

# IMPACT OF TEACHING PRACTICE ON TEACHERS' ADJUSTMENT AND TEACHING COMPETENCE AMONG B.ED. TRAINEES

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## ABSTRACT

*The study was intended to find out the Impact of Teaching Practice on Teachers' Adjustment and Teaching competence among B.Ed. Trainees. To conduct the study, 100 female B.Ed. Trainees were randomly selected from three Education colleges of Moga district. Teachers' Adjustment Inventory developed by Rashmi ojha and General Teaching competence scale (1994) by Passi & Lalitha were used for the collection of the data. The results of the present study revealed that teachers' adjustment of B.Ed. Trainees has improved significantly as a result of exposure to Teaching practice. Teaching competence of B.Ed. Trainees has improved significantly as a result of exposure to Teaching practice.*

**Key words:** Teaching Practice, Teachers' Adjustment, Teaching Competence, B. Ed. Trainees.

## INTRODUCTION

The internal commission on the development of education in its report, "Learning to be" (UNESCO, 1972) emphasized, "Education from now on can no longer be defined in relation to a fixed content which has to be assimilated, but must be conceived of as a process in the human being, who thereby learns to express himself, to communicate and to question the world, through his various experiences, and increasingly- all the time- to fulfill himself. It has strong roots, not only in economics and sociology, but also in findings from psychological research which indicate that man is an unfinished being and can only fulfill himself through constant learning. If this is so, then education takes place at all ages of life, in all situations and circumstances of existence. It returns to its true nature, which is to be total and lifelong, and transcends the limits of institutions, programmes and methods imposed on it down the centuries".

Burton (1985), "Teaching is the stimulation, guidance, direction and encouragement of learning." Morrison (1926), "Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the learner."

## Teaching Practice

Training is essential for every teacher. Trained teacher can do much better than an untrained teacher. A teacher training programme is not effective if it does not help in developing the necessary skills in the trainees. Passi and Lalitha (1976) Teaching skills are: Writing instructional objectives, introducing a lesson, fluency in questioning, probing questioning, explaining, illustrating with examples, stimulus variation, silence and non-verbal clues, reinforcement, increasing pupil participation, using black board, achieving closure, recognizing attending behaviour.

## Teacher Adjustment

Shaffer & Edward (1953), "Adjustment is a process by which a living organism maintained a balance between its need and the circumstances that influence the satisfaction of these needs." Garner, Olmstead and Poliv (1983), "What man have called friendship is only a social arrangement, a mutual adjustment of interests, an in charge of services given and received; it is in sum simply a business from which those involved propose to derive a steady profit for their own self-love". we are concerned with some of the problems peculiar to the teaching profession. Perhaps the prime condition of acceptable adjustment is that the teacher has confidence in his/her competence and that he/she respects their vocation. Whatever the causes, it will probably be admitted that teachers would derive greater satisfaction from their work if they could look forward to a longer period of promotion and if they could see everything about them. Evidence of increasing growth and development, the more mature years would then be professionally something to be looked forward rather than something to be anticipated with misgiving.

## Teaching Competence

William (1969) "The competent teacher has a demonstrable impact on children's lives and in the most significant way, their impact on children's life in terms of both short- and long-range goals is to be developed". Allen and Ryan (1969) "The analytical approach to perceive teaching has given a basis for innovations in teacher education, like microteaching". The term competency has also been a debatable term. It refers to the criteria that determine teacher effectiveness. Ebel (1969). "Teaching Competence includes knowledge, attitude, skill and other teacher characteristics" Wilson and koran (1973).

## REVIEW OF RELATED LITERATURE

### Studies related to Impact of Teaching practice on Teachers' Adjustment

Kohler and Hood (2000) Field experience (with appropriate support), sometimes referred to student teaching, has been document to involve emotional and professional changes in student-teacher and consistently resulted in positive adjustment in occupational outcomes.

Austin-Martin, Bull and Molrine (1981) revealed that in early field experiences students established a more effective relationship with administrators, teachers and pupils in the school. Copenhaver, Mcintrye and Norris (1981) and Sacks and Harrington (1982) found that after the field experience, student express more concern for the emotional needs of their pupil than for classroom control.

### **Studies related to Impact of Teaching practice on Teaching Competence**

Bawa (1984) conducted a study and concluded that exposure to integration-based instruction helped teachers to increase their ability to integrate various teaching skills effectively. The integration instruction group not only consolidated its teaching competence but also improved upon it.

Bolarfinwa (2010) conclude that teaching practice has never been a waste of time rather it has helped to inculcate the professional traits in student teachers, preparing them for the real classroom and school situation.

Shukla (2010) conducted an experimental study on one college of education and found that student teachers having practice teaching of micro lessons are better than that of student teachers having practice teaching of simulated lessons.

### **OBJECTIVE OF THE STUDY**

1. To study the impact of Teaching practice on teachers' adjustment among B. Ed Trainees.
2. To study the impact of Teaching practice on teaching competence among B. Ed Trainees.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in the pre-test and post-test scores of teachers' adjustment among B. Ed Trainees.
2. There is no significant difference in the pre-test and post-test scores of teaching competence among B. Ed Trainees.

### **EXPERIMENTAL DESIGN OF THE STUDY**

The present study was one group pre-test, post-test experimental study which was conducted on B.Ed. trainees of three colleges of Moga district, pre-test and post- test was applied on B.Ed. trainees to know about the effectiveness of teaching practice on their adjustment and teaching competence. The analysis was carried out on the gain scores only.

**Control:** The present study being experimental in nature need to control the effect of confounding variables. The analysis was carried out on the gain scores.

### One group pre-test, post-test design

In this design the investigator measured dependent variables (Teachers' Adjustment and Teaching competence) before the independent variable (Teaching Practice) is applied or withdrawn and then takes its measurement again afterwards. The difference in the measurements of dependent variable, if any is computed and is taken as the amount of change as a result of the application or withdrawn of independent or treatment variable.

**Table 1**

**One group pre-test, post-test design**

Pre-test T <sub>1</sub> (Phase I)	Treatment to Independent variable X (Phase II)	Post-test T <sub>2</sub> (Phase III)
Mean of the criterion test	Provide teaching practice or training to the B.Ed. trainees	Mean of the criteria test

### PROCEDURE

The study was conducted over 100 B.Ed. students. Experiment started with the Demonstration lesson given by teachers followed by first and second Teaching practice. Pre-test was conducted before first teaching practice and post test was conducted after second teaching practice. The gain score  $M_{pop}$  (pre-test) -  $M_{pop}$  (post-test) was used for research purpose.

### TOOL USED

1. Teacher Adjustment Inventory by (Rashmi Ojha).
2. General Teaching competence scale (1994) by Passi & Lalitha.

### RESULTS AND CONCLUSIONS

**Table 2**

**Pre-test, post-test design in Teacher adjustment**

Pre-test T <sub>1</sub> (Phase I)	Treatment to Independent variable X (Phase II)	Post-test T <sub>2</sub> (Phase III)
Mean of teacher adjustment inventory filled by the B.Ed. trainees before the teaching practice	Teaching practice provided for 40 days	Mean of teacher adjustment inventory filled by the B.Ed. trainees after the teaching practice

Table 3

Table showing the t-ratio of the pre-test and post-test of teacher adjustment

Variable	Mean	S.D.	S.E. D	T-ratio
Pre-test Scores	M1 = 19.59	3.5987	.5509	16.95
Post-test Scores	M2 = 29.63	2.6024		

\*Significant at 0.05 level of significance.

T-ratio of Teacher adjustment pre-test and post-test is 16.95 which is significant at both levels, 1.98 at 0.05 level and 2.63 at 0.01 level of significance. “There is no significant difference between the scores of pre-tests and post-test of teacher adjustment.” Asserts that there is no significant difference between the mean of pre-test and post-test scores and the mean difference of both the samples will be zero.  $M_{pop}(\text{pre-test}) - M_{pop}(\text{post-test}) = 0$ . But the mean difference is highly significant at both the levels 1.98 at 0.05 level and 2.63 at 0.01 at df. 99 so null hypothesis 1 is thus rejected.

Table 4

Pre-test, post-test design in Teaching Competence

Pre-test T <sub>1</sub> (Phase I)	Treatment to Independent variable X (Phase II)	Post-test T <sub>2</sub> (Phase III)
Mean of General Teaching Competence scale filled by the B.Ed. trainees before the teaching practice	Teaching practice provided for 40 days	Mean of General Teaching Competence scale filled by the B.Ed. trainees after the teaching practice

Table 5

Table showing the t-ratio of the pre-test and post-test of Teaching Competence

Variable	Mean	S.D.	S.E. D	T-ratio
Pre-test Scores	M1 = 52.61	16.43	2.15	36.69
Post-test Scores	M2 = 131.81	5.91		

\*Significant at 0.05 level of significance.

T-ratio of Teaching Competence pre-test and post-test is 36.69 which is significant at both levels, 1.98 at 0.05 level and 2.63 at 0.01 level of significance. “There is no significant difference between the

scores of pre-tests and post-test of Teaching Competence.” Asserts that there is no significant difference between the mean of pre-test and post-test scores and the mean difference of both the samples will be zero.  $M_{pop}(\text{pre-test}) - M_{pop}(\text{post-test}) = 0$ . But the mean difference is highly significant at both the levels 1.98 at 0.05 level and 2.63 at 0.01 at df. 99 so null hypothesis 2 is thus rejected.

## CONCLUSION

1. Teachers' Adjustment of B.Ed. Trainees has improved significantly as a result of exposure to Teaching practice.
2. Teaching competence of B.Ed. Trainees has improved significantly as a result of exposure to Teaching practice.

## IMPLICATIONS

The result of the study shows that there is significant impact of teaching practice upon teacher Adjustment and teaching competence. There is positive relation between teaching practice, teacher Adjustment and teaching competence. It is also suggested that special attention must be given in the educational colleges about the condition of teaching practice, lesson plans, micro teaching and macro teaching skills. A sound teaching practice will also improve the overall personality of the B.Ed. trainees.

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