



A Study On Teaching Goals And Teaching Competency Of B.Ed., Teacher Trainees

KEYWORDS

S. Vasantha

Ph.D., Research Scholar, IASE, Saidapet, Chennai.

Dr. D.Ushalaya Raj

Associate Professor in Education, IASE, Saidapet, Chennai.

ABSTRACT *The research paper gives importance of teaching goals and teaching competency among B.Ed., teacher trainees. The main objectives of the study are to find out the teaching goals and teaching competency of B.Ed., teacher trainees with respect to, gender. Normative Survey method was used and random sampling technique was employed with the sample size of about 182 B.Ed., teacher trainees. The findings of the study shows that mean score of teaching goals of male B.Ed., trainees is comparatively higher than female B.Ed., trainees. There exists a significant difference in teaching competency of B.Ed., trainees based on gender.*

Introduction

The quality of the professional performance of a teacher depends mainly on their goals for teaching. It is believed that the teachers are born and they cannot be prepared with the help of any training. But in the modern age, teaching is recognized as a science. It is designated as a science because all the activities can be analyzed experimentally and it is activity based. So teaching is not an innate talent but can be nurtured and this task of nourishment is done by teacher training institutes. Therefore in teacher training institutes teaching practice is an important part in curriculum. Apart from teaching skills teaching has also comprising of teaching goals and these goals can be inculcated in B.Ed teacher trainees during teaching practice.

Need and significance of the study

A great teacher is a person whom a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students and the greatest teachers inspire students towards their greatness. In order to become a more effective and successful in teaching, the teacher should have a high goal towards their profession. The goals in their profession helps to bring out their engaging personality, effective class room management skills, knowledge of curriculum and standards. These are the essential components which have to be administered in the learning environment in order to overcome the hurdles prevailing among the students.

Teaching Goals

Teaching goals are the ability of the teachers to strive excellence in education and in teaching. Achieving the greater proficiency and with set ambitions to cater the demands of the learners.

Teaching competency

Teaching competency is the professional development of the teacher in terms of academics, skillful and able teaching, classroom control and utilization of teaching aids and tool in a constructive way.

B.Ed Teacher Trainees

Bachelor of Education (B.Ed.) is a course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in high schools and higher secondary schools. B.Ed., course can be opted by an individual having under graduation or the post graduation in the field of arts or science. As a part of B.Ed., program students have to undergo training period as a part of graduation.

Objectives of the study

- To compare the Teaching goals of B.Ed., teacher trainees

based on gender.

- To analyse the teaching competency of B.Ed., teacher trainees-gender wise.

Hypotheses of the study

- There is no significant difference in the teaching goals of B.Ed., trainees with respect to gender.
- There is no significant difference in the teaching competency of B.Ed., trainees with respect to gender.

Method of Study

As the study intends to collect data pertaining to the Teaching Goals and teaching competency, the survey method has been employed to collect the data from B.Ed., teacher trainees.

Tool used

- Teaching Goals Questionnaire
- B.Ed., practical marks has been collected from the respective B.Ed., colleges for the teaching competency.

(i) Description

The questionnaire was constructed and standardized by the Investigator under the guidance of research supervisor. The inventory comprising of 36 items, each to be rated on the five – point rating scale. The items related to almost different levels of teaching goals. The items in the questionnaire are based on the following dimensions: higher order thinking, basic academic success, discipline and specific knowledge, liberal arts and academic work, career preparation and personal development.

(ii) Administration

The investigator approached the Head of institutions and obtained permission to collect the data. The investigator instructed the B.Ed., teacher trainees to fill the questionnaire without omitting any of the items.

Pilot study

A random sample of 60 B.Ed., teacher trainees was selected for the study for establishing the Reliability and the Validity. To compute the reliability of teaching goals questionnaire, Karl Pearson product correlation method was used and it was found out to be 0.63. The validity was found to be 0.79.

Sample

A random sampling technique was adopted for the selection of sample. The sample of 182 B.Ed., teacher trainees of Government and Government Aided Institutions were taken for the study.

Statistical analysis**Hypothesis: 1**

There is no significant difference in teaching goals among B.Ed., Teacher trainees with respect to Gender.

Table: 1 Mean and Standard deviation of Teaching goals with respect to - Gender

Dimensions	Gender	Sample	Mean	SD	t' Value	L.S
Higher order thinking	Male	98	37.89	7.952	6.04	0.01
	Female	84	33.45	4.870		
Basic academic success	Male	98	38.02	6.143	6.15	0.01
	Female	84	35.09	4.645		
Discipline and specific knowledge	Male	98	37.45	8.452	5.91	0.01
	Female	84	34.95	5.420		
Liberal arts and academic work	Male	98	36.73	6.123	2.01	0.05
	Female	84	32.17	5.623		
Career preparation & personal development	Male	98	35.12	4.334	1.98	0.05
	Female	84	37.04	5.032		

From the table 1 calculated value of t' is found to be greater than the table value. Mean score of teaching goals of male B.Ed., trainees is comparatively higher than the Mean score of female B.Ed., trainees. There exists a significant difference in all dimensions of teaching goals based on gender. Hence null hypothesis is rejected.

Analyzing the dimensions of teaching goals, mean score of the dimensions-Higher order thinking and basic academic success of male B.Ed., trainees and it is found that there is significant difference at 0.01 level.

Mean score of the dimensions- Discipline and specific knowledge, liberal arts and academic work of B.Ed., teacher trainees is comparatively higher than their counter parts.

In the dimension –Career preparation and personal development, the mean score of female B.Ed., trainees is comparatively higher than their counter parts and it is found that there is a significant difference at 0.05 level.

Hypothesis: 2

There is no significant difference in the teaching competency of B.Ed., trainees based on gender

Table: 2 Mean and Standard deviation of Teaching competency- Gender

Gender	N	Mean	SD	t' Value	L.S
Male	98	72.12	14.288	6.43	0.01
Female	84	69.14	11.452		

From the above table it is inferred that the calculated "t" value (6.43) is greater than the table value, hence it is found that there is a significant difference in the teaching competency of B.Ed., trainees based on gender. Hence the null hypothesis is rejected.

Major findings of the study

- Teaching goals mean value of male B.Ed., trainee is higher than the Mean score of female B.Ed., trainees. There exists significant difference in the dimensions of teaching goals based on gender.
- Mean score of teaching competency of male B.Ed., trainees is slightly higher than the Mean score of female B.Ed., trainees. There exists significant difference in the teaching competency based on gender.

Educational Implications

The demand for effective teachers is increasing. The quality of teacher can be enhanced with the set goals. The teacher can become committed only when their goals are determined. Teachers with set goals are keen and enthusiastic, well organized and firm, fair and stimulating. Many still tend to use the traditional methods even if they know they should move towards progressive methods. Thus the teachers have to be objective and focused not only on the transaction of the content but also on the recipient. Thus the teacher with the set goals can ultimately bring up the students as an effective and healthy individual to the society.

Conclusion

The research study brings out the teaching goals among B.Ed., teacher trainees. Gender wise analysis has been carried out with respect to teaching goals and teaching competency. The B.Ed., teacher trainees with teaching goals and competency will become an effective and inspiring teacher for the younger generations.

REFERENCE

- Couzos S, Metcalf S, Murray R (2008), Teaching goals. In: Couzos S, Murray R, eds. an evidence-based approach. 3rd ed. South Melbourne: Oxford University Press: 308-354. | Morris P (1998), A systematic review of Teaching goals. Journal of Teacher education; 34(6): 487-497. | Access Economics (2006), Role of teachers in implementing educational systems in India. Melbourne: CRC Education Society. | Anand A, Boswell J, Burton C, Hayhurst B, Harkus S, King A, Leidwinger L, McCulloch R, Meiklejohn K, Page S, Scott J, Weeks S, Yonovitz A (2001), General guidelines for Teachers ethics and values. Forest Hill, Vic.: Audiological society of Australia. | Boswell J, Nienhuys T (1995), Teaching goals and practices; 104(7): 542-549. |