Teaching Competency of Prospective Teachers

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Abstract: *The present study aimed at investigating the Teaching Competency of prospective teacher. The sample consists of 500 B.Ed students from Kottayam district, Kerala. A standardized tool was used by the investigator. The results revealed that the prospective teacher students have average level of Teaching Competency. There was no significance difference in the Teaching Competency of prospective teachers with respect to their gender, locality, Type of institution, Educational qualification and their Type of family.*

Keywords; Teaching Competency, Prospective Teachers, Teaching Pedagogy, UCTE (University College of Teacher Education

1. Introduction

Education which aims at helping an individual towards the realization of the best and helps to find out most human qualities that has lagged behind in most instances. The important aims of education are: the development of cognitive, affective and psychomotor skills. Most of the schools give much priority for the transference unpredictable future, for which one have to be exposed to the situations in which one's own thinking ability operates critically, emotional brain is rightly used and actions are developed.

The term "competence" is frequently used when we talk about any profession or work and it expresses one's quality of being competent, possessing adequate professional skill, knowledge, qualification or capacity. It is the degree of accomplishment of an objective with respect to quality and time. It is an aspect of the total personality of the individual.

Teachers' competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc. which are needed for effective teaching. Teaching competency, therefore, can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. In other words, teaching competency refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content.

Teachers need to manage effective teaching and learning process so that students know how to learn and utilize their knowledge appropriately in their daily life and live in a society with happiness. Therefore, teachers need to develop their competencies in accordance with educational transformation in practice as well as professional activities effectively.

2. Review of the Literature

Ranjini and Sundaram (2012) did a study on teaching competency and academic achievement of secondary teacher trainees. The major findings were found that the level of teaching competency and academic achievement of secondary teacher trainees was average and there was significant difference in teaching competency of secondary teacher trainees and academic achievement with reference to gender and religion.

Nirmaladevi (2015) made a study on teaching competence of higher secondary teachers in Dindigul educational district. The major findings of the study were: i) there was no significant difference between men and women higher secondary teachers in 42 their teaching competence and ii) there was significant difference among higher secondary teachers drawing different monthly incomes in their professional information, interest in profession, attitude towards children and teaching competence as a whole.

Vasugi and Mathuravani (2013) conducted a study on personality and teaching competency of secondary grade teacher trainees. The study concluded that the male and female, science and arts group, and I and II year secondary teacher trainee had significant difference in their personality. The rural and urban, and I and II year secondary teacher trainees differed in their teaching competency. There was high 44 positive relationship between personality and competency. There was significant relationship between personality and teaching competency of teacher trainees.

3. Need and Significance of the Study

Teaching is the noblest profession among all professions. It is a career that shapes the minds of tomorrow. It provides the students with the skills for survival. Teaching is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humor and empathy. The concept of teaching has changed from the teacher-centered to learner-centered. They have become a facilitator than the instructor and the source of all knowledge.

The progress of a country depends upon the quality of its teachers as they build the pillars of the nation. Teachers occupy a pivotal role in any nation. They are of high esteem and honor in the society. Their position and role in the society is unique. Teacher is one who imbibes, interprets and disseminates the culture .They are the makers of the future citizens of the society. They are philosophers, guides and men of higher ideas in moulding the society. The teacher is one who sets up the standards, builds desirable attitudes, behaviors and characters among the students.

In this present situation the teachers require a new type of knowledge, attitude, atmosphere and facility to make his task easy, fruitful and confirming according to the demands of the society and the students. So the teachers must be properly equipped with necessary knowledge, skills and abilities to deal with children. The educational institutions have to play significant roles and to make possible the dreams of younger generation. Future teachers have to play bigger and crucial roles to incorporate, sustain and transmit competency-based and skill-based education.

Objectives of the Study
- To find out the level of teaching competency of Prospective teachers.
- To find out whether there is any significant difference in teaching competency of Prospective teachers with respect to Gender (Male/Female).
- To find out whether there is any significant difference in teaching competency of Prospective teachers with respect to Type of management (Aided/Government/ Self-financing).
- To find out whether there is any significant difference in teaching competency of Prospective teachers with respect to Locality of college (Rural/Urban).
- To find out whether there is any significant difference in teaching competency of Prospective teachers with respect to Educational Qualification (UG/PG).
- To find out whether there is any significant difference in teaching competency of Prospective teachers with respect to Type of family (Nuclear family/Joint family).

Hypotheses of the Study
- There is no significant difference in teaching competency of Prospective teachers with respect to Gender (Male/Female).
- There is no significant difference in teaching competency of Prospective teachers with respect to Type of management (Aided/UCTE/Self-financing).
- There is no significant difference in teaching competency of Prospective teachers with respect to Locality of college (Rural/Urban).
- There is no significant difference in teaching competency of Prospective teachers with respect to Educational Qualification (UG/PG).
- There is no significant difference in teaching competency of Prospective teachers with respect to Type of family (Nuclear family/Joint family).

Methodology of the Study
The research work has been carried out on a sample of 500 prospective teachers in rural and urban areas of Kottayam district in Kerala. Random sampling technique has been employed in the research study. The investigator employed the survey method in this study. This method involves collecting data in order to test the null hypothesis concerning the current status of the teaching competency of prospective teachers.

Tools Used for the Study
A standardized tool is to be used for checking the teaching competency of the prospective teachers. The tool developed by **Sasipriya and Annaraja (2009)**.

Statistical Technique Used for the Study
For analyzing the data the investigator used the following statistical techniques; mean, standard deviation and t-test for this study.

4. Analysis and Interpretations

Descriptive statistics of Teaching Competency
Measures of central tendency and dispersion of scores on Teaching Competency of prospective teachers are shown in the table below.

Table 1: Statistical constants of Teaching Competency

Variable	Mean	Median	Mode	Standard deviation	Skewness	Kurtosis
Teacher Competency	235.61	239.00	247.00	23.49	-2.584	13.95

From the table above, it is observed that the mean value of Teaching Competency is 235.61. The median value is 239. The mode of the scores was found to be 247.00 which represent the most frequently occurring score in the distribution. As the scores have shown a skewness of -2.584 and kurtosis value is 13.95. It can be interpreted that clustering of scores is on the lower end of the distribution.

Analysis based on objective 1

To find out different levels of Teaching Competency of prospective teachers
To assess the level of Teaching Competency, the total sample is classified into three groups high, average and low. For the classification the 'σ' distance from the mean M is used. The mean and standard deviation of the total scores of Teaching Competency is calculated.

Table 2: Level of Teaching Competency of prospective teachers

Teacher Competency	High	Average	Low
No of Students	52	338	60
Percentage	11.6	75.1	13.3

From the table 4.8, it is clear that 11.6% of students have high Teacher Competency, 75.1% of students have average Teaching Competency and 13.3% of students have low Teacher Competency. Therefore, it can be tentatively concluded that most of the students have average Teacher Competency.

5. Inferential data analysis

Hypothesis 1: There exists no significant difference in Teaching Competency of prospective teachers with respect to gender.

Table 3: Data and result of test of significant difference in Teaching Competency based on gender

Variable	Gender	N	Mean	Standard deviation	t value	Level of significance
Teacher Competency	Male	50	235.82	24.963	.062	0.951> 0.05
	Female	400	235.59	23.334		

The obtained critical ratio 0.062 is less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted with respect to gender. So it can be tentatively concluded that there exist no significant difference in Teaching Competency based on gender.

Hypothesis 2: There exists no significant difference in Teaching Competency of prospective teachers based on locale.

Table 4: Data and result of test of significant difference in Teaching Competency of prospective teachers based on locale

Variable	Locale	N	Mean	Standard deviation	t value	Level of significance
Teacher Competency	Urban Rural	150 300	202.97 205.06	20.900 18.703	1.035	0.443> 0.05

The obtained t value for urban and rural students is 1.035 which is less than the table value (1.96) at 0.05 level of significance. That means there is no significant difference in the Teaching Competency of prospective teachers with respect to locale. Hence the null hypothesis is accepted.

Hypothesis 3: There exists no significant difference in Teaching Competency of prospective teachers based on Type of institutions.

In order to find out the difference in Teaching Competency based on Type of institution, ANOVA is calculated for testing the statistical significance.

Table 5: Summary of analysis of variance for the Teaching Competency of prospective teachers type of institution.

Source of variations	Sum of squares	df	Mean squares	F	Level of significance
Between the sample	821.418	2	410.709		
Within the sample	246969.073	447	552.504	0.743	0.476>0.05
Total	247790.491	449			

The above table shows that, the calculated F value 0.743 is less than the table value (0.476) at 0.05 level of significance. That means there is no difference in the Teaching Competency of prospective teachers based on the type of institution. Hence the null hypothesis is accepted.

Hypothesis 4: There exists no significant difference in Teaching Competency of prospective teachers based on their Educational Qualification.

Table 6: Data and result of test of significant difference in Teaching Competency of prospective teachers based on their Educational Qualification

Variable	Educational Qualification	N	Mean	Standard deviation	t value	Level of significance
Teacher Competency	UG PG	180 270	236.84 234.80	23.111 23.750	0.907	0.365> 0.05

The obtained t value for UG and PG students is 0.907 which is less than the table value (1.96) at 0.05 level of significance. That means there is no significant difference in the Teaching Competency of prospective teachers with respect to their Educational Qualification. Hence the null hypothesis is accepted.

Hypothesis 5: There exists no significant difference in Teaching Competency of prospective teachers based on their Type of Family

Table 7: Data and result of test of significant difference in Teaching Competency of prospective teachers based on their Type of Family

Variable	Type of Family	N	Mean	Standard deviation	t value	Level of significance
Teacher Competency	Nuclear Joint	405 45	235.91 232.96	22.285 32.615	0.593	0.556> 0.05

The obtained t value for Nuclear and Joint Family students is 0.593 which is less than the table value (1.96) at 0.05 level of significance. That means there is no significant difference in the Teaching Competency of prospective teachers with respect to their Type of Family. Hence the null hypothesis is accepted.

6. Findings of the Study

- There exist no significant differences in Teaching Competency of prospective teachers with gender.
- There is no significant difference in the Teaching Competency of prospective teachers with respect to locale.
- There is no difference in the Teaching Competency of prospective teachers based on the type of institution.
- There is no significant difference in the Teaching Competency of prospective teachers with respect to their Educational Qualification.
- There is no significant difference in the Teaching Competency of prospective teachers with respect to their Type of Family.

7. Scope of the Study

The study is aimed to find out the teaching competency of Prospective teachers. The investigator hopes that the findings of the present study will be the great use to the teachers to develop teaching Skills and enhance their teaching competency. It also helps to suggest how's to improve their teaching ability, efficiency and effectiveness. The investigator is also much interested to help to develop a positive attitude towards professional skills in their teaching.

8. Conclusion

The level of Teaching Competency possessed by the prospective teachers, who would become future teachers, is found to be the moderate level and so efforts could be made to enhance their Teaching Competency. The other results revealed that there is no significance difference in the Teaching Competency of prospective teachers with respect to their gender, locality, Type of institution, Educational qualification and their Type of family.

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