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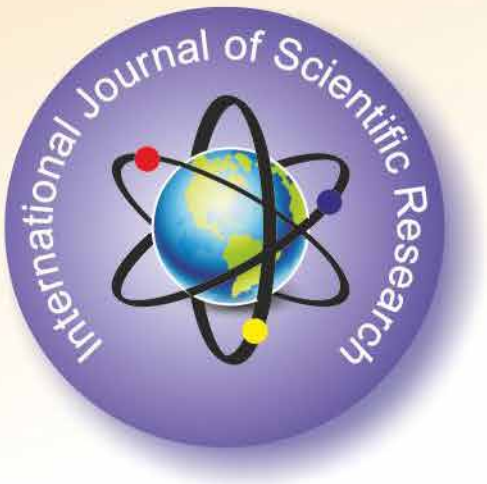

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Research Paper

Perceived Competencies Of Graduate Teacher Trainees In The Intensive Teaching Practice [I T P] Session

Education

KEYWORDS : Perceived Competence, Pre-Service Training, Intensive Teaching Practice, Pedagogy.

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ABSTRACT

Teacher education is concerned with shaping future teachers. In this aspect the term teacher education is a more comprehensive one and has greater implications. It includes theoretical instruction and practice teaching aiming at developing the necessary skills needed for doing the job of teaching effectively. The training for competency has always been and still is largely training for creating abilities or qualities that are to be followed in actual job situation/context. Competence does not from possession of great amount of knowledge. It must functionally operative at the appropriate time. Knowledge must be operationalised into a pattern of behaviour useful purpose. Teacher preparation, especially before education, should be of good quality and their alone with ensure quality in educational scenario. The competencies identified in this study will help in redesigning curriculum. These competencies to be attained by every pre-service trainee, and when they attain them, they will become successful teachers and develop to be reflective practioners who could reduce the gap between theory and practice and could constantly improve both. Competency as conceptualized in this study involves the acquisition of relevant knowledge, development of attitude and skills and the right use of these cognitive, affective and psychomotor skills in right context and time to bring out optimum achievements in students.

Introduction

Teacher education is concerned with shaping future teachers. In this aspect the term teacher education is a more comprehensive one and has greater implications. It includes theoretical instruction and practice teaching aiming at developing the necessary skills needed for doing the job of teaching effectively[14]. The training for competency has always been and still is largely training for creating abilities or qualities that are to be followed in actual job situation/context[13]. Competence does not from possession of great amount of knowledge. It must functionally operative at the appropriate time[10]. Knowledge must be operationalised into a pattern of behaviour useful purpose. Teacher preparation, especially before education, should be of good quality and their alone with ensure quality in educational scenario. The competencies identified in this study will help in redesigning curriculum. These competencies to be attained by every pre-service trainee, and when they attain them, they will become successful teachers and develop to be reflective practioners who could reduce the gap between theory and practice and could constantly improve both [15]. Competency as conceptualized in this study involves the acquisition of relevant knowledge, development of attitude and skills and the right use of these cognitive, affective and psychomotor skills in right context and time to bring out optimum achievements in students.

Discussion

Teaching is a noble profession. People who choose this profession must have great love and respect for the profession. Teachers are committed to the society. They must try to inculcate the necessary values in students by being a role model[1]. The ultimate aim of any Teacher Education programme is to develop General Competencies and specific competencies related to the specific discipline[2]. Developers of training programme for guidance personnel invariably assume that learners will have certain competencies even before they begin training. Without prerequisites, knowledge, attitudes and skills, the more advanced training programme[13]. Prerequisite competencies are implicit in all competency-based training approaches, but seldom are they made explicit. It is a mammoth task to retrace everything that trainees must know, do and feel before they can progress to higher level competencies[14]. It is also burdensome to list prerequisites to each competency statement selected for a training programme. Consequently competency-based programme tend to omit these lower order proficiencies. Another reason that these competencies are often not made explicit is because it is difficult to prove with certainty that a trainee has to master prerequisites before attempting the training programme competencies themselves[12]. Exceptions can invariably be found to the assumption that one kind of knowledge, attitude or skill is needed before another can be learned. Nevertheless, all training programme have implicit prerequisites. Therefore, the investigator has decided to find perceived competencies of pre-service teachers on the ITP session

Statement of the Problem

The pre-service training programme aiming at imparting necessary competencies to teachers has been found to be in adequate. This weakness has immensely affected the efficiency of the schooling system. For this it is necessary to find out the competencies as perceived by student teachers. The investigator pooled the competencies required for a teacher. This was very useful for preparation of teaching competency scale. So, the investigator entitled "Perceived competencies of student teachers in the intensive teaching practice session".

Objectives of the Study

1. To identify the teaching competencies perceived by the student-teachers for effective intensive teaching programme session.
2. To assess the perceived competency level of the student teachers before the I.T.P.
3. To assess the perceived competency level of the student teachers after the I.T.P.
4. To find out whether there is significant difference in the performance of student teachers perceived competency before and after undergoing I.T.P.

. Hypotheses

1. There is a significant difference between the pretest and post test mean scores on perceived teaching competency scale among student-teachers.
2. There is a significant difference between the pretest and post test mean scores on 'induction' dimension of perceived teaching competency scale among the student teachers.
3. There is a significant difference between the pretest and post test mean scores on 'content' dimension of perceived teaching competency scale among the student teachers.
4. There is a significant difference between the pretest and post test mean scores on 'pedagogy' dimension of perceived teaching competency scale among the student –teachers.
5. There is a significant difference between the pretest and post test mean scores on 'organization' dimension of perceived teaching competency scale among the student teachers.

6. There is a significant difference between the pretest and post test mean scores on 'Assessment' dimension of perceived teaching competency scale among the student-teachers.

Experimental Research

The investegator used pretest treatment post test group design. The single group method is the elementary and least rigorous design. As the teacher trainees have to undergo school observation study for a period of fifteen days and teaching practice for forty days, the students level of competence should be assessed by investigator and peer group teacher trainees. Hence the group of students was selected to undergo the experimentation.

Construction and Validation of Tool

Pre assessment tool teaching competency

The pre assessment on teaching competency in before I.T.P session science among B.Ed trainees is assessed through a scale which contains (43) forty three items under (5) five major heading Viz.,

Preparation and scoring items

Teaching Competency in scale was identified on basis of consultation done with experts is the field of education. Having the components presented above as the frame of reference 43 statements were graded on a four-point scale. The highest score for each statement is three and the lowest score is zero. Not at all - 0, To some extent- 1, To a great extent- 2, To the maximum extent-3,

Post assessment tool of teaching competency

After completing ITP Session same tool were used by the investigator in the post assessment.

Validation of Tool

There are 42 items in teaching competency scale, the items are derived under five dimensions. The following dimensions are (1)Induction(2)Content(3)Pedagogy(4) Organisation (5) Assessment. The standardized teaching competency scale and students perceived competency were pooled and finally the tool was evolved. The tool was given to 5 experienced teacher educators to check each and every item for its suitability in the scale and the face validity was established. Items were modified as per their suggestions. The reliability was established by test-retest methods by administering it to 10 student teachers and it was found to be 0.68 which is significant.

Data Collection

The investigator selected 100 B.Ed (Graduate Teacher) trainees in Thavathiru Kundrakudi Adigalar College of Education, Kundrakudi, Sivagangai District, Tamilnadu, South India. The teaching competency scale was administered to the student teachers before I.T.P. programme. The scores served as pre test scores. The Teaching competency scale was administered after the I.T.P.programme. These scores served as post test scores. The scores of the pretest and post test was collected and tabulated. In order to analyse the data the researcher employed the statistical techniques such as mean, standard deviation and 't' test. To find out the significance difference between the mean scores before and after intensive teaching practice session 't' test will be used.

Findings of the Study

1. The mean value of post test is greater than that of the Pre Test. This shows that there is an improvement in the Teaching competency.

2. The mean score of the post-test is greater than the pretest scores in all the five dimensions of the following induction, content, organization and assessment dimension.

3. The correlation coefficient r between pre test and post test scores is 0.1668. it is not significant at 0.01 level between pre test and post test.The obtained 't' value is 19.80. This is greater than the theoretical value2.58 which is significant at .01 level.

4. The obtained 'r' value 0.3987 has high correlation between pretest and post test in induction dimension.

5. In induction dimension the obtained 't' value is 0.9817. The theoretical 't' value is 2.58 at 0.01 level so the obtained 't' value is not significant at 0.01 level. It may be due to in adequate training.

6. The obtained 'r' value 0.7646 high correlation between pretest and post test in content dimension.

7. In content dimension the obtained 't' value is 0.9139. the theoretical 't' value is 2.58 at 0.01 level so the obtained 't' value is not significant at 0.05 level. It may be due to the fact that student teachers have adequate knowledge of content being graduates and post graduates in the discipline.

8. The obtained 'r' value 0.7812 shows high correlation between pretest and post test scores in pedagogy dimension.

9. In pedagogy dimension the obtained 't' value is 0.81157. The theoretical 't' value is 2.58 at 0.01 level so the obtained 't' value is not significant at 0.01 level. It may be due to the fact that the strategies were not reinforced effectively.

10. The obtained 'r' value (0.1855) has less correlation between pretest and post test in organisation dimension but it is not significant at 0.05 level.

11. The obtained 't' value is 7.132. The theoretical 't' value is 2.58 at 0.01 level so the obtained 't' value is greater than the theoretical value 2.58 at 0.01 level of significance. It may be due to the reflection in classroom management during the ITP session.

12. The obtained 'r' value 0.73761shows high correlation between pretest and post test in Assessment dimension.

13. In assessment dimension the obtained 't' value is 0.2309. The theoretical 't' value is 2.58 at 0.01 level so the obtained 't' value is not significant. It may be due to the fact the enhancement in transformation of knowledge is low. Hence it is yet to be developed.

Delimitation of the Study

This study is confined to the B.Ed trainees (student teachers) studying in Thavathiru Kundrakudi Adigalar College of Education, Kundrakudi, Sivagangai District, Tamilnadu, South India. This study is restricted to100 students whose teaching competency is low. We exposed this group to intensive teaching programme only. This study is concerned mainly on teaching competency among the student teachers during their pre-service training programme only.

Educational Implications of the Study

Effective teaching learning process becomes very crucial. Various research studies point to the poor attainment and completion levels of students which greatly result from poor quality teaching which is again due to inadequate motivation and lack of competency on the part of the teachers. Studies reveal that efforts in improving pre service teacher education are more productive than efforts in improving in service teacher training programmes. All these lead to the necessity of developing in the pre service trainees necessary competencies before they are inducted into the profession. So identification of the competency needs of the pre service trainees will help in designing effective programmes and providing relevant experiences. The present study aims at fulfilling this dire need.

Conclusion

Teacher preparation, especially before education, should be of good quality and their alone with ensure quality in educational scenario. The competencies identified in this study will help in redesigning curriculum. These competencies to be attained by every pre-service trainee, and when they attain them, they will become successful teachers and develop to be reflective prac-

tioners who could reduce the gap between theory and practice and could constantly improve both. Competency as conceptualized in this study involves the acquisition of relevant knowledge, development of attitude and skills and the right use of these cognitive, affective and psychomotor skills in right context and time to bring out optimum achievements in students. This study helped the researcher to get a clear picture of the present teacher education programme offered in colleges of education in Tamil Nadu, South India. It also indicated the areas which should be strengthened. Hence the study has served the purpose.

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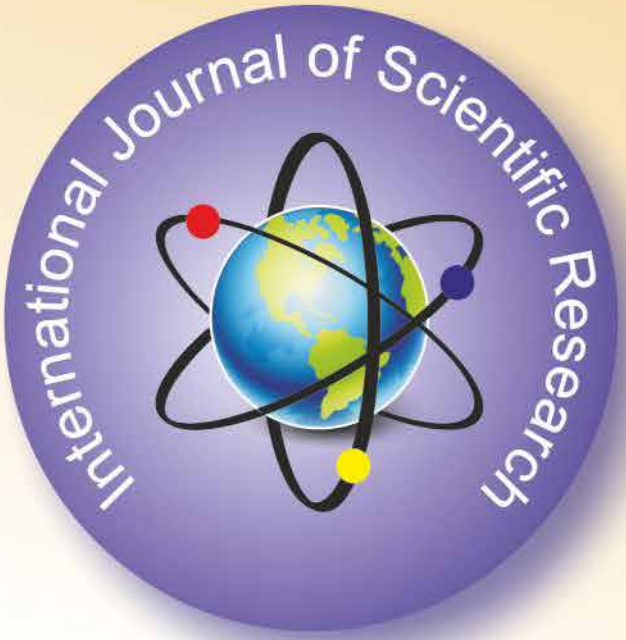

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