



Correlation Between Modernity and Teaching Competency of B.ed Trainees - A Gender Wise Analysis

A. Antony Sagaya Ruban

Ph.D Scholar , Department of Education Manonmaniam Sundaranar University Tirunelveli – 627 012.

Dr. R. Selvaraju

Assistant Professor Department of Education (DD&CE) Manonmaniam Sundaranar University Tirunelveli – 627 012.

ABSTRACT

This present study reveals that the relevance of modernity of B.Ed trainees in relation to the background variable, gender. A self-made tool was used for assessing modernity of 987 B.Ed trainees from three districts namely, Tirunelveli, Kanyakumari and Tuticorin in Tamilnadu. Simple random sampling method was adopted for obtaining the data and also framed the suitable hypotheses also. The results showed that the modernity on teaching competency of B.Ed trainees was correlated with reference to Gender.

KEYWORDS

Modernity, Teaching Competency.

INTRODUCTION

Modernity does not mean complete isolation or segregation from the past traditions. It must be built on the past reflection the needs of the present and vision of the future social order. India's prosperity and modernization must be based on the moral and spiritual values enshrined in its culture. Essentially, modernity denotes a dynamic process, a powerful movement from traditional quasi-traditional order to certain desired types of technology and the resultant changes in the social structure, value orientation, motivation, achievements and aspirations. It implies change in the value system and involves the substitution of old images and structures with new ones.

According to Wilson (1973) "Teaching competency is said to the knowledge, attitude, skills and self-perception as the products that derive from the mixture of these behaviours resulting in consistent pattern of behaviour leading to the attainment of predicted outcomes". The quality of education depends upon the quality of the teachers. Teacher's performance is the most crucial input in the field of education. Education is a conscious and deliberate process in which one's personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. As the B.Ed trainees are bound to mould the future generation, development of teaching competencies are essential for them. Further, they should have a favourable attitude towards modernity and personality traits play a vital role in teaching competency.

SIGNIFICANCE OF THE STUDY

Education is the prime mover of development. It opens the door to modernization. The adolescent might not be fully conversant with the demands of modernity except perhaps some familiarity with modern trends and fashions, particularly those connected with costumes and conversational modes. In order to derive the maximum benefit from a modern dispensation, they have to make the words best, traditional values and the realized mindset that suits the contemporary situation. We are getting more benefit from science and technology in the field of education. A good teacher should ready to accept the new changes and follow the modern trends. Using technology is very effective and it increase students participation. Teaching is a skill by drilling, a competence by practice, a gift by nature, a talent by nurture and a complex skill by structure. The results in education depending upon the quality of the teacher, those who teach and guide in a concrete way about their students it will reflect in their goal setting process. Likewise the role of teacher in their teaching process

is very essential, because it will reflects their achievement it is depending upon their teacher's quality. Hence in the present study has an attempt to investigate the variable modernity and teaching competency found among the B.Ed trainees. The quality of a student teacher is judged by his/her teaching competency in their training period. The findings may give an insight to improve their attitude towards modernity of the B.Ed trainees and how to develop the competency of teaching through their training period.

OBJECTIVES OF THE STUDY

1. To find out the level of Modernity of B.Ed trainees.
2. To find out the level of Teaching Competency of B.Ed trainees.
3. To find out the significant relationship between the modernity and teaching competency of B.Ed trainees.

METHODOLOGY

The researcher has used the survey method for obtaining the data.

SAMPLE FOR THE STUDY

The investigator has randomly selected 987 B.Ed. trainees from Tirunelveli, Kanyakumari and Tuticorin districts, those who are studying B.Ed colleges affiliated to Tamilnadu Teachers Education University, Chennai.

TOOL USED

The investigator used the self-made tool of Modernity Scale and Teaching Competency Scale developed and validated by Sheeja V. Titus (2009) for the collection of data.

STATISTICAL TECHNIQUES USED

Percentage analysis and correlation analysis were used for analysis of the data.

TABLE - 1
LEVEL OF MODERNITY OF B.ED TRAINEES

Dimensions	Gender	Low	Moderate	High
Family	Male	22.9 %	52.6 %	24.5 %
	Female	23.6 %	49.2 %	27.2 %
Science & Technology	Male	18.8 %	37.0 %	44.3 %
	Female	21.6 %	44.3 %	34.1 %
Women's Education	Male	29.7 %	51.0 %	19.3 %
	Female	22.8 %	45.9 %	31.3 %

Cultural Change	Male	22.4 %	48.4 %	29.2 %
	Female	26.7 %	52.1 %	21.3 %
Modernity	Male	25.5 %	45.3 %	29.2 %
	Female	24.9 %	51.1 %	24.0 %

It is inferred from the above table shows that, irrespective of all dimensions of B.Ed trainees have moderate level on their Modernity.

**TABLE - 2
LEVEL OF TEACHING COMPETENCY OF B.ED TRAINEES**

Dimensions	Gender	Low	Moderate	High
Attitude towards children	Male	27.6 %	40.1 %	32.3 %
	Female	26.9 %	43.5 %	29.6 %
Interest in profession	Male	28.1 %	47.4 %	24.5 %
	Female	25.7 %	50.2 %	24.2 %
Instructional strategy	Male	25.0 %	50.0 %	25.0 %
	Female	27.3 %	44.2 %	28.6 %
Classroom behaviour	Male	22.9 %	53.1 %	24.0 %
	Female	24.9 %	52.6 %	22.5 %
Teaching competency	Male	24.5 %	47.4 %	28.1 %
	Female	25.0 %	50.7 %	24.3 %

It is inferred from the above table shows that, irrespective of all dimensions of B.Ed trainees have moderate level on their teaching competency.

NULL HYPOTHESIS

There is no significant relationship between modernity and their teaching competency of B.Ed trainees.

**TABLE - 3
RELATIONSHIP BETWEEN MODERNITY AND TEACHING COMPETENCY OF B.EDTRAINEES**

Teaching Competency and its Dimensions	N	df	Calculated correlation value	Table value at 5% level	Remarks
Attitude towards children	987	985	0.477	0.062	S
Interest in profession			0.532		S
Instructional strategy			0.553		S
Classroom behaviour			0.530		S
Teaching competency			0.604		S

It is inferred from the above table that there is significance relationship between modernity and teaching competency of B.Ed. trainees in their attitude towards children, interest in profession, instructional strategy, classroom behaviour and teaching competency.

NULL HYPOTHESIS

There is no significant relationship between modernity and their teaching competency of B.Ed trainees with reference to gender.

**TABLE - 4
RELATIONSHIP BETWEEN MODERNITY AND TEACHING COMPETENCY OF B.EDTRAINEES WITH REFERENCE TO GENDER**

Gender	Modernity and Teaching Competency	N	df	Calculated Correlation value	Table value at 5% level	Re- marks
Male	Attitude towards children	192	190	0.477	0.138	S
	Interest in profession			0.545		
	Instructional strategy			0.494		
	Classroom behavior			0.534		
	Teaching competency			0.602		
Female	Attitude towards children	795	793	0.478	0.062	S
	Interest in profession			0.530		
	Instructional strategy			0.570		
	Classroom behavior			0.531		
	Teaching competency			0.606		

It is inferred from the above table that there is significant relationship between the modernity and teaching competency of B.Ed trainees with reference to gender.

FINDINGS

1. The level of modernity of B.Ed trainees are moderate.
2. The level of teaching competency of B.Ed trainees are moderate.
3. There is significant relationship between modernity and teaching competency of B.Ed trainees.
4. There is significant relationship between male and female B.Ed trainees of their modernity and teaching competency.
5. The female B.Ed trainees are better than male B.Ed trainees in their teaching competency.

EDUCATIONAL IMPLICATIONS

Modernity is found to be moderate in this regard this may be due to the fact that, India is a traditional country and we have a hesitation to accept the new changes easily. Those who accept and follow the changes and new culture, automatically they will develop in all aspects. Teaching competency also found in moderate level it may a factor of competence-based pedagogy as epiphenomenal, as a surfacing in education of deeper changes in structures and processes of social control over work, education and training and as a means of synchronizing these historically separate spheres. Consequently, while we may observe some significant modifications in the paradigm and terminology, it seems likely that the pivotal position of competence formations in technical and vocational education will grow stronger rather than decline. Gender roles are distinct and clearly allocated. Male are in charge in the public sphere, make decisions, and protect women. They are expected to be achievers and providers for their families. Female are kept in the private or home sphere, where they care for the children and the elderly. In these cultures, female are expected to be nurturing. Female and male have an equal role in the public sphere, and they often share responsibility for the care of the household and the children. Western modernity and post modernity emphasize a more "feminine" approach to gender roles, especially in urban settings. This often clashes with more "masculine" differentiations in rural settings and more "traditional" cultures.

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