

A Comparative Study of Teaching Competency of Pupil Teacher's of B.T.C. Self-Financed and Government Teacher Education Institutions (DIETs)

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Abstract

A Comparative study of teaching competency of pupil teachers of BTC of DIET and self-financed institution was conducted at a sample of 50 pupil teachers of the B.T.C. institutions of Hapur District. Twenty five pupil teachers were taken from each institution for the analysis of data. On the basis of the analysis it was found that pupil teachers of DIET are superior to pupil teachers of self-financed institution in the teaching skill of presentation and the pupil teachers of self-financed institution are superior to pupil teachers of DIET in the teaching skill of managerial. The pupil teachers of DIET are superior to pupil teachers of self-financed institution as compared to teaching competency as a whole.

Key Words : *Competency, Pupil Teacher, B.T.C. DIET, Managerial, Probing, Reinforcement, Simultaneously.*

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Introduction

Objective of the Study :

To compare teaching competencies of pupil teachers of B.T.C. self-financed and government teacher education institutions (DIETs).

Hypothesis of the Study :

Pupil teachers studying in B.T.C. self-financed and government institutions (DIETs) do not differ significantly in their teaching competencies.

Operational definition of teaching competency :

The term 'teaching' can be defined as a set of observable teacher behaviour that facilitates or brings out pupil learning and teaching competency means an effective performance of all the observable teacher's behaviours that bring out desired pupil outcomes.

Sampling :

Two institutions of Hapur District have been taken for the pilot study of the project. Twenty Five pupil teachers have been selected from the DIET and twenty five pupil teachers have been selected from the self-financed B.T.C. institution as the sample of the study.

Variables involved :

Independent variable are the self-financed institution of BTC and DIET as the government teacher institution.

Dependent variable is the teaching competency.

Research Tools Used :

To measure pupil teacher general teaching competency, the test developed by Dr. B.K. Passi and M.S. Lalita was used.

The general teaching competency scale is a 7 point rating scale measuring the use of skill by the teacher in the class-room corresponding to each item ranging from '1' for not at all to '7' for very much. There are 16 teaching skills and total number of item is 21.

There are five major skills in the test of general teaching competency developed by Dr. B.K. Passi and M.S. Lalita. These five major skills include the following teaching skills :-

1. Planning includes lesson planning and introduction.
2. Presentation includes questioning, probing questions, explanation, illustration, stimulus variation, reinforcement, student's participation , pacing lesson, interaction and black-board writing.

3. Closing includes closer and home assignment.
4. Evaluation includes evaluating.
5. Managerial includes class-room management.

Analysis and Interpretation :

The data was analysed to test the hypothesis and the ‘t’ test was used to find out the significance of teaching competency of pupil teachers of government institution (DIET) and self-financed institution.

The comparison of teaching skills of pupil teachers of DIET and self-financed institution is given below :

Table-1 Planning

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	77	19.8	1.44	No
Self Financed	25	70	15.06		difference

Table-1 indicates that mean competency score for pupil teachers of DIET and self-financed institution is 77 and 70 simultaneously and S.D. is 19.8 and 15.06. The ‘t’ value is 1.44 which is not significant at 0.05 and 0.01 levels of significance. Thus, it may be asserted that the competency in planning is equal for pupil teachers of DIET and self-financed institutions.

Table- 2 Presentation

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	78.41	17.86	4.1	difference
Self Financed	25	65.20	15.64		exists

Table-2 indicates that mean competency score for pupil teachers of DIET and self-financed institution is 78.41 and 65.20 and S.D. is 17.86 and 15.64 simultaneously. The ‘t’ value is 4.1 which is not significant at 0.05 and 0.01 levels of significance. Thus, it may be concluded that the competency in presentation for pupil teachers of DIET and self-financed is not equal and the pupil teachers of DIET are more competent in the teaching skill of presentation.

Table- 3 Closing

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	75.20	16.31	1.15	No difference
Self Financed	25	73.40	15.60		

Table-3 indicates that mean competency score and S.D. for pupil teachers of DIET and self-financed institution is 75.20 and 73.40 and 16.31 and 15.60 simultaneously. The ‘t’ value is 1.15 which is not significant even at 0.05 level. Thus

it may be asserted that no significant difference exists between the pupil teachers of DIET and self-financed institution in closer skill of teaching.

Table- 4 Evaluation

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	71.60	14.30	1.25	No
Self Financed	25	70.10	13.10		Significance

Table-4 indicates that mean competency score and S.D. for pupil teachers of DIET and self-financed institution is 71.60 and 70.10 and 14.30 and 13.10 simultaneously. The 't' value is found to be 1.25 which is not significant at any level i.e. 0.05 and 0.01 levels of significance. Thus, it is concluded that the competency in evaluation skill of teaching is equal in the pupil teachers of DIET and self-financed institution.

Table- 5 Managerial

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	66.20	15.21	5.22	Significance
Self Financed	25	73.30	17.34		

Table-5 indicates that competency mean score and S.D. for pupil teachers of DIET and self-financed institution is 66.20 and 73.30 and 15.21 and 17.34 simultaneously. The 't' value is 5.22 which is significant at 0.05 and 0.01 levels of confidence. Thus, it may be asserted that the difference exists in both groups of pupil teachers and pupil teachers of self-financed institution are more competent as regards the managerial skill of teaching.

Table- 6

Comparison of Teaching competency of pupil teachers of DIET and Self-financed institution

Type of Institution	N	Mean Competency Score	S.D.	t	Significance
DIET	25	73.68	14.696	3.81	Significance
Self Financed	25	71.20	15.348		

Table-6 shows the analysis of data regarding comparison of teaching competency as a whole of pupil teachers belonging to DIET and Self-financed institution. The obtained 't' value 3.81 is significant at 0.05 and 0.01 levels of confidence. The significance of 't' value leads to the rejection of null hypothesis and further explains that two groups of pupil teachers of DIET and Self-financed institution differ significantly in their teaching competency as a whole.

Conclusion:

On the basis of the findings it may be asserted that pupil teachers of DIET and self-financed institution are equal in competency as regards the planning, closing and evaluation skills of teaching but there are significant differences as regards the presentation and managerial skill of teaching. The pupil teachers of DIET are superior to self-financed institution as regards the teaching skills of presentation where as the pupil teachers of self-financed institution are superior to pupil teachers of DIET as regards the managerial skill of teaching. On the whole the pupil teachers of DIET are superior to pupil teachers of self-financed institution as regards the teaching competency.

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