Teaching Competency Of B.Ed., Trainees In Relation To Their Subject Age And Locality

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Abstract

Education forms the basis for civilization and cultural behaviour of the society. Many illustrations have revealed that the educated section of the society is on the higher scale than that of their counter parts on the other side. Therefore the stress for education is increasing trend and mere sought in modern days. The importance of teacher in the educational process is unquestionable; therefore in the educational institution a teacher's role is crucial. The quality, competence, character, and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. Hence, it is important for teachers' professional development to create satisfactory work conditions for enhanced effectiveness. Each teacher has a basic need to be understood, accepted, and appreciated as a complete and unique human being. The basic need of the teacher is to strive, fulfill, and acquire self-esteem and self-worth so as to build an individual and unique identity. Every teacher in this universe is good and wants to do their better. But some factors affect their role as a great barrier. In which some important factors are Occupational stress, Mental Health and their Burnout tendency. In this study we deeply survey this problem to help the Teacher's teaching competency in a highly complex activity. This is partially because teaching is a social practice that takes place in a specific context (time, place, culture, socio-political-economic situation etc.) and therefore it is shaped by the values of specific context, so competency development is a continuous process in the institution.

Key Words: Teaching Competency, Main Subject Taken In Degree, Age Group of B.Ed., Trainee, Locality of B.Ed., Trainee.

Introduction

'The roots of education are bitter but the truth is sweet'

– Aristotle

In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. Teaching is the profession that teaches all the other professions. 'Teachers Should Be Role Models'.

Many teachers are exhausted due to their workload and responsibilities. They have their own families, financial and life stresses that challenge them along with everyone else. We should always respect our teachers. Teachers need encouragement and support from the community to feel that their devotion to students is appreciated.

Need and Significance of the Study

Teachers with shining personality will be able to equip students' achievement. Also teachers who value their work will be more conscious towards their work which in turn results in competent teaching. In this context, the B.Ed., trainees should have good Teaching Competency with adequate Emotional intelligence and Attitude towards Teaching. In these circumstances, the need for the present study was felt and considered. Hence there is an issue to study the Teaching Competency of B.Ed., trainees so as to cater the fostering needs of the 21st century learners in the context of Indian and globalization in relation to Emotional intelligence and Attitude towards Teaching. Hence the importance of the study was also felt because it will give an additional knowledge to the area of research about B.Ed., trainees and will reveal the prevailing competency levels of the B.Ed., trainees so as it will help to conduct the pre-service and in-service Programmes for the teachers. This study helps the teaching community to asses which demographic variables are more closely related to the dependent variable Teaching Competency. The findings of the study definitely will direct the policy makers, curriculum planners and teacher educators to modify the teaching strategies in a positive manner.

TEACHER TRAINING CYCLE

Source: https://www.eln.io/blog/stages-of-teaching-and-training-cycle

Objectives of the Study

1. To find out whether there is any significant difference between the teaching Competency of B.Ed., Trainees with regard to Subject.
2. To find out whether there is any significant difference between the teaching Competency of B.Ed., Trainees with regard to Age Group
3. To find out whether there is any significant difference between the teaching Competency of B.Ed., Trainees with regard to Locality

Hypotheses of the Study

1. There is no significant difference between Teaching Competency of B.Ed., Trainees with regard to Subject

2. There is no significant difference between Teaching Competency of B.Ed., Trainees with regard to Age Group
3. There is no significant difference between Teaching Competency of B.Ed., Trainees with regard to Locality

Method and Sample of the Study

Normative survey method was adopted for the present study. A simple random sampling technique was chosen and 800 samples of B.Ed., Trainees, who were studying in different colleges of education located in Tamil Nadu, were collected.

Distribution of the Sample

S.No	Name of the Colleges	Place
1	Annai College of Education	Kumbakonam
2	Arun College of Education	Vallam
3	Bharath College of Education	Thanjavur
4	Dr. S.R.J College of Education	VOC Nagar
5	Dr. Vellasamy Nadar College of Education	Mnakarambai
6	K.S.K College of Education	Thanjavur
7	Maruthupandiyar College of Education	Vallam
8	St.John De Britto College of Education	Thanjavur
9	Star Lion College of Education	Ayyampet
10	Umamaheswaranar College of Education	Thanjavur
11	Swami Vivekananda College of Education	Vallam
12	Ramya Sathiyanathan College of Education	Pudupatty
13	Simpra College of Education	Thanjavur
14	Haji S.M.S.Shaik Jalalutheen B.Ed College	Adirampattinam
15	Meenakshi Chandrasekaran College of Education	Karambayam
16	Stella Matutina College of Education, (Aided)	Chennai
17	Thiagarajar College of Preceptors, (Aided)	Madurai
18	St.Justin's College of Education, (Aided)	Madurai
19	Government College of Education – Orathanad	Thanjavur
20	Government College of Education	Pudukkottai
21	Government College of Education	Vellore

Tool used for the Study

In the present study, the researcher has constructed and validated the tool. The Scale was developed and validated by the investigator with help and guidance of Research Supervisor. The scale has consisted 49 statements. The scoring procedure for the tool with the option of Strongly Agree is given 5, Agree is given 4, Undecided is given 3, Strongly Disagree is given 2, and Disagree is given 1.

Validity and Reliability

The reliability of the test was established by administering the test re-test method and it was found to be 0.841 and also its intrinsic validity has been found to be 0.946. Thus, from the two co-efficient, it may be inferred that this test is highly reliable and valid.

Data Analysis

TABLE 1 ANOVA SHOWING THE 'F' VALUE FOR TEACHING COMPETENCY SCORES OF B.Ed., TRAINEES WITH REGARD TO MAIN SUBJECT TAKEN IN DEGREE

Source of variation	Sum of squares	df	Mean squares	F value	LS
Between samples	430.643	2	215.321		
Within samples	94557.696	797	118.642	1.815	NS
Total	94988.339	799	333.963		

Inference:

From the above table 1, it is observed that the calculated f value (1.815) is less than the table value at 0.05 level for main subject taken in degree among B.Ed., trainees with regard to teaching competency. Therefore, the null hypothesis is accepted.
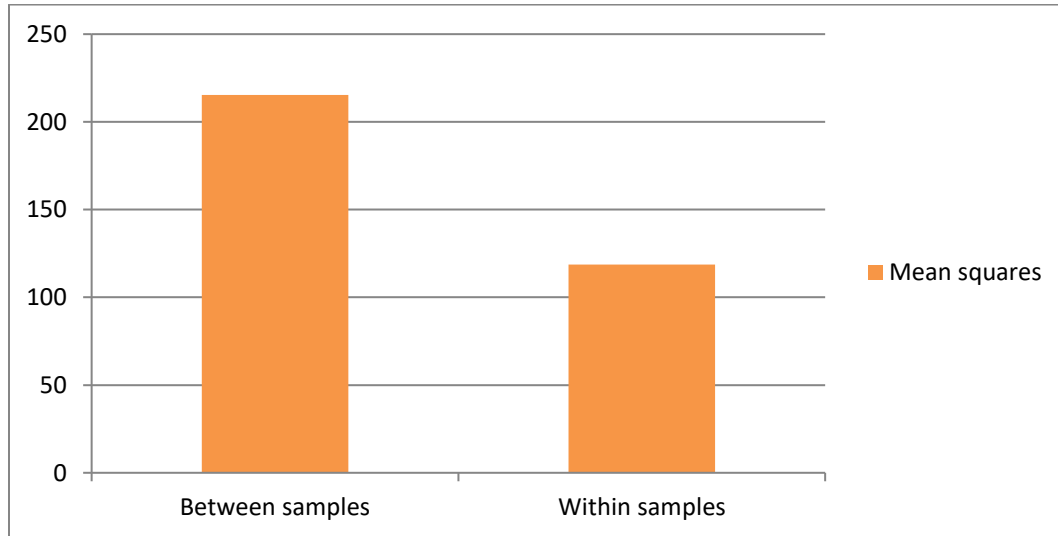

TABLE 2 ANOVA SHOWING THE 'F' VALUE FOR TEACHING COMPETENCY SCORES OF B.Ed., TRAINEES WITH REGARD TO AGE GROUP

Source of variation	Sum of squares	df	Mean squares	F value	LS
Between samples	301.554	2	150.777		
Within samples	94686.784	797	118.804	1.269	NS
Total	94988.339	799	269.581		

Inference:

From the above table 2, it is observed that the calculated f value (1.269) is less than the table value at 0.05 level for age group among B.Ed., trainees with regard to teaching competency. Therefore, the null hypothesis is accepted.
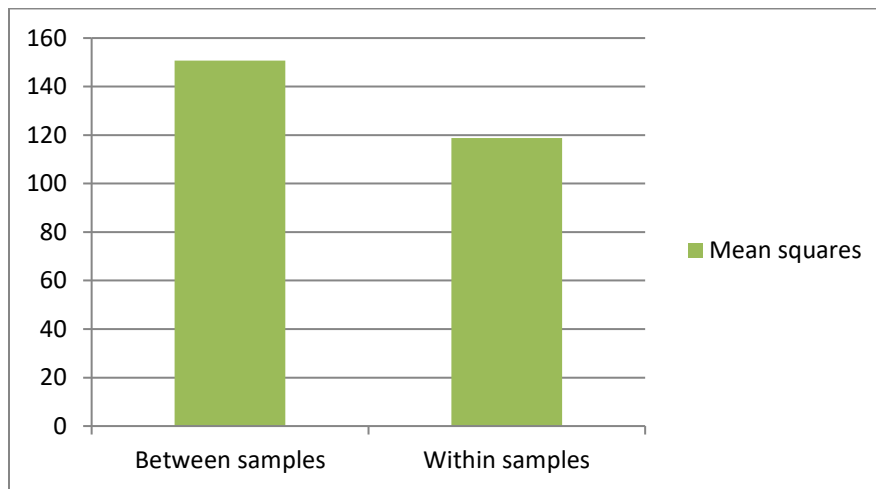
TABLE 3 't' TEST VALUES FOR TEACHING COMPETENCY SCORES OF B.Ed., TRAINEES WITH REGARD TO LOCALITY OF B.ED., TRAINEE

Locality of B.Ed., Trainee	N	Mean	SD	t-Value	LS
Rural	328	211.13	11.344	0.212	NS
Urban	472	210.96	10.598		

Inference:

From the above table 3, it is observed that the calculated t- value (0.212) is less than the table value at 0.05 level for locality among B.Ed., trainees with regard to teaching competency. Therefore, the null hypothesis is accepted.
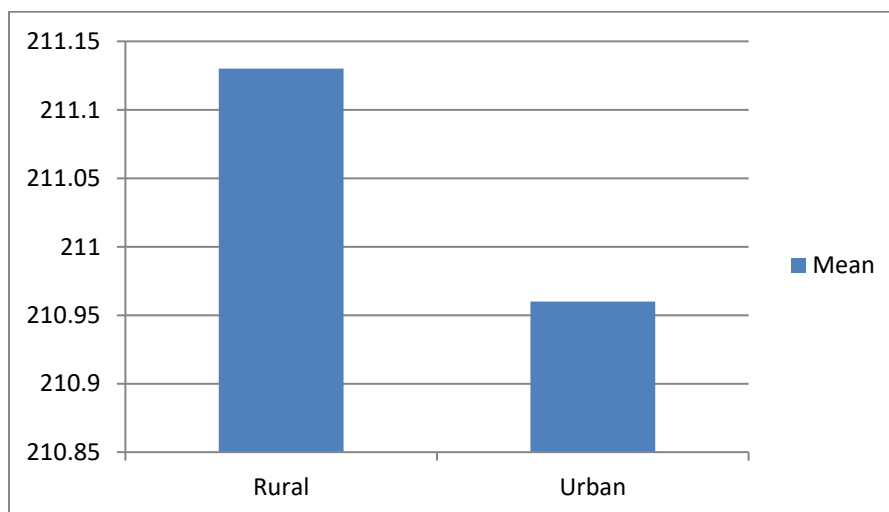
Findings of the Study

- It is found that Language, Arts and Science not significantly differs in their Teaching competency towards B.Ed., trainees
- It is found that below 25, 25-30, and above 30 not significantly differs in their Teaching competency towards B.Ed., trainees.
- It is found that rural and urban not significantly differs in their Teaching competency towards B.Ed., trainees.

Delimitations of the Study

- The present study was confined only to B.Ed., Trainees studied in colleges of education.
- The present study was confined only to the following sub variables.

Conclusion

Based on the findings of the present study with respect to the dependent variable of teaching competency of B.Ed trainees and the independent variables their major discipline at UG, age group and the locality, it is obvious that there is no significant difference between Teaching Competency of B.Ed., Trainees with respect to major discipline at UG level, Age Group and Locality.

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