

A Study Of Teaching Competence Of Teacher Trainees**20****Manoj Kumar*****Abstract**

The present study was conducted to find out the Teaching competence of Teacher Trainees. Data for the study were collected using General Teaching competence Scale standardized by B.K. Passi and M.S. Lalithama. The investigator used stratified random sampling technique for selecting the sample. The sample consisted of 120 teacher trainees. For analysing the data t-test were used. Finding showed there was over all teacher trainees teaching Competence is average. The male and female teacher trainees teaching competence have not significant differences while there was a significant difference between rural and urban teacher trainees teaching competence and science and arts teacher trainees teaching competence were also differ significantly.

Key words- *Teacher Trainees, Education, Surajpur, Presentation, Closing, Managerial, Evaluation.*

Introduction

Education is the most important and powerful instrument whose effective use requires the strength of will; devotion and dedicated for work. As this instrument is in the hands of teachers in the present scenario, they must possess the skill of evolution of innovative strategies besides the strength of will, dedication and sacrifice. Education intends to develop desirable habits, skills and attitudes which make an individual a good citizen. The quality of education of students depends upon the competence, dedication and quality of school teachers. A competent and committed teacher is in demand for today's revolutionary era. Teacher commitment has been identified as one of the most crucial factors for the success of the education and schools which are closely associated with their work performance.

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KOTHARI COMMISSION (1964-66) has emphasized the role of school and the teacher shaping the future of the nation. The shape will undoubtedly depend on what goes in the classroom and how it goes on. This places a greater responsibility on the shoulders of the teacher as the nation builders.

Teaching

Teaching is not a mechanical process of conveying knowledge and information from the teacher to the student. It is not a monologue but a dialogue. Teaching has to inspire and motivate the learner to go ahead on the road of investigation and innovation. Teaching is to motivate the student to learn and acquire the desired knowledge, skills, attitudes and also desirable ways of living in the society. According to **Burton**, "Teaching is the stimulation, guidance, direction and encouragement of learning". Teaching is thus a communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.

Robert Gagne (1965) defined teaching in a psychological manner when he said, "Teaching means arranging conditions of learning that are external to the learner these conditions need to be constructed in a stage-by-stage, each stage is the just acquired capabilities of the learner, the requirement for retention for these capabilities." Teaching, therefore, is a process of communication for achieving certain goals.

Teaching Competence

Teaching competence is the ability of a teacher to behave in specified ways to achieve a given educational goal. Teaching competence development should result in improvements of teacher's action and in student's achievement of learning goals. To support this, expertise should be used both about effective teaching competence development and student learning goals (Garet et al., 2001; &fung, 2007). Teacher's teaching competence is concerned with relationship between the character wise of teacher teaching act and effect on the educational outcomes on classroom teaching. Teacher education institutions are responsible for preparing more skill full, competent, and professionally well qualified and trained teachers who can meet the demands of the

Society. A Competent teacher's will help in nation progress and development. A competent teacher has content knowledge, his/her pedagogic, verbal and non-verbal skills and enthusiasm for continuous learning determines his/her quality and excellence as a teacher. For effective teaching and learning, good and competent teachers are needed. Teachers who are knowledgeable and are well disposed towards their pupils and show warmth, enthusiasm and concern in their interaction with them will be considered competent and committed by their pupils and the school management. A competent teacher is one who has planning, presentation, closing, evaluation and managerial qualities during teaching. As the words can define as (a) **Planning** means teacher must plan and organise the lesson properly before classroom teaching. (b) **Presentation**- should be according to classroom situation and use of appropriate device and techniques. (c) **Closing**- At the time closing of class given the assignment work for students. (d) **Evaluation**, here Teacher checked the lesson by asking questions and diagnosed step by step questioning and remedial measures is able to bring about positive changes in the learners. And another important step is (e) **Managerial**- Classroom management and disciplined is maintained in the class and attending the student behaviour, feelings and ideas accepted.

Objective Of The Study

- 1 To measure the teaching competence of teacher trainees.
- 2 To Study the teaching competence in respect to gender, locality and subject Stream.

Hypotheses

- 1 There is no significant difference in the teaching competence of male and female teacher trainees.
- 2 There is no significant difference in the teaching competence of rural and urban teacher trainees.
- 3 There is no significant difference in the teaching competence of science and social science teacher trainees.

Delimitation Of The Study

- 1 The study is limited to B.Ed. colleges of Surguja, Surajpur District of Chhattisgarh.

2 The study is limited to classroom performance during practice teaching of the teacher trainees.

Methodology

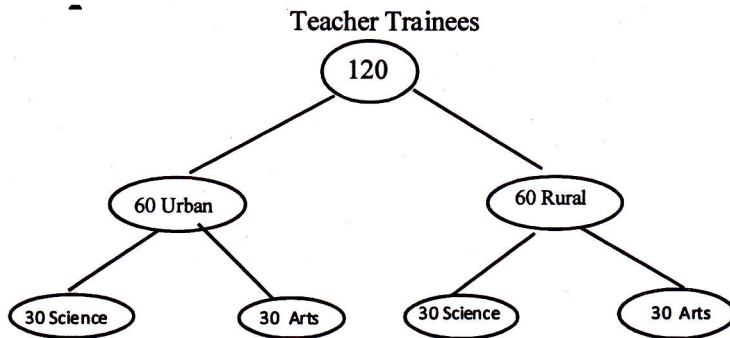
A Study is descriptive in nature and observation method is used.

Population

All Teacher Trainees of Colleges in Surguja, Surajpur District is taken as a population. There are 6 B.Ed. Colleges in these Districts.

Sampling

Colleges is Selected randomly from Surguja, Surajpur District. In order to get a sample size of 120 teacher trainees Stratified random Sample technique is used to collect the sample in terms of locality and subject stream. To fulfil these research objectives. Diagrammatic representation of sampling is as follow:-



Tools

Researcher is used **General Teaching Competence Scale (GTCS)** construct and standardized by **B.K. Passi and M.S. Lalithama**. The General Teaching Competence Scale is generally used by measuring teaching competency of a teacher individually by a reliable observer or a group of reliable observers making direct observations of his classroom behaviour for the entire teaching period. As the teacher teaches, the observer sits at the back for observation. At the end of the teaching period, she gives her ratings on the General Teaching Competence Scale against all the items.

Scoring Procedure : The sum of the ratings against at the 21 items constitutes the score on General Teaching Competency (GTC Scale) of the teacher being observed. The maximum score possible is 147 and the minimum is 21. • **Reliability of the Scale.** The inter-observer reliability coefficients range from 0.85 to 0.91. • **Validity of the Scale.** The scale has factorial validity. Scott's coefficient of inter-observer ranging from 0.78 to 0.82.

Statistical Techniques

Statistical techniques like mean, median, mode and t-test were used to test the formulated hypotheses.

Analysis And Interpretation Of Data

Table-1: Descriptive Analysis of high, average and low Teaching competence

Variable	Teaching Competence Group	N	Percentage
Teaching Competence	High	19	15.83
	Average	82	68.33
	Low	19	15.83

It can be observed from the above table shows that 19 (15.58%) teacher trainees lie in high group on teaching competence and 82 (68.33%) teacher trainees lie in average group on teaching competence and 19 (15.58%) teacher trainees lie in low group on teaching competence. Thus most of the students lie in average group.

Hypothesis 1

There is no significant difference in the teaching competence of Male and Female teacher trainees.

In order to test the above hypothesis, t-test was used. The result is as shown in the following table

Table-2: t-test for Teaching Competence with respect to Gender

Gender	N	Mean	SD	Df	t-value	Result
Male	60	74.95	13.270	118	1.507	NS**
Female	60	78.57	13.026			

**** Not Significant difference at 0.05 levels for df (60+60-2=118)**

It can be observed from the above table shows that, teaching competence between Male and Female teacher trainees found to have mean scores 74.95 and 78.57 with SDs of 13.270 and 13.026 respectively. The t-ratio between the mean scores of two groups comes out to be 1.507 which is not significant at .05 level. It means that teaching competence of male and female teacher trainees were found not significantly difference in their teaching competence. Hence null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the teaching competence of rural and urban teacher trainees.

In order to test the above hypothesis, t-test was used. The result are as shown in the following table

Table-3: t-test for Teaching Competence with respect to locality

Locality	N	Mean	SD	Df	t-value	Result
Rural	60	71.10	11.803	118	5.172	S*
Urban	60	82.42	12.165			

*** Significant difference at 0.05 levels for df (60+60-2=118)**

It can be observed from the above table shows that, teaching competence between rural and urban teacher trainees found to have mean scores 71.10 and 82.42 with SDs of 11.803 and 12.165 respectively. The t-ratio between the mean scores of two groups comes out to be 5.172 which is significant at .05 level. It means that teaching competence of rural and urban teacher trainees were found significantly difference in their teaching competence. Hence null hypothesis is rejected.

Table-4: t-test for Teaching Competence with respect to Subject Stream

Subject Stream	N	Mean	SD	Df	t-value	Result
Science	60	79.72	11.727	118	3.234	S*
Arts	60	72.43	12.913			

*** Significant difference at 0.05 levels for df (60+60-2=118)**

It can be observed from the above table shows that, teaching competence between Science and Arts teacher trainees found to have mean scores 79.72 and 72.43 with SDs of 11.727 and 12.913 respectively. The t-ratio between the mean scores of two groups comes out to be 3.234 which is significant at .05 level. It means that teaching competence of Science and Arts teacher trainees were found significantly difference in their teaching competence. Hence null hypothesis is rejected.

Conclusion

The quality of education of students depends upon the competence, dedication and quality of school teachers. A competent and committed teacher is in demand for today’s revolutionary era. Teacher commitment has been identified as one of the most crucial factors for the success of the education and schools which are closely associated with their work performance. Teaching is to motivate the student to learn and acquire the desired knowledge, skills, attitudes and also desirable ways of living in the society. Teaching is thus a communication between two or more persons who influence each other by their ideas and learn something in the process of interaction. In this study Teaching competence component like Planning, Presentation, Closing, Evaluation and Managerial are the main trait for the competent teacher by which they would be able to make class effective and interesting. In this study researcher found that over all teacher trainees teaching Competence is average. there are 19 teacher trainees in higher group, 82 teachers in average group and 19 teacher trainees in low group out of 120 teacher trainees so that the teachers teaching competence is average because

more teacher trainees come in average group and there are male and female teacher trainees teaching competence have not significant differences while there is a significant difference between rural and urban teacher trainees teaching competence as well as there is a significant difference between science and arts teachers.

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