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TEACHING COMPETENCY OF GRADUATE LEVEL TEACHER TRAINEES OF KERALA

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***Abstract:** 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 Thiruvanthapuram 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 result 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.*

INTRODUCTION

Teaching is a process, which usually takes place in the classroom situations. It is more of a formal process. In the classroom situations, we see that the teacher has something in his mind and he wants to convey it to the students. Competency is equipping the teacher with adequate knowledge and ideas to begin with profession career. Competency is the demonstration of knowledge skills and attitudes required to perform a given task or act. Teaching competency is the skill, ability and capabilities possessed by the teacher so as to make the teaching-learning environment effective and productive thereby realizing the full potential of teacher as well as students and in turn achieving the goals of education (Sekar 2016).

Teaching practice is undoubtedly one of the most important factors in the pre-service teacher training. This practice aims to develop teacher competencies by enabling them to teach in different classes at the school, to understand the curriculum of the field, to evaluate textbooks, to make measurement and evaluation, to share the experiences of the teaching practice with their friends and their professors. A teacher who is equipped with the knowledge, skills and attitudes required by the teaching profession, has also gained various experiences with activity practices in

the real school environment. A Graduate level teachers are the pre service teachers known to have limited teaching experience and, thus, should receive full training on teacher professional experience; a teaching practicum. Such training should be mentored by a professional with more teaching experience to ensure that pre-service teachers obtain the ability to craft a lesson plan, manage a classroom and get along with other colleagues (Hudson & McRobbie, 2004; Roehrig, Kruse & Kern, 2007). Besides, mentoring can also help pre-service teachers to reflect and identify rooms for improvement of their potentials (Khlib-ngoan & Nillapun, 2013). Mentoring can improve self-confidence and communication skills as well (Chesler, Single, & Mikic, 2003; Liang, Tracy, Taylor, & Williams, 2002; McGuire & Reger, 2003).

Teaching competency:

Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a “competency-based” teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme.(Housten 1987).

Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.
2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
3. Possessing a performance dimension, competencies are observable and demonstrable. 4. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher’s performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

According to Rama (1979) defines teacher competency as “the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting”.

NEED AND SIGNIFICANCE OF THE STUDY

In National Policy on Education (1986) expected a lot from the teachers by putting a remarkable confidence and responsibility on them, since it boldly opined, “no people can rise above the level of its teachers”. The National Curriculum Framework (2009) has described in secondary teacher education, “the training of teachers happens in narrow, intellectually poor environments that are severed from ground realities as well as the aims of education they advocate. Here the competency in teaching is equipping the teacher with adequate knowledge and ideas to begin with profession career and transformation of inborn or innate qualities and concealed or hidden strength of the individual. The graduate level teacher trainees have to identify the requisite skills, knowledge, competences and strategies to teach education. For that

the teacher trainees should equip with such skills, knowledge and competency then a complete transformation will be possible. Being very thoughtful of the above significance, the investigator prepared his mind to study the teaching competency of graduate level teacher trainees of Kerala.

OBJECTIVES OF THE STUDY

1. To compare the teaching competency level of graduate level teacher trainees of Kerala in terms of their Locality
 - a. Urban
 - b. Rural
2. To compare the teaching competency level of graduate level teacher trainees of Kerala in terms of type of institution
 - a. Government
 - b. Self- financing
3. To compare the teaching competency level of graduate level teacher trainees of Kerala in terms of qualification
 - a. Graduation
 - b. Post-graduation

METHODOLOGY

Method:

The investigator adopted survey method for the study

Sample:

The investigator has used stratified random sampling technique for collecting the data. The stratification has made on the basis of locality of graduate level teacher trainees, type of college, and qualification of graduate level teacher trainees. The sample consists of 150 B.Ed. teacher trainees from Government colleges and self-financing colleges in Thiruvananthapuram Districts of Kerala.

Tools used for the study:

Teaching Competency Scale (prepared and standardized by the investigator and the supervising teacher) is used. This tool contains 70 items, each item being a statement followed by a five point scale: excellent, very good, good, satisfactory and need improvement. The investigator has studied the attributes of a good teacher and has framed a scale to measure the teaching competency of the teacher in eight dimensions namely preparation of lesson template, introduction to the lesson, Development of lesson, technology integration, teacher behavior, Classroom management, closure of the lesson and Evaluation and assessment.

ANALYSIS AND INTERPRETATION OF THE DATA

In order to compare the teaching competency of graduate level teacher trainees of Kerala in terms of Locality, Type of management of institution and qualification of the trainees are analyzed by t-test. The data and the results are discussed in the following tables.

Comparison of teaching competency of graduate level teacher trainees in terms of Locality is discussed in table 1

Table 1 Comparison of teaching competency of graduate level teacher trainees in terms of Locality

Teaching competency	Locality	N	Mean	SD	t- value	
	Urban	115	99.83	15.49	0.017	0.017<1.96 Not significant
	Rural	35	97.56	14.50		

Table-1 reveals that there is no significant difference between urban and rural area graduate level teacher trainees in their teaching competency in terms of preparation of lesson template, introduction to the lesson, Development of lesson, technology integration, teacher behavior, Classroom management, closure of the lesson and Evaluation and assessment. as the calculated t-values 0.017, are lesser than the table value 1.96 at 0.05 percentage of significance level.

Comparison of teaching competency of graduate level teacher trainees in terms of management of institution is given in table 2

Table 2 Comparison of teaching competency of graduate level teacher trainees in terms of type of management of Institution

Teaching competency	Type of management	N	Mean	SD	t- value	
	Government	26	68.65	8.37	3.508	3.508>1.96 significant
	Self-financing	124	65.23	10.83		

Table-2 shows that there is significant difference between Govt. College and Self-financing college graduate level teacher trainees in their efficacy in teaching. As the calculated t-value is 3.508 which is greater than that of the table value 1.96 at five percent level of significance. While comparing the mean scores government college teacher trainees are better than that of self-financing college teacher trainees in terms of their teaching competency.

Comparison of teaching competency of graduate level teacher trainees in terms of qualification of the teacher trainees are discussed in table 3

Table 3 Comparison of teaching competency of graduate level teacher trainees in terms of qualification of the teacher trainees

Teaching competency	Qualification	N	Mean	SD	t- value	
	Graduation	128	67.85	10.35	0.033	0.033<1.96 Not significant
	Post graduation	22	71.20	10.85		

Table-3 shows that there is no significant difference in the level of teaching competency in terms of the qualification of the trainees. . As the calculated t-value is 0.033 which is lesser than that of the table value 1.96 at five percent level of significance.

From the above analysis of the data, investigator reached into the conclusion that there is no significant difference in the teaching competency level of graduate level teacher trainees in terms of locality and Qualification. While the result shows that there is significant difference is seen in the teaching competency level of teacher trainees in terms of type of management of institution. Here government college teacher trainees have high teaching competency level than that of the self-financing trainees.

DISCUSSION AND CONCLUSION

Competence is an underlying characteristic of a person, motives, traits, abilities, aspects of image or social role, knowledge that a person is able to use. (Spencer & Spencer, 1993) presented the following concept of competence: it is an ability to perform well in terms of qualification, skills and knowledge, to have authority to do something, highly qualified awareness. The present study clearly indicated that the teaching competencies of graduate level teacher trainees are unique. The above findings of the present study is supported by Jagannadh (2012) revealed that that there was no significant difference and urban teachers in terms of teaching competency and attitude towards teaching profession. Jarrar Ahmad and Mohd. Ahmad Khan (2016) examined that the Government and Private secondary school teachers are differ significantly on the measure of Teaching Competency.

It is conclude that the B.Ed. college teacher trainees adopt appropriate teaching techniques, by using effective teaching aids, establish workable rapport with students and colleagues, attempt to cater to the learners needs given the individual differences as to enhance their teaching competency.

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