



Effectiveness of Science Teaching Competency Among the B.ed Trainees of Puducherry Region

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ABSTRACT

This article meticulously discusses on the theme of Effectiveness of science teaching competency among the B.Ed trainees of puducherry region by adopting an experimental design with a sample of 30 student teachers. Exclusively this study has used pre test-post test control group design. The main objective of this study is to test the Effectiveness of science teaching competency among the B.Ed trainees of puducherry region. Also this study has proved that there is a significant relationship exists among those hypotheses tested. Hence this piece of research throws light on the Effectiveness of science teaching competency among the B.Ed trainees of puducherry region

KEYWORDS :

Introduction

Competencies are important to teachers as they are levels of aptitude that are measurements for teaching ability. The method of teaching each subject plays a pivotal role in enhancing the efficiency of the students. Methodological competency are the means or procedures that teachers use to aid students in having an experience, mastering a skill or process, or in acquiring an area of knowledge. If efficient and effective, the methods of instruction will achieve the desired end because teaching implies the use of a technique or method of instruction to secure desired objectives.

Objectives of the Study

1. To find out the significant difference if any between the pre-test and post-test scores of Science teaching competencies of the control group.
2. To find out the significant difference if any between the pre-test and post-test scores of Science teaching competencies of the Experimental group.

Post-test and pre-test mean scores of science teaching competencies the control group.

Variable	Test	N	Mean	SD	Mean Difference	t-value	df	Level of significance (0.01Level)
Traditional Method	Post-test	15	103.07	4.37	0.27	1.29	28	Not Significant
	Pre-test	15	102.80	4.31				

The mean of the post-test scores and pre-test scores of science teaching competencies among the B.Ed., trainees of control group is found to be 103.07 with an SD 4.37 and 102.80 with SD 4.31 respectively. The Mean difference 0.27 is found to be not significant at a 0.01 level for 28df with a t' of 1.29. Therefore, the hypothesis is accepted.

It is concluded that the post-test mean score of science teaching competencies among the B.Ed., trainees is not significantly higher than

Post-test and pre-test mean scores of science teaching competencies the control group.

Variable	Test	N	Mean	SD	Mean Difference	t-value	df	Level of significance (0.01Level)
Technology integrated training programme	Post-test	15	218.40	5.67	70.53	21.73	28	Significant
	Pre-test	15	147.87	12.07				

The mean of the post-test scores and pre-test scores of science teaching competencies among the B.Ed., trainees of experimental group is found to be 218.40 with an SD 5.67 and 147.87with SD 12.07 respectively. The Mean difference 70.53 is found to be significant at a 0.01 level for 28df with a t' of 21.73. Therefore, the hypothesis is rejected.

It is concluded that the post-test mean score of science teaching competencies among the B.Ed., trainees is significantly higher than the pre-test mean scores of the experimental group.

Method of Study

This study adopts Pre test-post test control group design

Research tools

Science Teaching Competency Scale

Sample of the study

The researcher selects two different college of Education at puducherry region based on purposive random sampling technique

Statistical techniques used

This study utilizes descriptive and differential analysis

Testing of Hypotheses

Hypothesis: 1

The post-test mean score of science teaching competencies among the B.Ed., trainees is not significantly higher than the pre-test mean scores of the Control group.

the pre-test mean scores of the Control group.

Hypothesis: 2

The post-test mean score of science teaching competencies among the B.Ed., trainees is not significantly higher than the pre-test mean scores of the Experimental group.

EDUCATIONAL IMPLICATIONS

The results of the study have proved that the science teaching competency level decides the level of achievement among B.Ed trainees. Hence, it is recommended to utilize this science competency at the B.Ed., level. Since the use of technology integration courseware penetrates more deeply into the development of human cognitive system, it would help them to be best teachers of science.

CONCLUSION

In the light of the research findings, it is felt that the present research

may contribute to the alleviation of the transactional competencies of student-teacher. Teaching competency was found to be effective in learning Science. This has also been realized by many educational experts; hence, there is an urgent need to gear national efforts towards the implementation of this innovative strategy in learning science

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