they can ask for help teachers but they do not that, 34% of respondents marked that they always can ask for the teachers help and use this support as it is shown in the graph 3.



Graph 3 Possibility to ask for help from the teacher

One of the question within **self-reflection competence** was „What is the teachers attitude to your opinion about lessons proceeding?“ 38% of respondents mention ,that their opinions are quite important but not very important, 13% of respondents think that their own opinions are not important for teachers. More than 66% of respondents marked, that the pupils were the most critical to the teachers work.

The 3 final questions were opened and our respondents expressed their views to the teachers in a professional, teaching and human field. Pupils prefer personal characteristics especially image- 27 % of respondents, comprehension (12%), friendliness (7%), interest on pupils (11%), fairness (9%), sense of humour (6%), intelligence (8%) and justice(4%). As for pedagogical and vocational characteristics the pupils prefer expertise, professionalism, articulation, using school devices, observation, helpfulness, open-mindedness, authoritarianism, joy of life and pupils.

Conclusion

Results of our survey pointed that teachers were mainly perceived as the persons. The teacher is primarily understood as a human not as a professional. Our respondents were boys aged 17-18 years so their interest about image was paramount factor. The teacher's competence, teaching experience, expertise are not significant elements for pupils at this age.



Results have showed that pupils want a good-looking, friendly, sympathetic, humorous and fair teacher. Our recommendations not only for beginners in teaching process but for longtime educators are – stay still a human, accept pupils' comments as a positive critics within own self-reflection in a daily teacher's work. If the teachers are able to join their vocational and professional knowledge and skills, we can talk about good teacher.

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