



## ORIGINAL RESEARCH PAPER

Education

**A STUDY OF TEACHING COMPETENCY OF D.El.Ed. STUDENTS WITH SPECIAL REFERENCE TO ACADEMIC ACHIEVEMENT AND AGE**
**KEY WORDS:** Teaching competency, academic achievement, age and D.El.Ed. Students.

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## ABSTRACT

Most of the educationally backward countries are backward not because of the inadequate supply of physical and financial resources but because of acute shortage of skilled personnel and competent teachers. The professional educators believe firmly that the effectiveness of an educational program is largely determined by the quality of teachers as they interpret, imbibe and transmit knowledge from one generation to next generation. The aim of this paper is to discuss and study the influence of academic achievement and age on the teaching competency of D.El.Ed. students. The data were collected through an instrument called Teaching Competency scale developed by Kala Vincila, P.M (2009). A sample of 320 D.El.Ed. Students. The statistical techniques 't' and 'F' (ANOVA) tests were employed to look for a significant influence between the different variables. The findings of the study revealed that there exists statistical significant influence of academic achievement and age on teaching competency of D.El.Ed Students at 0.01 level of significance.

## INTRODUCTION

The home is the first and foremost educational institution that the child attends. But the training that the children receive at home are spontaneous, unconscious, unsystematic, haphazard, sporadic and perfunctory. Some consider parents to be a child's first teacher while teachers are their second parents. When kids begin their education, children are in a way handed over to trained teachers and are ideally nourished with support and good teaching by the teachers. The well-structured education pattern in a school system promotes not only a child's mental and psychological growth, but also develops important life skills such as team work, good manners, unity, sharing and responsibility. So the teacher's role in child development is important and more crucial. The importance of teacher and his/her teaching competency in the process of education is of great value. The professional educators strongly believe that teaching is one of the toughest jobs, these is because a teacher must be a good leader, an effective speaker, a quick diagnostician, a tactful diplomat, a firm but fair disciplinarian and above all a good humanitarian. The teachers must know their subject, and even more importantly, know the craft of driving home the concepts of bosoms of the learners.

According to Kothari D.S. "A right kind of teacher is one who possesses a vivid awareness of two things. He not only loves his subject, but also loves whom he teaches. His / Her success will be measured not in terms of percentage of the results alone, but by the quality of life and character of men and women whom he has taught".

In general Competency is defined as the capability to apply or use a set of related knowledge, skills and abilities required to successfully perform "Critical Work Functions" or tasks in a defined work settings. It often serves as a basis for skills standards that specify the level of knowledge, skills and required abilities for the success in work place. The common understanding related to teacher's competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies.

Teaching competencies identify a single level of proficiency or a range of levels determined through a theoretical or empirical process. The teaching competency of a teacher can be judged from the teachers' intended changes in the learner's behaviour and the extent nature of the actual change in the learner's behaviour. Competent or effective teaching occurs when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching.

## Need and Importance of the Study:

During the last 2-3 decades the quality in teaching profession has been a central concern all over the world. The educational bodies like National Council for Teacher Education (NCTE), National Council for Education Research and Training (NCERT) and National Policy on Education (NPE 1986) has rightly stated that in order for improvement in quality of education in schools, the quality of instruction need to be improved. It is also know that quality of instruction can only be possible with well qualified teachers. If we excepting teachers to have certain qualities requires developing/adopting some sort of standards. Teaching competencies are one of those standards. At the other hand many research studies and educational reports revealed that in many primary schools across the country the teachers without have basic teaching competencies are teaching to primary students. So in these regard and by knowing the importance of teaching competency the Ministry of Human Resource Development (MHRD, India) has offering extended pre-service and in-service course to those teachers to get ready to teach at least with minimum teaching competencies. The above crucial conditions lead the researcher to make an attempt in this area to cater the needs of teaching competency of Primary student teachers of Kadapa and Chittoor districts of Andhra Pradesh.

Objective of the Study-: To study the influence of academic achievement and age on the teaching competency of D.El.Ed. students.

## Hypotheses of the Study

1. There would be no statistically significant influence of 'Academic Achievement' on the teaching competency of D.El.Ed. students.
2. There would be no statistically significant influence of 'Age' on the teaching competency of D.El.Ed. students.

## Tools for the Study

1. The teaching competency scale developed by Kala Vincila, P.M (2009) was adopted for the study. The scale consists of following dimensions i.e. Lesson Plan, Motivation, Teaching Learning Material, Black Board Work and illustrations, Teaching Learning Activities, Questioning, Classroom Management and closure of Lesson. The scoring key prepared by the author is employed. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely; Un Satisfied (US), Satisfied (S), Good (G), Very Good (VG) and Excellent (E) suggested by Likert (1932). The total scores are obtained by adding all the weightages, on all the statements and marked them on the top right corner of the answer sheet.

2. Personal data regarding the student – 1. Name, 2. Academic achievement, 3. Age.

**Data Collection**

The sample for the investigation consisted of 320 D.El.Ed. Students from Kadapa and Chittoor districts. The stratified random sampling technique was employed in three stages. The first stage is type of management i.e. Government and Private D.El.Ed colleges and second stage is locality i.e. rural and urban and third is stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited the colleges and with the prior permission from the Head of the institutions the investigator considered the D.El.Ed. students who attended the college on that day for purpose of data collection. The data on each variable in the investigation is properly coded by the investigator to suit for SPSS statistical package. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' and 'F' (ANOVA) tests were employed to test hypotheses.

**RESULTS AND DISCUSSION**

**1. Academic achievement**

The relationship of teaching competency of D.El.Ed. students with their academic achievement is studied in the present investigation. On the basis of academic achievement the students are divided into three groups. The Group-I (N = 126) forms students with academic achievement of up to 49%; Group-II (N = 89) forms students with academic achievement of 50% to 59% and Group-III (N = 105) forms with students' with academic achievement of above 59%. The corresponding teaching competency of D.El.Ed. students of the groups were analyzed accordingly. The Mean values of teaching competency of D.El.Ed. students for the groups were tested for significance by employing 'F'-test. The following hypothesis is framed to look for significant influence between the variables.

**Null Hypothesis-1**

There would be no statistically significant influence of 'Academic Achievement' on the teaching competency of D.El.Ed. Students.

The above hypothesis is tested by employing 'F'-test. The results are presented in following table.

**Table-1: Influence of Academic Achievement on the Teaching Competency of D.El.Ed. Students**

S. No.	Academic Achievement	N	Mean	S.D.	'F' – Test
1.	Group – I	126	92.65	13.90	9.864*
2.	Group – II	89	94.63	14.69	*
3.	Group – III	105	98.34	16.64	

\*\* Indicates significant at 0.01 level

It is observed from Table-1 that the computed F-value for the teaching competency of D.El.Ed. students is (9.864) which is greater than table value of 'F' (4.680) required to be statistically significant with respect to df (2, 317) at 0.01 level of significance. Therefore Hypothesis-1 is rejected at 0.01 level of significance. It is also observed from the table-1 that high Mean value (98.34) is associated with Group-III. It is evident that the students having high academic achievement has better teaching competences than their counter parts and finally concluded that academic achievement has significant influence on the teaching competency of D.El.Ed. students.

**2. Age**

The relationship of teaching competency of D.El.Ed. students with their age is studied in the present investigation. On the basis of age, the students are divided into three groups. The students whose age is up to 20 years form the Group-I (N = 121), Group-II forms (N = 115) with the students whose age is 20 years to 25 years and Group-III forms (N = 84) with the students whose age is 25 years above. The corresponding teaching competency of D.El.Ed. students of the three groups was analyzed accordingly. The Mean

values of teaching competency of D.El.Ed. students for the three groups were tested for significance by employing 'F'-test. The following hypothesis is framed to look for significant influence between the variables.

**Null Hypothesis-2**

There would be no statistically significant influence of 'Age' on the teaching competency of D.El.Ed. Students.

The above hypothesis is tested by employing 'F'-test. The results are presented in the following table.

It is clear from Table-2 that the computed F-value for the teaching competency of D.El.Ed. students is (9.246) is greater than table value of 'F' (4.680) required to be significant with respective df (2, 317) at 0.01 level of significance. Therefore Hypothesis-2 is rejected at 0.01 level of significance. It is also observed from the table-2 that the high Mean value is associated with Group-III. It is evident that the students of age group more 25 years are good in teaching competency than their counter parts and finally it is concluded that the age has significant influence on the teaching competency of D.El.Ed. students.

**Table-2: Influence of Age on the Teaching Competency of D.El.Ed. Students**

S. No.	Age Groups	N	Mean	S.D.
1.	Group – I	121	88.24	13.85
2.	Group – II	115	91.33	14.48
3.	Group – III	84	95.77	16.39

\*\* Indicates significant at 0.01 level

**Findings:** There is significant influence of academic achievement and age at 0.01 level of significance on the teaching competency of D.El.Ed. students.

**Conclusions:**

In the light of the findings, the following conclusions are drawn. Academic achievement and Age have significant influence on the teaching competency of D.El.Ed. students.

**EDUCATIONAL IMPLICATIONS**

The findings of the present study have raised some important questions related to the educational needs of the students with special reference to their teaching competency of D.El.Ed. students.

1. Academic achievement is highly influence on the teaching competency of D.El.Ed. students. High achievement students have positive teaching competency than the low achievement students. The administrators have to provide extra coaching facilities for low achievement students.
2. Age is highly influence on the teaching competency of D.El.Ed. students. High age group students have positive teaching competency than the low age group students. The administrators have to provide counseling facilities for low age group students.

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