

Teaching competency of Prospective Secondary School Teachers

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Abstract

The study aimed at finding out the teaching competency of secondary teacher trainees. The study followed the normative survey method. Teaching competency scale was administered to 150 secondary teacher trainees from various College of Education institutes of Trichy, Karur districts. The data obtained were subjected to descriptive, differential analysis. The outcome of the study may have valuable implications for the secondary teacher education students in Tamilnadu.

Keywords: Secondary School Teachers, Prospective, Teacher Trainees, Teaching Competency

Introduction

It is well known that the quality and extent of learner achievement are determined Secondary by Teacher Competence, Sensitivity, and Teacher Motivation. The National Council for Teacher Education has defined teacher education as a Programme of education, research and training of Persons to teach from Secondary to Higher Secondary Education level.

Secondary education is one of the keys to Social, Emotional, Economic and Cultural development in the country in general and to social mobility of weaker section. It helps in shaping the personality by creating conditions which sharpen the mental abilities and intelligence of an individual. It helps in creation of an insight through rational understanding into the social phenomenon. At the pragmatic level education equips and trains a person to perform one's role adequately. Education is an important factor in the status determination in the contemporary society. The value of secondary education as an instrument of social change, lies in its capacity to contribute towards equalization and expansion of economic opportunities, in promoting educational and social mobility, in creating social concern and civic responsibility and in instilling cultural and moral values.

Secondary Teacher Education

To Possess Competency to teach subject to specialization of accepted principles of teaching and learning in the context of new school curriculum. Depth of their understanding of the concept pertaining to the concern disciplines makes an external and internal judgement of the quality of an article through the principles against criterion.

Secondary teacher education programs are facing challenges to maintain the highest possible standard in all aspects like planning with appropriate instructional designs, research and innovations at local and global level, integration of latest technology available, training for

teachers in handling those technologies, enhancing professional competency among teacher educators, language skills, teaching commitment, pre-service and in-service training programs. So, in this aspect it is very much important for governments, especially in developing countries, to give priority to teacher education projects, use of flexible approaches in distance education programs, multimedia teaching and resource development for teachers and teacher educators. Some attention needs to give to at least four types of skills for teachers; (i) an ability to think critically, (ii) an ability to understand and conduct research, (iii) an ability to understand and appreciate the context of developments which impact education, and (iv) an ability to understand educational values, and approaches to teaching.

It is important to ensure that teacher education is conducted in those institutions that provide academic autonomy. This ensures that teacher educators have control on overall aspects of teacher education. It is also important for teachers and their organizations to maintain their professional connections with overseas; international and global teachers education organizations to enable teachers and teacher educators to have access to advice and expertise.

Teaching competency

A competent teacher is one who has the skill of accurate perceptions of the classroom situation and the changes that occur within the class-room is aware of the teacher's role which are appropriate to different situations and possesses the personality skills which allow him to adopt to changing situation. The data were collected by Teaching Competency Scale standardized by Dorathi Rani (2000). Special attention was given to such factors like nature of college, type of college and College of Education female teacher trainees. The data are analyzed by t-test and ANOVA. The results revealed that there is a significant difference between (i) urban and rural (ii) Government college and Self-financing college and (iii) girls college and Co-education College of Education female teacher trainees in their teaching competency and (iv) there is no significant difference among undergraduate, postgraduate and M.Phil degree and College of Education female teacher trainees.

Hence the impact of the study will provide guidance to the teacher preparation programs to foster greater awareness, appreciation and consideration of the needs of diverse students to the future teachers. It will help to bring massive changes in the prospective teacher judgments, beliefs and teaching competency that may ultimately influence the ways in which they interact with students when they will in the classroom. It will create pathways for the prospective teachers to train and develop skills to teach content to the students. It may significantly contribute a root to the establishment and changes of curricular and support practices in the teacher education programmes.

Some of the earlier studies also confirmed the importance of teaching competency.

Dr. Bindusha K Dr. Bindu (2020), Teaching Competency of Graduate Level Teacher Trainees of Kerala states that in all education system the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. This paper intended to understand the teaching competency of graduate level teacher trainees of Kerala. Main objectives of this study are to compare the teaching competency level of graduate level teacher trainees in terms of their locality, type of management of their institution and

qualification of the trainees. 150 graduate level teacher trainees from Thiruvananthapuram district is selected as sample for the study. Data were collected by using teaching competency scale prepared by the investigator with the help of supervising teacher. The data were analysed by t-test. The results of the data revealed that there is no significant difference in the teaching competency level of graduate level teacher trainees in terms of locality and qualification of the trainees. In the case of type of management of the institution there is significant difference is seen in the level of teaching competency of graduate level teacher trainees.

The study of Vimal Vidushy (2020) found that teaching aptitude, attitude towards teaching and sense of responsibility are significant predictors of teaching competence of secondary school teachers. The results showed that both male and female teachers had the necessary professional competencies. In addition, the professional competence scores of the male and female teachers were significantly different. Furthermore, based on the results, there is a difference between male students achievement scores and female student achievement scores.

Dr.J. Master Arul Sekar(2016), The Study of Teaching Competency of B.Ed Female Teacher Trainees mentioned that Teacher competence refers to the right way of conveying units of knowledge, application and skills to students. This paper also highlights the various competencies like use of appropriate techniques, efficacy in Teaching, effective use of Aids, rapport with students and colleagues, and catering to individual differences. The present study is undertaken to study the teaching competency of B.Ed female teacher trainees. The major objective of the study is to find out the difference between (i) rural and urban (ii) Government and Self-financing college (iii) Girls and Co-Education College and (iv) Undergraduate, Postgraduate and M.Phil degree B.Ed female teacher trainees. The 148 samples were taken from the B.Ed female teacher trainees who are studying in the ten colleges of education in thanjavur and pudulottai districts which are the colleges of education, affiliated to Tamil Nadu Teacher Education University, Chennai. Sijila Das (2017), conducted "A Study on Teaching Competence of Secondary school teachers". The study revealed that regarding gender, no significant difference was found on teaching competence among senior secondary school students, while in respect to marital status, no significant difference was found among senior secondary school students, whereas with respect to educational qualification, a significant difference was found among senior secondary school students on teaching competence and teaching experience also has a significant impact on teaching competence.

Citation Robinson, P. (2022) conducted a study to explore the Primary ITT Trainees Competence and Confidence in Mathematics Teaching in UK states that teacher recruitment and retention has been the focus of the government and a step taken to support recruitment was the abolishing of the skills tests. Initial teacher training provides became responsible for assessing trainees mathematics rather than having it externally assessed. The purpose of this literature review is to synthesise the findings of recent studies conducted in the UK about the trainees competence in mathematics and confidence in teaching it. Six electronic databases were searched, utilizing a systematic approach, which identified only six relevant articles. This is significant as it demonstrates that, despite the evidence about the urgent need for intervention, there is limited research that explore how to address the issue of improving prospective primary school teachers mathematics competence and confidence, especially in England. This systematic review contributes to the field by bringing attention to the important findings of these studies. Findings suggest that while some primary ITT trainees competence and confidence

about teaching mathematics is low, holding advanced level mathematics qualifications does not guarantee knowledge to teach primary mathematics effectively.

Uzma Dayan, Muhammad Ilyas Khan and Sohail Ahmad (2021), Transformation of Prospective Teachers Pedagogical Beliefs during a Pre-Service B.Ed Programme In Pakistan mentioned that teachers pedagogical beliefs play a vital role in the process of teaching and learning. These beliefs are often reflected in their practices which lead to the formation of their instructional decision making. Pre-service teacher education programs are offered in many universities of Pakistan with the aim to prepare professional teachers with strong beliefs in the value of teaching profession. Therefore, this qualitative case study aimed to explore the information of pre-service prospective teachers beliefs regarding teaching skills during a College of Education program in the context of Khyber Pakhtunkhwa (KP). The data were collected from eight participants through semi-structured interviews in two phases: before teaching practice and after teaching practice. Findings revealed that pre-service teachers joined B.Ed program with certain traditional beliefs about teaching skills that were rooted in their past experiences as students. The transformation of those beliefs took place at the time of teaching practice in a real classroom. Sufficient to transform prospective teachers beliefs, rather the teaching practice should be a contributory factor in transforming their pedagogical beliefs. So these attributed to the prospective teachers practical experiences in real classroom situations during the teaching practice. The study has important implications for teacher educators and educational researchers in terms of highlighting the important role of teaching practice in the professional preparation and development of prospective teachers.

Significance of the study

The teacher has to understand the mentality of the student. This will demand that the forthcoming teachers must have assurance over their ability and the expertise and skills in teaching to meet the individual challenges that they will meet in the future classroom climate. Now a days teacher's professional development is an important issue. Teachers should advance their professional quality. Today's teacher has to be more competent in order to meet the growing demands in the education field. The teacher has to attract the students by using his /her competencies and skills.

In order to make prospective teachers at the secondary level, it is always needed to organize Intensive teaching practice for them to teach the school subjects effectively in the classroom. It is therefore, the National Policy on Education (NPE) 1986 has emphasized the need for professional training of prospective teachers and recognized the need for improving the quality of the teachers and proposed to provide opportunities for professional and career development so as to make the teachers fulfill their roles and responsibilities and be simple, acquiring integrity, moral, accomplishment and transparency.

Objectives of the Study

The following are the objectives of the study.

1. To find the level of teaching competency of the secondary teacher trainees.
2. To find out whether there is significant difference between below 21 years and above 21 years of Secondary teacher trainees in their teaching competencies.

3. To find out whether there is significant difference between SC's/ST's and Non-SC's /ST's Secondary teacher trainees in their teaching competencies.
4. To find out whether there is significant difference between Government and Private College of Education Institution of Secondary teacher trainees in their teaching competencies.

Hypotheses of the study

Based on the above objectives, the following null hypothesis are formulated for testing.

1. The level of teaching competency and its dimensions of secondary teacher trainees are not high.
2. There exists no significant difference in teaching competency and its dimension between the teacher trainees of below 21 and above 21 years of age.
3. There exists no significant difference in teaching competency and its dimension between the SC/ST's and Non -SC/ST's secondary teacher trainees.
4. There exists no significant difference in teaching competency and its dimension between the secondary teacher trainees of Government and Private College of Education institutions.

Population of the study

The population for the present study consisted of Secondary Teacher Trainees studying in Tiruchirapalli, and Karur Districts.

Sample for the Study

The investigator used random sampling technique. Which consisted of 150 Secondary Teacher Trainees from selected teacher training institutes in Tiruchirapalli, and Karur Districts.

Method of the Study

The survey method was used for the present study.

Tools used in the study

Teaching Competency scale validated by the investigator. This scale consisted of 45 items under the dimensions (a) Instructional Competency (b) Subject Matter Competency (c) Interactive Competency (d) Use of Audio-Visual Aids (e) Classroom Management Skills.

Statistical Techniques used.

Percentage Analysis, t-test are used in the study.

Datat Analysis

Null hypothesis-1

The level of teaching competency and its dimensions of secondary teacher trainees are not high.

Table .1

Level of Teaching Competency of secondary teacher trainees and its Dimensions

S.No.	Dimensions of Teaching Competency	No	Low		Average		High	
			N	%	N	%	N	%
1	Instructional Competency	150	38	25.3	74	49.4	38	25.3
2	Subject Matter Competency	150	27	18	99	66	24	16
3	Interactive Competency	150	29	19.3	97	64.7	24	16
4	Use of Audio-Visual Aids	150	37	24.6	74	49.4	39	26
5	Classroom Management Skills	150	42	28	69	46	39	26
	Total		34.6	23	27.5	18	88.5	59

It is inferred from the table that 18% of teacher trainees' are having moderate level of Teaching competency, 59% of teacher trainees' are having high level of Teaching competency, 23% of teacher trainees' are having low level of Teaching competency.

Further, it is found that the Teaching competency of teacher trainees' is at high level.

Null hypothesis-2

There exists no significant difference in teaching competency and its dimension between the teacher trainees of below 21 and above 21 years of age.

Table-2

Difference between below 21 years and above 21 years of secondary teacher trainees in their teaching competencies

S.No.	Dimension of Teaching Competency	Below 21 (N=97)		Above 21 (N=53)		't' value	Significant Level
		Mean	SD	Mean	SD		

1	Instructional Competency	44.7	5.7	40.0	3.3	2.84	S**
2	Subject Matter Competency	52.8	7.9	51.7	6.7	1.61	NS
3	Interactive Competency	24.6	3.7	25.1	2.9	1.33	NS
4	Use of Audio - Visual Aids	35.24	6.3	31.5	5.4	2.37	S*
5	Classroom Management Skills	17.34	3.6	16.9	3.1	1.20	NS
	Total	174.8	24.7	166.4	18.5	2.28	S*

It is inferred from the above table that there is significant difference between the teacher trainees of below 21 years and above 21 years of age in their teaching competency mean score and its dimensions

Null hypothesis-3

There exists no significant difference in the teaching competency mean scores and its dimensions between SC/ST's and Non -SC/ST's secondary teacher trainees.

Table-3

Difference between SC/ST's and Non-SC/ST's Teacher Trainees of Secondary teacher trainees in their teaching competencies

S.No.	Dimension of Teaching Competency	SC/ST (N=67)		Non-SC/ST (N=83)		't' value	Significant Level
		Mean	SD	Mean	SD		
1	Instructional Competency	41.2	4.3	41.4	4.6	0.47	NS
2	Subject Matter Competency	50.5	5.6	54.3	7.6	3.42	S**
3	Interactive Competency	24.8	3.6	24.8	3.7	0.29	NS
4	Use of Audio - Visual Aids	32.4	5.0	33.7	5.9	1.67	NS
5	Classroom Management Skills	22.8	2.5	18.9	3.6	3.37	S**
	Total	172.2	18.5	174.1	20.5	1.89	NS

It is inferred from the above table that there is no significant difference is found between SC/STs and non – SC/STs teacher trainees in their total teaching competency and in the teaching, competency dimensions – subject matter competency, instructional competency , audio – visual aids, interactive competency, classroom management and total teaching competency.

Null hypothesis-4

There exists no significant difference in the teaching competency mean scores and its dimensions between teacher trainees and its dimensions with respect to Type of Institutions

Table-4

Mean, Standard Deviation and t-value for teaching Competency mean score between Teacher Trainees and its Dimensions with respect to Type of Institutions

S.No.	Dimension of Teaching Competency	Government (N=62)		Private (N=88)		't' value	Significant Level
		Mean	SD	Mean	SD		
1	Instructional Competency	41.6	5.0	40.8	4.5	1.17	NS
2	Subject Matter Competency	46.3	7.2	52.1	7.4	0.64	NS
3	Interactive Competency	25.0	3.3	24.7	3.4	0.94	NS
4	Use of Audio - Visual Aids	33.4	5.7	33.6	5.7	1.56	NS
5	Classroom Management Skills	17.2	3.1	17.1	3.3	0.54	NS
	Total	169.3	22.2	168.2	21.6	0.53	NS

It is inferred from the above table that there is no significant difference is found between the teaching competency mean scores of teacher trainees of government and private college of education institutions and its dimensions – subject matter competency, instructional competency, audio – visual aids interactive competency, classroom management and total teaching competency.

Findings

1. It is found that 18% of teacher trainees' are having a moderate level of teaching competency, 59% of teacher trainees are a having high level of teaching competency, 23% of teacher trainees are having low level of teaching competency.

2. Significant difference is found between the teacher trainees of below 21 years and above 21 years of age in their teaching competency mean score and its dimensions. The teacher trainees of below 21 years of age group have got a mean value 174.8 and above 21 years of age group have got a mean value 166.4 in total teaching competency. Their standard deviations are 24.7 and 18.5 respectively. There is significant difference in their level of total teaching competency mean scores and its dimensions – subject matter competency, interactive competency than the above 21 years of age.
3. No significant difference is found between SC/STs and non – SC/STs teacher trainees in their total teaching competency and in the teaching, competency dimensions – subject matter competency, instructional competency, audio – visual aids, interactive competency, classroom management and total teaching competency.
4. No significant difference is found between the teaching competency mean scores of teacher trainees of government and private College of Education institutions and its dimensions – subject matter competency, instructional competency, audio – visual aids interactive competency, classroom management and total teaching competency.

Recommendation

1. By considering the findings of the study, the following recommendations have been made for policy decisions.
2. The quality and competence of education depends on the quality of teachers without ensuring the quality of teachers no innovation could be expected. Therefore restructuring teacher education is should be taken to improve both the teaching competence of these teachers so that there is a cascading effect and the benefits are passed on to the students.
3. While designing the B.Ed. curriculum, the lessons of the secondary teacher education should be framed in accordance with daily life living skills and activities which happens in student-teachers and they must be reinforced in their practice teaching and other activities like community living, community service, training and awareness camp on social and contemporary issues.
4. The NCERT / Directorate of School Education, curriculum planners for B.Ed., programme need to consider infusion approach as best practice and be provided for a more balanced learner friendly approach.
5. Proper modules should be prepared, a special training / orientation should be given for teacher educators of NCERT/NCTEs' and other college of education institutes to prepare effective teachers.

Conclusion

The Research aimed at the Teaching Competency of Prospective Secondary School Teachers. This research highlights certain things related to teacher College of Education Institutions. On today's age, even ordinary people stand the importance of secondary education and therefore an appropriator and quality College of Education program has become inevitable in education field.

Findings of these study will be helpful for policy makers, administrators and master trainers in planning more suitable and effective college of education frameworks (pre-service and in-service), Induction programmes for teachers and reflective teaching. Findings may significantly contribute a root to the establishment and changes of curricular and support practices in the teacher education programmes. The study may create also give awareness to the secondary teacher educators about the importance of teaching competency.

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