"MEASURING GENERAL TEACHING COMPETENCY OF WOMEN STUDENT TEACHERS"

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ABSTRACT

In the present study an attempt has been made to measure General Teaching competence of women student teachers. Stratified random sampling technique is employed for the present study. Student teachers of colleges of education affiliated to Karnataka State Women's University, Bijapur. The population of the study is 552. General Teaching competency scale prepared and standardized by B.K.Passi and M.S.Lalita is gives the mean score and SD are computed for the different groups to identify the significant difference between to groups 't'- test is employed. The results show that. The women student teachers are having high General Teaching competence. There is a significant difference between Govt., Aided and Un-aided college of Education of women student teachers in their General Teaching competence. The women student teachers of aided colleges have higher General Teaching competence scores as compare to women student teachers of Government colleges. The women student teachers of un-aided colleges have higher General Teaching competence scores as compare to women student teachers of Government colleges. The women student teachers of un-aided colleges have higher General Teaching competence scores as compare to women student teachers of Aided colleges.

INTRODUCTION

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. The development of teaching competency among teachers necessitates a clear understanding of the term as well as the method for it assessment. With more than half a century of research in this area, there has been no consensus regarding the meanings of the terms "teaching" 'competency' and hence 'teaching competency' itself. As regards the term teaching although defined in different ways (Bhattacharys, 1974), there has been a trend in perceiving the process analytically as constituting a host of activities (Brown, 1975; Gage, 1972). This analytical approach to perceive teaching has given a basis for innovations in teacher education, like microteaching (Allen & Ryan, 1969), The term 'competency' has also been a debatable term. It refers to the criteria that determine teacher effectiveness. Although the reviews of research on teacher effectiveness (Ebel, 1969) point out the futility of efforts in indentifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism (Rosenshine, 1971).

It can now be stated with fairly high confidence that pupil outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness. Although the reviews of research on teacher effectiveness (Eble, 1969) point out the futility of efforts in indentifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism (Rosenshine, 1971). It can now be stated with fairly high confidence that pupil outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness (Flanders and Simon, 1969). But the term "Teaching Competency" as defined by various authors includes more than mere teacher effects or pupil outcomes. According to some authors it includes knowledge, attitude, skill and other teacher characteristics (Haskew, 1956 Wilson, 1973) some others perceive teacher competence as teacher behaviours that produce intended effects (Medley and Mitzel, 1973: Biddlem 1964).

Arriving at a more comprehensive definition, Rama (1979) defines teacher competency as "the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting. This lack of consensus of the term "teaching competency" highlights the difficulty of its measurement If measurement of teaching competency has to be valid objective and reliable one has to delimit to such variables that can be subjected can be subjected to scientific study. While arrive at a definition of the term it may be pointed out that teaching

process is determined by knowledge, a set of abilities, attitudes and skills (presage variables) which it turn determine pupil outcomes. Thus the term teaching can be defined as a set of observable teacher behaviors that facilitate or bring about pupil learning and "teaching competency" means as effective performance of all the observable teacher behavior that bring about desired pupil outcomes. Based on the micro criteria approach to study teaching (Gage, 1963), teaching is perceived as a set of teaching skills where in a teaching skill is a set teaching behaviors that facilitate or bring about a specific instructional objective. In other words, teaching competence involves use of these various teaching skills.

STATEMENT OF THE PROBLEM:

"Measuring general teaching competency of women student teachers"

OBJECTIVE OF THE STUDY :

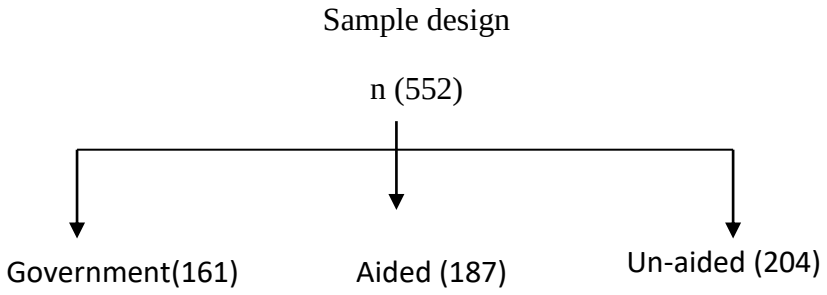
For the present study the following objective is framed

1) To measure the General Teaching competency of Women student teachers

RESEARCH METHODOLOGY:

a) Sample :

The stratified random sampling is employed in the present study. The student teachers of colleges of education, affiliated to Karnataka State Women's University Bijapur. The sample design is as follows;



b) Variables of the Study:

For the present study the following variables are considered

Independent Variable:

1) Institutions

Dependent Variables

1) General Teaching competency

c) Null Hypotheses of the Study

For the present study the following hypothesis are framed

1) Women student teachers are not having good General Teaching competency.
2) There is no significant difference between government and Aided colleges of Education of women student teachers in their General Teaching Competency.
3) There is no significant difference between government and Un-aided colleges of Education of women student teachers in their General Teaching Competency.
4) There is no significant difference between Aided & Un-aided colleges of Education of women student teachers in their General Teaching Competency.

d) Tools of the study

General Teaching Competency scale prepared and standardized by B.K.Passi & M.S. Lalita is used. There is 21 items related to 21 Teaching skills which encompass the entire teaching – learning process in the class room. They are related to five major aspect of classroom teaching viz. planning, presentation, closing, evaluation and managerial. The items are such that they are centered around teacher classroom behavior in related to pupil behavior. It is a 7 point rating scale measuring the use of the skill by the teachers in the classroom corresponding to each item ranging from 1 for not at all to 7 for very much.

Scoring Procedure:

The sum of the rating against all the 21 items constitutes the score in General Teaching competency (GTC Scores) of the teach being observed. The maximum scores possible is 147 and the minimum is 21.

ANALYSIS OF DATA

The mean score and standard deviations are computed for the different sub groups. To identify the significant difference between the two groups 't'- test was employed.

Null Hypothesis No.:1 Women student teachers are not having good General Teaching competency

Table-1

Mean and SD of General Teaching Competency
Scores of Women Student Teachers by types managements

Groups	n	Government		Aided		Unaided		Total	
Institutions		161		187		204		552	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
		144.95	22.82	170.29	17.50	171.85	16.75	163.48	22.36

The results of the above table represents the mean and SD of General Teaching Competency of women student teachers by type of managements.

The mean of total General Teaching Competency scores of women student teacher is 163.48 ± 22.36 in which the women student teachers of aided colleges have higher General Teaching Competency (171.85± 16.75) as compared to women student teachers of aided colleges (170.29 ± 17.50) followed by women student teachers of government colleges (144.95 ± 22.82)

Null Hypothesis No.2: There is no significant difference between women student teachers of government, aided and unaided colleges with respect to general teaching competency scores.

To achieve this hypothesis, the ANOVA test was applied and the results are presented in the following table.

Table No.2: Results of ANOVA test between women student teachers of government, aided and unaided colleges with respect to general teaching competency scores

Table-2

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between managements	2	78250.10	39125.05	108.9002	0.00001	
Within managements	549	197241.60	359.27		<0.05	S
Total	551	275491.69				

From the results of the above table, it can be seen that, a significant difference was observed between women student teachers of government, aided and unaided colleges with respect to general teaching competency scores ($F=108.9002$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the women student teachers of government, aided and unaided colleges have different general teaching competency scores.

If F is significant, to know the pair wise comparison of women student teachers of government, aided and unaided colleges with respect to general teaching competency scores by applying the Tukeys multiple posts hoc procedures and the results are presented in the following table.

Table: Pair wise comparison of women student teachers of government, aided and unaided colleges with respect to general teaching competency scores by Tukeys multiple posts hoc procedures

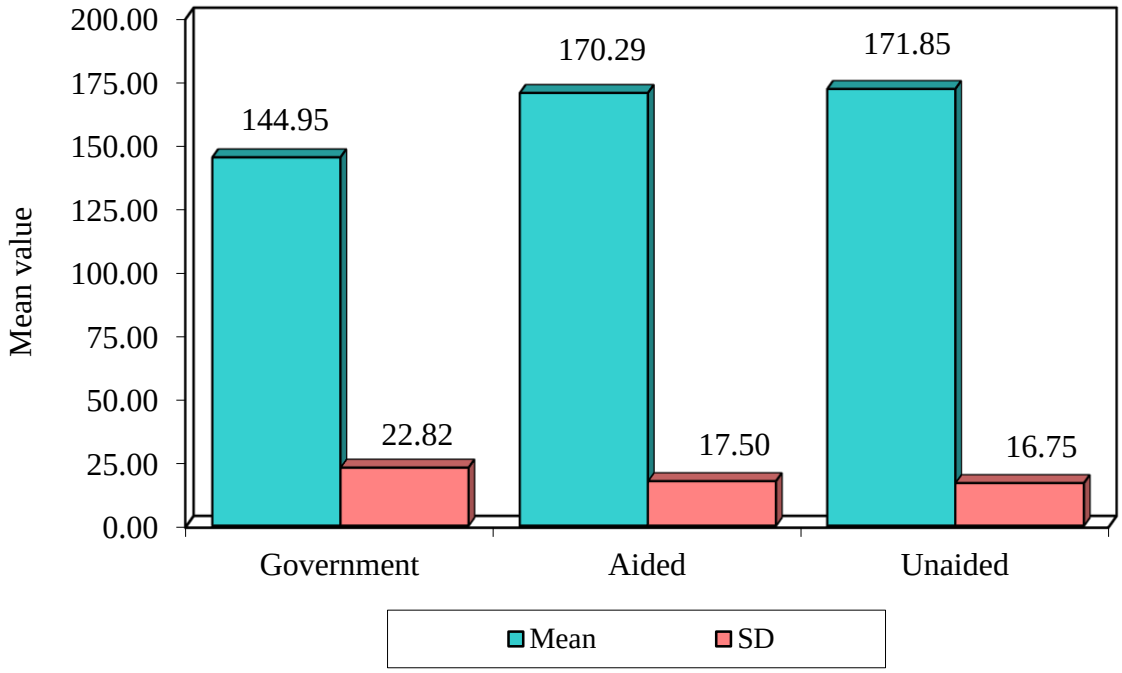
Managements	Government	Aided	Unaided
Mean	144.95	170.29	171.85
SD	22.82	17.5	16.75
Government	-		
Aided	0.00001*	-	
Unaided	0.00001*	0.6936	-

*p<0.05

From the results of the above table, it can be seen that,

- A significant difference was observed between women student teachers of government and aided colleges with respect to general teaching competency scores at 5% level of significance. It means that, the women student teachers of aided colleges have higher general teaching competency scores as compared to women student teachers government colleges.
- A significant difference was observed between women student teachers of government and unaided colleges with respect to general teaching competency scores at 5% level of significance. It means that, the women student teachers of unaided colleges have higher general teaching competency scores as compared to women student teachers government colleges.
- A significant difference was observed between women student teachers of aided and unaided colleges with respect to general teaching competency scores at 5% level of significance. It means that, the women student teachers of unaided colleges have higher general teaching competency scores as compared to women student teachers aided colleges. The mean score are also presented in the following figure.

Figure:Comparison of women student teachers of government, aided and unaided colleges with respect to general teaching competency scores



MAJOR FINDINGS AND CONCLUSION:

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