



# TEACHING COMPETENCE OF SECONDARY GRADE TEACHER TRAINING STUDENT TEACHERS OF RAICHUR UNIVERSITY

Dr. Savita D.  
Assistant Professor  
S.R.K. College of Education,  
Raichur

## Abstract:

The present study aims at investigating the teaching competence of secondary grade teacher training student teachers in relation to gender, locality and medium. The sample consists of 400 secondary grade teacher training student teachers from Tirunelveli District, Tamil Nadu State. Shanthi D & Denisia S.P Teaching Competence Observation Scale SDTCOS constructed by the Investigator and the Guide was used for the present study. The data was analysed using descriptive analyses. The study reveals that the female and Rural locality Secondary Grade Teacher Training Student Teachers has high moderate level of Teaching Competence. On the whole the Level of Teaching Competence of Secondary Teacher Training Student Teachers is modern

**Keywords:** Teaching competence, gender, locality

## 1. Introduction:

Education is a process of bringing about a desirable change in child's behavior, knowledge, skills, attitude, values and aspiration. The objectives of educational institutions are basically to inculcate changes in thoughts and values of their students. The teachers then become agents of change in the system. Dr. D.S Kothari (1966) has defined education as "The destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity welfare and security of the pupil."

## 2. Review of related literature:

1) **Jyothi Pattanshetti (2013)** conducted a study on teaching competency of female prospective secondary school teachers. The findings revealed that graduate and postgraduate secondary school prospective teacher studying in Karnataka State Women's University and Rani Channamma University did not differ significantly in respect to the teaching competencies. Karnataka State Women University and Rani Channamma University prospective secondary school teachers, who were graduate and postgraduate; science and arts faculty differed significantly in respect to their teaching competencies.

2) **Mehmet Kemal Aydin, Bnyamin Bavli, Blent Alci (2013)** Examining the 'Effects of Pre-Service Teachers' Personality Traits on their Teaching Competencies, objectives of the study were: to investigate the effects of pre-service teachers' personality traits on their perceived teacher competencies. The quantitative study was conducted by employing a cross-sectional survey design with 206 teacher candidates who were preparing for Teacher Qualification Exam (KPSS) in 2013. The quantitative data were collected through two scales entitled 'Adjective Based Personality Test' (ABPT), and 'Teachers' Perception of Competence Scale' (TPCS). The quantitative data were analyzed through utilizing a structural equation modeling (SEM) in AMOS 16.0 and employing path analysis at a significance level of .05. The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Specifically, extraversion has the biggest significant effect on teaching competencies; however, neuroticism has a negative significant effect. On the other hand, personal development was found to be the most influenced dimension of teaching competencies by personality traits.

3) **Kakkar (2014)** investigated, "The relationship between emotional intelligence and teaching competency. 200 teacher-trainees were taken from different B.ed colleges of rohtak district. The findings of present research revealed perfect positive relationship between the emotional intelligence and teaching competency of teacher-trainees whereas sex factor has no impact on the level of emotional intelligence."

4) **Mahalakshmi (2014)** examined the relationship between teaching competency and personality traits of English language teachers. The findings showed that there was a significant and positive relationship between teaching competency and activity-passivity, enthusiastic-non-enthusiastic traits. Significant and negative relationship was found between depressive non-depressive and emotional stability traits. The depressive and emotional instability traits accounted for low level of teaching competency.

5) **Hakim (2015)** studied, "Contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this study is correlation with proportional sampling technique. The results of data analysis using multiple regressions showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The contribution of all the teaching competencies simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process."

### 3. Need for the Study:

The art of teaching is a subtle and sensitive, exciting and challenging one. If a work is evaluated on some rated scale, we can understand the quality of work done and the ways to improve the same can be identified. So the need for measuring Secondary Grade Teacher Training Student teachers teaching competence is the need of the hour.

### 4. Statement of the Problem:

The present study is concerned with the teaching competence of secondary grade teacher training student teachers of Raichur University. It examines the level of teaching competence with regard to gender and locality.

## 5. Operational Definitions:

**a. Competence:** Competence is defined as adequate ability for the purpose, suitability, sufficient adequate preparation to begin a professional career. Competence is a personal trait or a set of habits that leads to more effective and superior job performance.

**b. Teaching Competence:** Teaching Competence is the ability to apply to practical situation, the essential principles and techniques of teaching.

**c. Secondary Grade Teacher Training Student Teachers:** Student Teachers studying the first year and second year Diploma in Elementary Education in DIETs and TTIs after completing the Higher Secondary Course in Education (10+2).

## 6. Objectives of the Study:

To find out the level of teaching competence of secondary grade teacher training student teachers of Raichur University

## 7. Hypotheses of the Study:

The level of Kannada language Teaching Competence of Secondary Grade Teacher Training Student Teachers is moderate.

## 8. Methodology:

**Method:** Normative survey method was used in the study.

**Population:** The population of the study includes Secondary Grade Teacher Training Student Teachers of Raichur District.

### Sample:

A sample of 400 Secondary Grade Teacher Training Student Teachers from B.Ed. Colleges affiliated to Raichur University, Raichur. The Investigators observed the Kannada language teaching competence of B.Ed. College Student Teachers in handling Eighth std. Kannada class in Higher Secondary Schools in Raichur District.

### Tool Used:

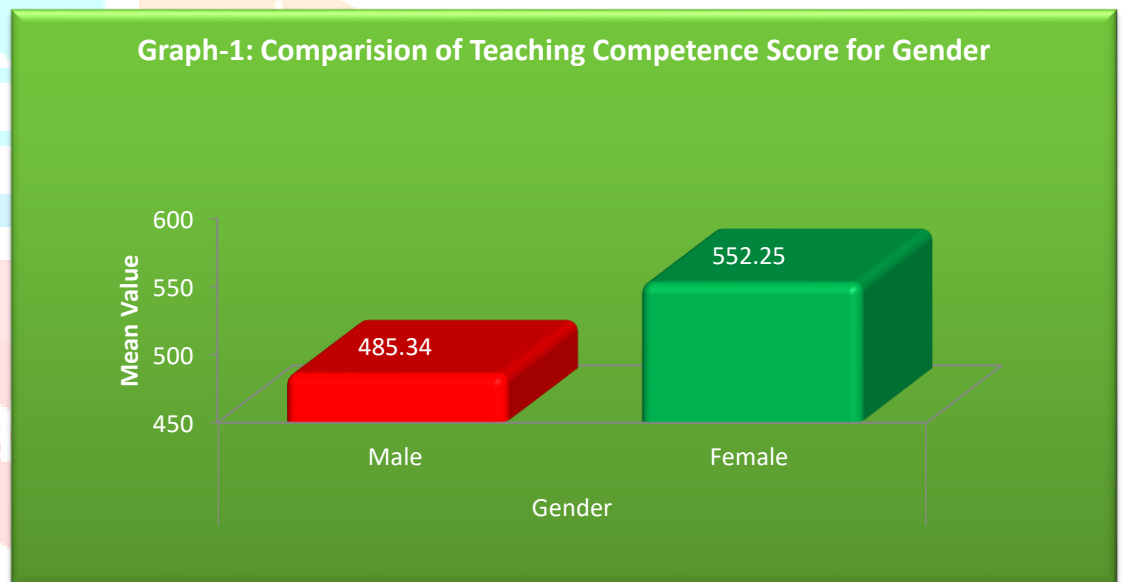
The Investigators administered the A scale on Teaching competence of student teacher (STCST) which was standardized by Shanthi D & Denisia S.P. The tool is meant to assess the teaching competence of teacher training student teacher teaching competence. The dimensions are Planning, Presentation, Evaluation, Closing and Managerial. The tool STCST contains 74 items. Each item two responses are given, 'Least' and 'Very Much' with five scores for each response. The investigator has to mark the score.

## 9. Result and Discussion:

### 1) Table-1: Mean and Standard Deviation of Teaching Competence Score for Gender

Variables	Sub-Samples	N	Mean	SD
Gender	Male	200	485.34	23.14
	Female	200	552.25	34.25

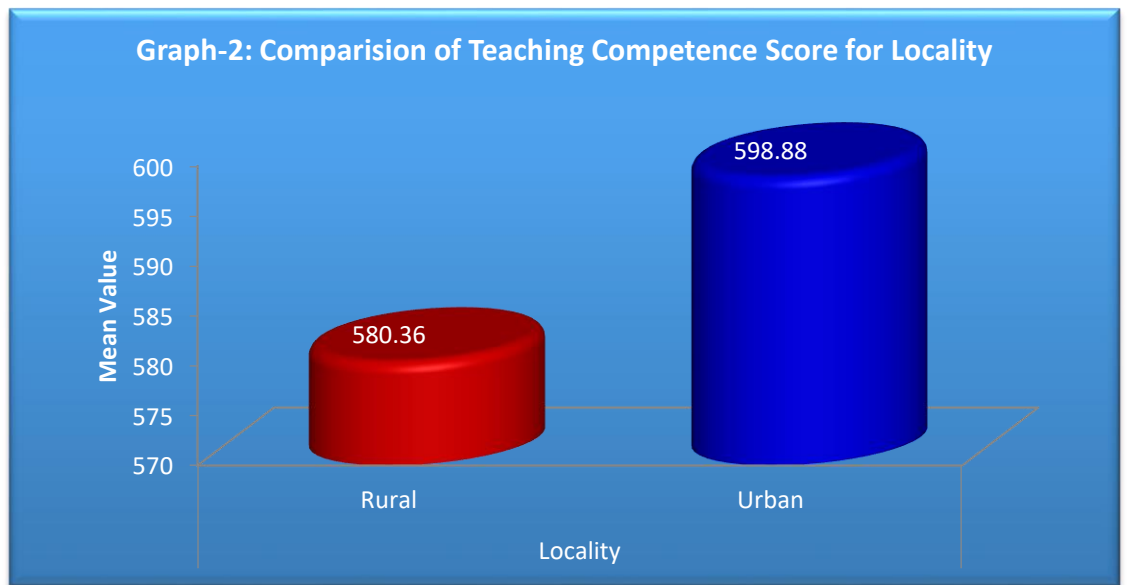
From the mean values, it is found that Female ( $m=568.58$ ) is better in the Teaching Competence than Male Teacher Training Student Teachers ( $m=485.34$ ). This may be due to the fact that Female Teacher Training Student Teachers are exposed to better classroom atmosphere and can very easily manage the class and encourage the students to write test in order to evaluate the students' performance so that they can also improve their teaching performance in the class. The result of the present study is supported by Amutha Ranjini, A and Mohanasundaram, (2012) and Titus and Annaraja, (2012) have reported average level of teaching competency among the secondary teacher trainees.



### 2) Table-2: Mean and Standard Deviation of Teaching Competence Score for Locality

Variables	Sub-Samples	N	Mean	SD
Locality	Rural	200	580.36	29.67
	Urban	200	598.88	38.06

From the mean values, it is found that Urban (598.88) is better in the Teaching Competence than Rural Secondary Grade Teacher Training Student Teachers ( $m=580.36$ ). This may be due to the fact that Urban Secondary Grade Teacher Training Student Teachers are exposed to better classroom atmosphere and can very easily manage the class and encourage the students to write test in order to evaluate the students' performance so that they can also improve their teaching performance in the class. The result of the present study is supported by Amutha Ranjini, A and Mohanasundaram, (2012) and Titus and Annaraja, (2012) have reported average level of teaching competency among the secondary teacher trainees.

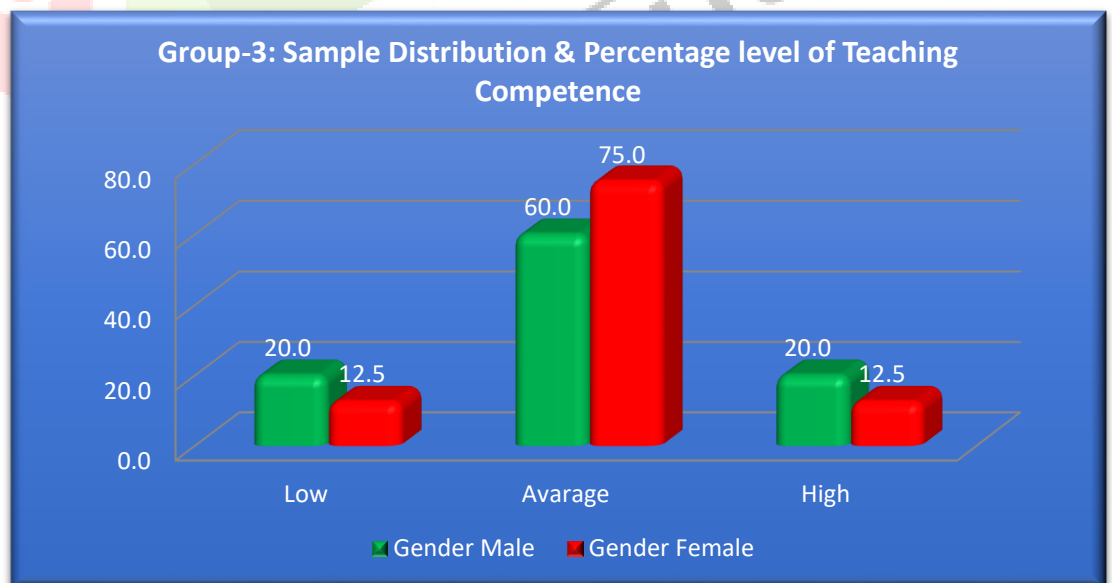


3) **Table-3: Variable-wise Sample Distribution & Percentage level of Teaching Competence**

Variables	Sub-Samples	Low		Average		High		Total	
		N	%	N	%	N	%	N	%
Gender	Male	40	20	120	60	40	20	200	100
	Female	25	12.5	150	75	25	12.5	200	100

It is inferred from the above Table-2 that the level of Teaching Competence of Secondary Grade Teacher Training Student Teachers with regard to gender and locality is moderate.

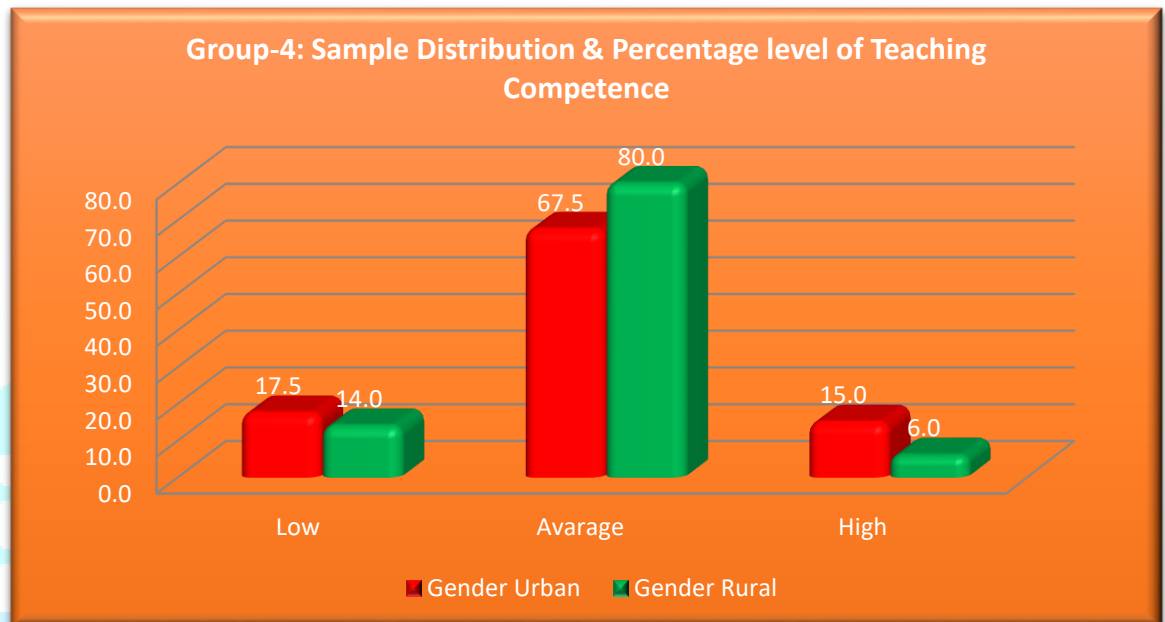
The level of Teaching Competence of Female Secondary Grade Teacher Training Student Teachers is higher than the Male Secondary Grade Teacher Training Student Teachers (75%). This may be due to the fact that Female Secondary Grade Teacher Training Student Teachers have the ability to manage the class and they are willing to present the content of the subject matter in an interesting way. The Female Secondary Grade Teacher Training Student Teachers have high moderate level of Teaching Competence.



4) **Table-4: Variable-wise Sample Distribution & Percentage level of Teaching Competence**

Variables	Sub-Samples	Low		Average		High		Total	
		N	%	N	%	N	%	N	%
Gender	Urban	35	17.5	135	67.5	30	15	200	100
	Rural	28	14	160	80	12	6	200	100

The level of Teaching Competence of Rural locality Secondary Grade Teacher Training Student Teachers is higher than the Urban locality Secondary Grade Teacher Training Student Teachers (80.0%). It may be due to the fact that Rural locality Secondary Grade Teacher Training Student Teachers have acquired all practical knowledge in teaching. The Rural locality Secondary Grade Teacher Training Student Teachers has high moderate level of Teaching Competence. The result of the present study is supported by Anbuthasan A and Balakrishnan V, (2013) has reported significant difference in teaching competence in relation to gender and locality.



## 10. Conclusion:

Findings of the present study reflect that the secondary grade teacher training student teachers have moderate level of teaching competence. The reason for moderate level may be due to lack of interest and exposure among the secondary grade teacher training student teachers. They must find time to grab the opportunities that come on their way so as to become better citizen in this universe.

## References:

1. John W. Best & James V. Khan, (2005), " Research in Education" 9<sup>th</sup> edition, Prentice Hall of India Pvt., Ltd, New Delhi.
2. **Sushila, (2001):** Effect of Classroom behaviour Training using games on Teaching Competence and Pupils' Achievement, Unpublished Ph.D. thesis, M.D. University Rohtak.
3. **Sharma, R. N. (2005):** Advanced educational psychology. Delhi: Surjeet Publications.
4. **Shukla, S. (2009):** Teaching competency, professional commitment and job satisfaction. Retrieved from <http://wwwillusion.instablogs.com>
5. **Satish Prakash, S. Shukla. (2010):** Study of the professional aptitude of IGNOU teacher trainees. International research journal, September Vol.I, No.12, pp.64 -66.
6. **Sajan, K.S. (2010):** Teaching aptitude of student teachers and their academic achievements at Graduate level.

7. **Riaz Shakir Khan (2001):** "NCTE Initiatives for Quality Teacher Education", University News, New Delhi, 39(41), October 8-14.
8. **Rama Krishna, A. (2008):** Teaching aptitude of students of B.Ed Colleges. Edutracks, Vol.8, No.2, pp.. 32 – 35.
9. **Panda, B. B. (2001):** A comparative study of college teachers of Assam and Orissa with respect to attitude towards teaching profession and job satisfaction. Indian educational review, Vol. 1, NCERT, New Delhi

