

Teaching Skills Of B.Ed., Teacher Trainees – An Analysis



Education

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ABSTRACT

The objective of the study is to analyze the teaching skills among B.Ed., teacher trainees with respect to gender, locality, medium of instruction and qualification. Normative Survey method was used and random sampling technique was employed with the sample size of about 212 B.Ed., teacher trainees. The study reveals that female B.Ed., teacher trainees teaching skill is much better compared to their counterpart. Based on locality, medium of instruction and educational qualification the teaching skills of B.Ed., teacher trainee differ significantly.

Introduction

Teaching skills are the strategies which are used by the teachers to enable the children to learn something 'worthwhile' like facts, skills, values, concepts, how to live harmoniously. Social change and demands for qualification at the higher level has played a tremendous role on the teacher. Therefore the teacher is expected to use the skills for teaching effectively, so that the foundations laid are strong to face the technological and bureaucratic society. The demand for skillful teachers is increasing. The quality of teacher too is improving. Good teachers are keen and enthusiastic, well organized and firm, fair and stimulating, know their stuff and are interested in the welfare of the students and want to move from the traditional to progressive nature.

Teaching Skill

The teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly.

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.

Need and significance of the study

Professional competence would include rapid growth in the acquisition of knowledge, in fulfilling the demands of the society in terms of the types of employment, leisure, accountability, wider development in the educational field and information technology as well as broadening the role of the Teacher who has to accommodate change and not only improve but also renew the old practice. An effective teacher should possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent & appropriate questions, monitor and assess learning. Teaching skill is essential for the teachers to be effective in their profession. Effective teachers can be an inspiring teacher for the students in the learning environment.

Objectives of the study

- To analyze the teaching skills of B.Ed., teacher trainees with respect to gender, locality, medium of instruction and qualification.

Hypotheses of the study

- There is no significant difference in teaching skills among B.Ed teacher trainees with respect to gender.
- There is no significant difference in teaching skills among B.Ed teacher trainees with respect to locality.

- There is no significant difference in teaching skills among B.Ed teacher trainees with respect to medium of instruction.
- There is no significant difference in teaching skills among B.Ed teacher trainees with respect to qualification.

Method of Study

As the study intended to collect data pertaining to the Teaching skills, the survey method has been employed to describe and interpret the teaching skills existing among the B.Ed., teacher trainees.

Tool used

Teaching skills Questionnaire has been used to collect the data from the sample.

Description

The questionnaire was constructed and standardized by the investigator under the guidance and supervision of Research Guide. The Teaching skill questionnaire was constructed with five dimensions related to personal, teaching, thinking, communication and organization skills. The questionnaire consists of 30 items, each to be rated on the five – point rating scale. Teaching skills questionnaire is a five point scale of 30 questions. Each statement has five options viz Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (DA), and Strongly Disagree (SDA) out of which one has to be selected. The weightage is given as 5, 4, 3, 2, 1 for alternatives SA, A, UN, DA, SDA respectively for a positive statement. For the negative statements the weightages are 1, 2, 3, 4, 5 respectively for SA, A, UN, DA, SDA. The scale value lies between 30 to 150.

(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 scale without omitting any of the items.

Pilot Study

Pilot study was conducted to determine the suitability of the tools used in the present investigation. 60 B.Ed., teacher trainees was selected for the pilot study for establishing the Reliability and the Validity. Karl Pearson product correlation method was used and the reliability was found out to be 0.69, the validity was found out by computing the square root of the reliability co-efficient which worked out to be 0.78.

Sample

A stratified random sampling technique was adopted for the selection of sample. The Institutions selected for the study are Government, Government Aided and Self – financing Institutions. The sample of 212 B.Ed., teacher trainees were taken for the study.

Statistical analysis and Interpretation

Table: 1 Teaching Skills among B.Ed., teacher trainees - Gender

Gender	N	Mean	SD	't' Value	Level of Significance
Male	92	106.07	6.024	2.12	0.05
Female	120	114.18	10.144		

From the table 1 calculated value of 't' is found to be 2.12 which is greater than the table value at 0.05 level. Mean score of Female is slightly higher than the Mean score of Male B.Ed., teacher trainees. There exists significant difference in teaching skills based on gender. Hence null hypothesis is rejected.

Table: 2 Teaching Skills among B.Ed., teacher trainees with respect - Locality

Local-ity	N	Mean	SD	't' Value	Level of Significance
Urban	146	104.21	12.82	2.62	0.01
Rural	66	109.11	10.99		

From the table 2 calculated value of 't' is found to be 2.62 which is greater than the table value. Mean score of Rural is slightly higher than the Mean score of Urban. There exists significant difference in teaching skills based on Locality. Hence null hypothesis is rejected.

Table: 3 Teaching Skills among B.Ed., teacher trainees - Medium of Instruction

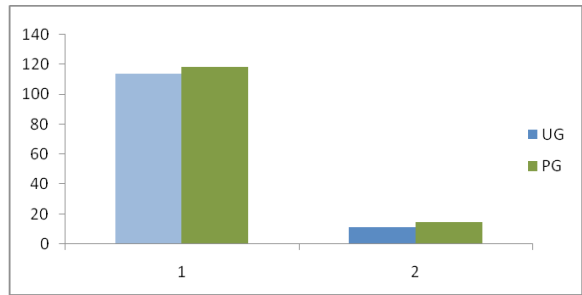
Medium of Instruction	N	Mean	SD	't' Value	Level of Significance
Tamil	74	119.80	11.42	5.78	0.01
English	138	114.73	14.73		

From the table 3 calculated value of 't' is found to be 5.78 greater than the table value at 0.01 level. There exists significant difference in teaching skills based on Medium of Instruction. Hence null hypothesis is rejected.

Table: 4 Teaching Skills among B.Ed., teacher trainees with respect - Qualification

Qualification	N	Mean	SD	't' Value	Level of Significance
UG	118	113.78	11.32	6.01	0.01
PG	94	118.62	15.01		

From the table 4 calculated value of 't' is found to be 6.01 which is greater than the table value 0.01 level. Mean score of PG candidates is slightly higher than the Mean score of UG candidates. There exists significant difference in teaching skills between UG and PG candidates. Hence null hypothesis is rejected. Graph representing Mean and SD of teaching skill based on UG and PG candidates



Major findings of the study

- Based on gender teaching skills of B.Ed., female teacher trainees is found out to be higher than their counter parts
- Mean scores of teaching skills of rural B.Ed., teacher trainees is slightly greater than the mean score of B.Ed., teacher trainees in urban area
- There exists significant difference in teaching skills among B.Ed., teacher trainees based on medium of instruction.
- Based on qualification teaching skills of PG candidates are found to be higher than UG candidates.

Educational Implication

The demand for skillful teachers is increasing. The quality of teacher too is improving. Good teachers are keen and enthusiastic, well organized and firm, fair and stimulating their ability and interested in the welfare of the students. Teaching skill is essential in order to cope up with the existing demands of the learning communities. During the course of training apart from academics various skills required for enhancing their teaching abilities should be made mandatory in the B.Ed., curriculum.

Conclusion

Teachers have to be skillful not only in terms of content but also in terms of setting the tone of the class, building interactions and interpersonal relation which will in turn help learning, thinking, understanding and lead to insight while observing, assimilating and accommodating what is being taught.

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