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Growth of Educator Competence

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Abstract

Educator competence is inextricably linked to educational excellence because the learning process at the heart of education will depend on professional educators. This study aims for researchers to assess the growth of educator competence through the following facets: 1. groundwork, 2. application, and 3. assessment of the ideal for improving primary school educators' competence. This study uses a descriptive qualitative approach with multiple settings and data collection through interviews, recording, and observation. The processes include performance and presumption sketch, with research carried out at Ifako Ijaiye Local Government area in a Primary School and a Primary School under Lagos State Universal Education Board. The outcomes exhibited that: 1. groundwork involves the programs from the Education Board and contribution from inspectors; 2. the application of growth entails the application of growth from the education ministry and in the school; 3. the growth assessment by the education ministry desires to be increased again on the growth occurrence program; the growth substance is focused on real abilities.

Keywords: Growth, Competence, Educator.

INTRODUCTION

Human existence is undergoing rapid transformation, necessitating the availability of intellectual and characterful human resources (Arifin, 2021). Technological development refers to the technological transition that civilization is going through in modern society (Ferdinand, 2016). It may be characterized as a new degree of body and switch over the whole value sequence of a product's life series, targeted toward more customized consumer requirements (O'Leary *et al.,* 2015). Information and communication technology is an example of technological development (Peek *et al*., 2015), and its practices may be found in a wide range of disciplines, affecting practically everyone in various ways. As a result, it has become one of the most popular subjects among educationists worldwide (Chaudhry & Kazim, 2021), and new problems have been brought forth by this period. According to Buchbinder *et al.* (2020), to confront the difficulties of technological development, education stakeholders must generate excellent human resources, which is accomplished through an eminence education process.

Given the challenges of internationalization, one of the unquestionable advantages that schools have is better human resources, specifically educators (Teräs *et al.,* 2020). However, internationalization is not a new concept, and it may be defined as the increasing expansion, establishments, markets, and links of streams beyond countrywide limits. This

internationalization exposes establishments to issues in the important subject of human resources (Sikes, 2016). Human resource schemes have several meanings, including high performance, commitment, and engagement (Verhoef *et al*., 2021). This is consistent with Buchbinder *et al.*'s (2020) view that quality growth in educational establishments of all types and levels is heavily impacted by work philosophy and educator competence in carrying out the learning process to meet societal demands. Children's growth and learning are influenced by environmental influences, associations, and learning prospects (Darling-Hammond *et al*., 2020). Educators are the driving force behind the quality of national educational output (Black *et al*., 2022). While tutoring has become an increasingly difficult activity, educator care has a higher influence on academically suffering pupils. According to Rapanta *et al.* (2020), educators are one of the micro-components of the education system that are highly strategic and play several functions in the larger educational process. One of the most significant challenges educators highlight is the continued use of traditional teaching methods, equating primary learning techniques with secondary school learning strategies, a lack of innovation and variety in learning, and using less appealing learning material. This enables the children to become uninterested during the learning process, which appears to be connected to educators' competency and expertise in carrying out learning in primary school (Darling-Hammond, 2017). This is also reinforced by Jack *et al.* (2018) perspective, who claimed that one of the attempts to enhance the quality of education is through educators because educators are the primary key to enhancing the quality of learning results, which in turn advances the quality of education in general. In respect to observation of records in primary schools, it was discovered that there were signs of teacher educational experiences ranging from various institution degrees to high school graduates.

As a result, educators' abilities must always be strengthened in order to preserve and increase learning quality (Serdyukov, 2017). According to Muslimin (2020), in such circumstances, it is obvious that the growth of educator performance training is an important component that requires attention to improving the quality of education services. According to Byrne (2021), the quality of a school is deeply contingent on the quality of the educators, hence, educators must possess specific skill criteria. For this motive, the capacity of educators must always be strengthened in order to sustain and increase the quality of learning. This is also reinforced by Chen *et al.*'s (2012) perspective, which states that the growth of educator performance training is a critical component that requires attention to improve the quality of educational services. Two primary schools in this study are the primary schools in Ifako Ijaiye

local government area that were chosen as research sites because their educators excel at the state, regional, and national levels. This success is inextricably linked to the educator's abilities and competence. According to Wimmers & Mentkowski (2016), educator competence is critical to attaining educational achievement. Educators have been assigned to contribute to economic growth since education is the most important prerequisite for individuals and states' future competitiveness and success (PISA, 2018). According to Truong *et al*. (2016), as an educator, he is supposed to succeed in his class in an educational atmosphere rich in values. Thus, the educator trains his pupils to be autonomous people and accomplish their highest degree of humanity.

According to Beardsley *et al*. (2021), tutoring is a vocation that requires competence to keep up with technological development. Furthermore, an educator's competence must be supported by high repercussions, as well as a spirit of education and the continued development of competencies adaptable to technological advancements (Buchbinder *et al.*, 2020). This is corroborated by Dwivedi *et al.* (2021), who argue that competence demonstrates reasonable performance or activities tailored to their profession's flow and satisfies particular criteria when carrying out educational duties. Educator competence is also connected to the educator's character.

According to Beardsley *et al*. (2021), an educator's character is the factor that defines the closeness of the educator's interaction with pupils. The educator's character will be reflected in his attitudes and actions while developing and leading pupils. Character refers to the distinct emotional characteristics that impact people's behaviors, thoughts, and emotions across situations and periods (Park & Kim, 2022). Thus, the educator's character is the most essential and complicated aspect in the educational process, and high-quality instructors can affect their pupils' success and motivation by providing high instructional quality (McKenney & Reeves, 2018).

According to the description provided above, the researcher is concerned with examining study on educator competence's growth. The researchers picked their research locations for primary schools in Ifako Ijaiye local government area. The purpose of this study is for researchers to identify the growth of educator competence from the viewpoints of 1. Groundwork, 2. Application, and 3. Assessment of the ideal for improving the competence of primary school educators.

METHOD

This study employed a qualitative descriptive technique and a multi-site research design. The research was conducted at two primary schools primary schools in Ifako Ijaiye local government area, Nigeria. The study's findings are presented in the form of narrative sentences based on data analysis from interviews, recordings, and observations that describe the realities of primary school educators' competence growth. The study's subjects include inspectors, head teachers, and educators. As a result, the sample criteria utilized are purposive, referring to a portion or the entirety of the educational process at the study location. The investigation procedure was done by embarking in Figure 1.

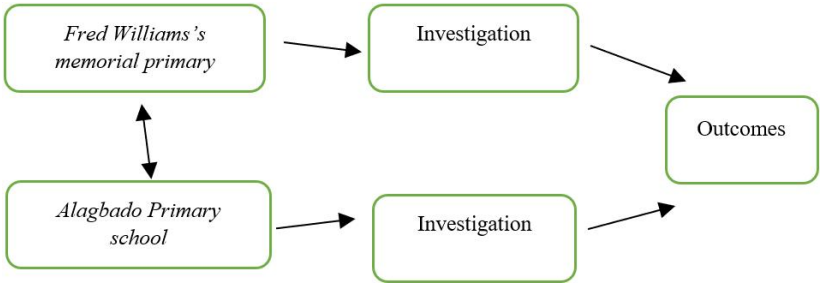

Figure 1. Investigation Procedures

RESULTS AND DISCUSSION

Groundwork for Primary School Educator Competency Growth

With respect to the findings of fieldwork research, the data that can be observed is in the groundwork of competency development of educators for two primary schools primary schools in Ifako Ijaiye local government area, Nigeria built on plan and policy from Lagos State universal basic education officers, carried out with school inspector input. This is connected to the planning in this situation, which is transitory and dependent on how the information is submitted, and the developer's planning is based on the agenda of the group activities. According to Diamond *et al.* (2019), the presence of groundwork activities in the growth of educator competence is expected to aid in influencing how the direction of competence growth is chosen, as well as providing information and understanding so that upcoming educators can be better prepared to concoct themselves for competence growth.

Hopkins (2015) agrees with this as well. According to his research, planning activities improve school and educator quality, which benefits pupils and contributes to the field of education. The Lagos state universal basic education officer coordinates educator competence growth initiatives, which include pre-service workshops and training. The purpose is to offer

requirements for educators and is consistent with the findings of Mandinach *et al.* (2015) research, which states that pre-service workshops and training can encourage educators to participate in activities, increase the number of credits for promotion offers, and provide vision and experience to improve educator competence. In-service programmes include instructional and training events and workshops, among others. This is supported by research by McKenney & Reeves (2018), who stated that in Service program is an effort to offer necessities for educators to increase skills that are beneficial for complementary skills in their arenas designed to the charge and can enhance competence and output. Resources aimed at the growth of educator competence include various training and workshops for the growth of educators' competence and parties, and stages in growth are classically accustomed to the Lagos State Universal education officer's instructions. In line with Li & Schoenfeld (2019), the study findings suggest that to increase educator competence, it is vital to engage with relevant agencies that seek to help educators grow their abilities and competence growth.

Application of Educator Competence Growth

The study findings were discovered in the application of educator growth in schools in terms of outcomes and advantages, and they may be classified according to the capability of the organizer and the form it takes. According to research findings by Dwivedi et al. (2022), growth activities at the school level were the most effective platform for conveying knowledge received by educators through participation in growth activities.

According to research findings by Dwivedi et al. (2022), growth events at the school level were the most active platform for communicating information gained by educators through involvement in education-level growth activities. In accordance with the findings of Zepeda (2016), it is concluded that the Lagos state Universal Basic Education Board officers' duty at the school level is to promote educator competence continuously. There is also a need for assistance, both in terms of finance and structure.

Educator Competence Growth Assessment

According to the study's findings, the Lagos State Universal Basic Education Board programme primary educator growth should be scheduled regularly (Channakrishnaiah, 2013). Tran & Le (2017) support the implementation of activities that grow educators' competence, such as workshops or training events, methodological supervision, seminars, and other programs aimed at emerging educators' competencies. Growth resources should focus on actual talents

rather than abstract notions (Robeyns, 2017). Tran & Le (2017) defined competence growth as educators learning and modifying their understanding of practice to benefit their pupils.

Furthermore, given the present demands of primary educator growth, the intensity of educator growth with required teaching resources must be raised. Teachers can fulfill most of their tasks through competence growth events.

Influence of Growth on Educator Presentation

The study's findings indicate that the influence of growth perceived by educators is mastery of resources, such as resources in the field of growth in the primary curriculum and their application. Expanding is needed due to the ongoing growth of learning technologies. According to Mentz *et al.* (2022) research findings, an educator with competence must grasp information technology for which he is accredited, have vast knowledge, master numerous models and approaches in the learning process, and be able to use technology. Managing educational programs, such as designing competency aims and pointers, identifying and being able to employ teaching techniques, and selecting and assembling relevant instructional procedures; according to the results of Rapanta *et al.* (2020), an educator with the skill and good knowledge in terms of lesson plans, instruction skills, and providing subject matter in harmony with the aims in the curriculum.

Provide an assessment utilizing appropriate teaching techniques, employ learning material, establish a positive learning environment, discipline pupils, and contribute to the implementation of school administration. Educators play a crucial role of transferring knowledge to students and facilitating learning. Educators also manage the classroom and create an appropriate learning environment (Luckin & Holmes, 2016). According to Newhouse et al. (2017), competence development of educators via classroom management necessitates efforts to increase educators' abilities to know how to impart and educate pupils.

Choosing and utilizing media to create easy learning supports the teaching and learning process. In his research, Serdyukov (2017) stated that educators' competence in using media and learning resources is a skill they must master to complete their primary tutoring assignments. It is likely that educators who are unable to use media and learning resources will encounter several challenges in molding pupils' competencies and may even fail to carry out training and learning activities. The goal of teaching and learning interactions is to help children grow. In their study findings, Van Looy et al. (2017) noted that teaching and learning interactions are distinguished by the agronomy of a specific material, which must be constructed in such a manner that it is

appropriate for achieving the aim. McKenney & Reeves (2018) demonstrates that in the learning environment, a crucial need emerges to build positive connections between educators and pupils since these interactions significantly impact pupil conduct and learning results.

CONCLUSION

The study's findings indicate that the influence of growth perceived by teachers is mastery of resources, such as resources in the field of growth in the primary curriculum and their presentation. Expanding is necessary due to the ongoing growth of learning technologies. According to Mentz *et al.* (2022) research findings, an educator with qualified competence must grasp the subject of information technology for which he is accredited, have vast knowledge, master numerous models and approaches in the learning process, and be able to use technology. Handling education and learning programs, including creating competency indicators and objectives, identifying and using effective teaching strategies, choosing and organizing suitable instructional procedures, and following the findings of Rapanta *et al.* (2020), an educator who possesses the skills and knowledge necessary to devise lesson plans, impart knowledge in his field, provide subject matter in line with curriculum purposes, comprehend student characteristics, mentor and observe students' development, provide an assessment using appropriate teaching methods.

At this time, educators can carry out their responsibilities effectively. They serve as facilitators in addition to being subjects who impart knowledge to pupils. Managing the classroom includes setting up the space for lessons and fostering an environment conducive to learning (Luckin & Holmes, 2016). According to Newhouse *et al.* (2017) research findings, improving classroom management for educators' competence growth necessitates building educational competencies or understanding how to instruct and educate pupils. According to Yell *et al.* (2017), consistent with the findings of Newhouse et al. (2017) research, educators need to possess qualified competence in using media and learning resources to carry out their primary responsibility of instructing. It is given that educators who cannot use learning resources and media will encounter a number of challenges in emerging pupils' competencies and may even be unsuccessful in their attempts to impart and learn. The goal of teaching and learning interactions is to help children develop. In their study findings, Van Looy et al. (2017) noted that teaching and learning interactions are distinguished by the agronomy of a specific material, which must be constructed in such a manner that it is appropriate for achieving the aim. Korthagen (2016) demonstrates that in the learning environment, a crucial need emerges to build positive

connections between educators and pupils since these interactions significantly impact pupil conduct and learning results.

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