



Teaching Competency Among Teacher Trainees of Second Year D.t.ed Students

KEYWORDS

Teaching competency, superstructure, communication, social force.

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ABSTRACT

The study has been conducted on a sample of 85 students to examine the level of teaching competency. The sample of the students has been taken of those students who are studying in second year D.T.Ed. Teacher trainees in District Institute of Education and Training, Madurai district. The random sampling technique was used in this study. The data was analyzed statistically by using mean, standard deviation and 't' test and the study revealed that there is no significant difference between teaching competency with respect to gender, age, locality, marital status, staying and parent's educational qualification. And also the study revealed that there is significant difference between the teaching competencies with respect to parent's income.

INTRODUCTION

Elementary education is the foundation on which the superstructure of the entire educational system is built. Its contribution to nation building and process of development and growth has been universally recognized. Teachers working at the elementary stage may be well versed by the pedagogical principles that form the base of teaching at elementary education. So the student teachers must develop the teaching skills and the capacity to solve social, interpersonal and emotional problems of learners.

The teacher education programme plays an important role in shaping and moulding the habits, manners and character of student teachers. The quality of any teacher is determined on the basis of his professional excellence. Therefore, this study aims at finding out the level of teaching competency among teacher trainees of second year D.T.Ed students.

Competency means adequacy and sufficiency. Teacher competencies are the skills, knowledge, values which a teacher possess; they are the tools of teaching only the teacher who possesses all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teach in that situation. A competent teacher gives out an effective performance in a desirable and observable way.

SIGNIFICANCE OF THE STUDY

Primary education plays a vital role in the socialization of a child. It is crucial for a child because the basic 3R's and fundamentals in science, social studies and other vital subject experiences are provided. The competency of the teacher is recognized in terms of skills acquired in presenting the lesson in the class. According to T.F.Green (1964) the Act of Teaching may be considered as those that a teacher comes on given consequence to certain professional rules for the principles. They are rational and deliberate deeds performed accordance with professional calling. The first step towards systematic classroom management is made when a teacher understands how to control his communication so that he can use his influence as a social force. According to Rabindranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it con-

tinues to burn its own flame". So the teacher trainees have to update their knowledge and skills in their subjects. So the investigator has decided to find the level of teaching competency of second year D.T.Ed. Teacher trainees.

OBJECTIVES OF THE STUDY

- To find out the study of teaching competency among teacher trainees of second year D.T.Ed. students of District Institute of Education and Training.
- To determine the significant difference between teaching competency with reference to gender, age, locality, marital status, staying, parents educational qualification and parents income.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the mean scores of teaching competency of second year D.T.Ed teacher trainees with respect to

- Gender (male and female)
- Age (17-19 and 19&above)
- Locality (rural and urban)
- Marital status (married and unmarried)
- Staying (hostel and day's scholar)
- Father's educational qualification (Educated and Illiterate)
- Mother's educational qualification (Educated and Illiterate)
- Parent's annual income (Below 25000 and Above 25000)

METHOD

The normative survey method was used to find out the teaching competency among second year D.T.Ed. Teacher trainees of District Institute of Education and training.

SAMPLE

85 second year D.T.Ed.teacher trainees will be selected from District Institute of Education and training, Madurai .

TOOLS TO BE USED

Teaching competency questionnaire developed by Michael. J. Leo and Gnanasekar.T.

HYPOTHESIS

Table -1

Significant difference in the mean scores of teaching competency of second year D.T.Ed. Teacher trainees with respect to demographic variables

Sl. No.	Cat-egory	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	20	1.469	9.86	1.720	NS
		Female	65	1.419	11.57		
2.	Age	17 - 19	52	1.426	9.87	0.534	NS
		19 & above	33	1.439	13.45		
3.	Locale	Rural	62	1.427	9.84	0.517	NS
		Urban	23	1.441	14.85		
4.	Marital Status	Married	8	1.501	10.67	1.874	NS
		Unmarried	77	1.424	11.21		
5.	Resi-dence	Hostel	42	1.429	10.81	0.180	NS
		Day's scholar	43	1.433	11.95		
6.	Father's quali-fication	Illiterate	21	1.401	7.41	1.377	NS
		Educated	64	1.441	12.25		
7.	Mother's quali-fication	Illiterate	31	1.430	9.88	0.050	NS
		Educated	54	1.431	12.18		
8.	Annual income	Below 25000	45	1.400	8.36	2.763	S
		Above 25000	40	1.466	13.21		

NS - Non significant, S - Significant

From the above table shows that the calculated 't' value (2.763) is greater than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of teaching competency of second year D.T.Ed. students with respect to parent's annual income" is rejected.

From the above table shows that the calculated 't' values (1.270, 0.534, .517, 1.874, 0.180, 1.377, 0.050) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of teaching competency of second year D.T.Ed. students with respect to gender, age, locality, marital status, staying, father's educational qualification, mother's educational qualification" are accepted.

FINDINGS

➤ There is no significant difference in the mean scores of teaching competency of second year D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Staying, Father's educational qualification and Mother's educational qualification.

➤ There is significant difference in the mean scores of teaching competency of second year D.T.Ed teacher trainees with respect to parent's annual income.

DISCUSSION

The mean score (1.40) of annual income is below 25000 and the mean score (1.466) of annual income is above 25000. Comparing to below income lesser than the above income. This reveals that the teacher trainees of annual income of above 25000 got all the facilities available at home. For example they can be provided with system, newspaper, television and internet facilities. Those teacher trainees get the knowledge of browsing and updating their knowledge. They can easily get an opportunity to attend seminar and conference. So they can be able to acquire teaching competency in a better manner.

The mean scores of teaching competency of second year D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Staying, Father's educational qualification and Mother's educational qualification are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers and they may attempt to empower themselves with proper knowledge and methodology methods in their subject for promoting the status. Further they may be spend much time in strengthen their level of teaching ability through wider participation in individual practice.

EDUCATIONAL IMPLICATIONS

Based on the findings, the investigator gives the following educational implications. The present investigation has clearly indicated and thrown much light on teaching competency of D.T.Ed. students of DIET, Madurai district. The following educational implications if implemented will go a long way in the development of teaching competency. So the lecturers want to improve their teaching competency through micro teaching technique. Teacher trainees must develop their teaching skills, because this is required for all the students' placement in teaching profession. There by the teacher trainees were able to accomplish the task of attaining success by improving the skills of teaching and develop their level of teaching competency. This proves better students among the normal one and making our student fittest of the survival in a competitive world.

CONCLUSION

Teaching competency includes knowledge, attitude, skills and other teacher characteristics. And also includes the subject knowledge and the psychological principles of a teacher. Subject knowledge may help a teacher to be competent but not always. Even if the students are adult, we need motivation and all other psychological principles. So it is necessary to develop teaching competency among teacher trainees of D.T.Ed. So it is the duty of the lecturers to nurture the teacher trainees to improve their teaching competency.

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