

A STUDY ON LANGUAGE TEACHING COMPETENCY OF THE PROSPECTIVE TEACHER

T. MUTHUKUMAR

Ph.D. Research Scholar (Part-Time)

Department of Education

Alagappa University

Karaikudi

E-Mail: yokimuthu@gmail.com

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Dr.K. GUNASEKARAN

Assistant Professor

Department of Special Education and Rehabilitation

Alagappa University

Karaikudi

Abstract

The true teacher is one who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand through his mind. Nowadays, the teachers are having more stress from all sides and they should be bold enough to manage their stress and develop the teaching competency in them as that is the symbol of good teachers. Therefore, the investigator has selected the problem. The population may be all the individuals of a particular type or a more restricted part of that group. The population of the study consists of all Prospective teachers of Sivaganga district in Tamilnadu. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities.

Keywords: Language Teaching Competency and Prospective Teacher.

Introduction

The true teacher is one who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else. No better tributes have been paid to any man on earth than to the teacher. East or west, everywhere he has been respected and worshipped. In ancient India, he was ranked next to God, in the west he has been called the architect of nation, the harbinger of the progress of culture, the maker of man and the maker of history. Like a gardener, caressing the plants, he caresses young human beings and looks after their physical, mental and social growth and development.

Significance of the Study

The teaching competency for Prospective teachers is a complex one. It demands a variety of human traits and abilities. It is based on the teacher's personality, interests, attitudes, likes, dislikes and beliefs. So, the teacher must be competent enough to develop all the teaching skills within themselves.

Nowadays, the teachers are having more stress from all sides and they should be bold enough to manage their stress and develop the teaching competency in them as that is the symbol of good teachers. Therefore, the investigator has selected the problem.

STATEMENT OF THE PROBLEM

“A STUDY ON LANGUAGE TEACHING COMPETENCY OF THE PROSPECTIVE TEACHER”

OPERATIONAL DEFINITIONS

i) Teaching Competency

By this term, the investigator refers to the competency or skills necessary for the teachers to teach theory and practice in an integrated manner.

iii) Prospective teachers

By Prospective teachers, here the investigator means those who are studying in B.Ed. Course.

OBJECTIVES OF THE STUDY

1. To find out the level of Teaching competency of Prospective teachers.
2. To find out the level of Teaching competency of Prospective teachers with respect to gender.
3. To find out the level of Teaching competency of Prospective teachers with respect to residential area.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female Prospective teachers in their Teaching competency.
2. There is no significant difference between rural and urban Prospective teachers in their Teaching competency.
3. There is no significant difference between married and unmarried Prospective teachers in their Teaching competency.

DELIMITATIONS OF THE STUDY

- i) The study has been limited to only Sivaganga district.
- ii) Sample for the study is limited to only 330 Prospective teachers.
- iii) Even though there are many dimensions of teaching competency, the investigator has taken only eight dimensions of teaching competency.
- iv) Questionnaire was the only tool used in the study.

METHOD ADOPTED IN THE PRESENT STUDY

The survey is an important method deals with incidence, distribution and relationship of educational, psychological and sociological variables. The investigator has adopted the survey method of research to find out the Teaching competency of Prospective teachers.

POPULATION

Population means the entire mass of observation. A population is any group of individuals that has one or more characteristics in common that are of interest to the researchers. The population may be all the individuals of a particular type or a more restricted part of that group. The population of the study consists of all Prospective teachers of Sivaganga district in Tamilnadu.

SAMPLE

A small portion of population selected for observations is called a sample. The investigator has randomly selected 330 teachers in Sivaganga educational district for the present study. Totally fifteen colleges were taken for the study. The sampling technique used is random sampling method.

RESEARCH TOOL

Tools are data gathering devices. There are number of tools employed in research. Each tool has its own characteristic and each tool should be considered for its appropriateness for collecting certain kind of data in the selected research problem. A good research tool must satisfy reliability, validity, objectivity and predictability.

TOOL USED IN THE STUDY

i) Teaching competency inventory

b) Establishment of content validity

The investigator submitted the tool to experts in field on education and psychology in Sree Vinayaga college of education, Kallal in order to establish content validity of the tool. After getting their comments and suggestions some modifications were made in the items of the scale. Thus, the content validity of the scale was established. Thus, the tool consisting of 44 items was finalized.

c) Establishment of Reliability

After establishing the content validity, the investigator used test- retest method for establishing reliability of the tool. The investigator administered the finalised tool to a randomly selected 30 teachers of Sree Vinayaga college of education, Kallal. After an interval of 15 days, the same tool was administered to the same group of teachers. The two set of scores were collected, and the product moment correlation co-efficient was calculated. The Co-efficient of correlation is found as 0.80. Thus, the reliability of the tool was established.

TABLE 1**GENDER – WISE DISTRIBUTION OF THE SAMPLE**

Gender	No. of teachers	Percentage
Male	148	44.85
Female	182	55.15
Total	330	100

The above table shows that 44.85% of the Prospective teachers are male and 55.15% of them are female.

TABLE 2**RESIDENTIAL AREA- WISE DISTRIBUTION OF THE SAMPLE**

Residential area	No. of teachers	Percentage
Rural	183	55.45
Urban	147	44.55
Total	330	100

The above table shows that 55.45% of the Prospective teachers are from rural and 44.55% of them are from urban.

TEACHING COMPETENCY

OBJECTIVE: 1

To find out the level of Teaching competency of Prospective teachers.

TABLE 3
LEVEL OF TEACHING COMPETENCY OF PROSPECTIVE TEACHERS

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Content	65	19.7	190	57.6	75	22.7
Knowledge	70	21.2	203	61.5	57	17.3
Organization	68	20.6	208	63.0	54	16.4
Clarity	72	21.8	200	60.6	58	17.6
Teaching Competency	74	22.4	198	60.0	58	17.6

It is inferred from the above table that 19.7%, 57.6% and 22.7% of Prospective teachers have low, moderate and high level of Content. It is inferred from the above table that 21.2%, 61.5% and 17.3% of Prospective teachers have low, moderate and high level of Knowledge.

It is inferred from the above table that 20.6%, 63.0% and 16.4% of Prospective teachers have low, moderate and high level of Organization. It is inferred from the above table that 21.8%, 60.6% and 17.6% of Prospective teachers have low, moderate and high level of Clarity.

It is inferred from the above table that 22.4%, 60.0% and 17.6% of Prospective teachers have low, moderate and high level of Teaching competency.

OBJECTIVE: 2

To find out the level of Teaching competency of Prospective teachers with respect to gender.

TABLE 4
LEVEL OF TEACHING COMPETENCY OF PROSPECTIVE TEACHERS WITH RESPECT TO GENDER

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Content	Male	35	23.6	83	56.1	30	20.3
	Female	30	16.5	107	58.8	45	24.7
Knowledge	Male	39	26.4	82	55.4	27	18.5
	Female	31	17.0	121	66.5	30	16.5
Organization	Male	39	26.4	85	57.4	24	16.2
	Female	29	15.9	123	67.6	30	16.5
Clarity	Male	45	30.4	78	52.7	25	16.9
	Female	27	14.8	122	67.0	33	18.1

Teaching competency	Male	43	29.1	79	53.4	26	17.6
	Female	31	17.0	119	65.4	32	17.6

It is inferred from the above table that 23.6%, 56.1% and 20.3% of male and 16.5%, 58.8% and 24.7% of female Prospective teachers have low, moderate and high level of Content. It is inferred from the above table that 26.4%, 55.4% and 18.5% of male and 17.0%, 66.5% and 16.5% of female Prospective teachers have low, moderate and high level of Knowledge.

It is inferred from the above table that 26.4 %, 57.4% and 16.2% of male and 15.9%, 67.6% and 16.5% of female Prospective teachers have low, moderate and high level of Organization. It is inferred from the above table that 30.4%, 52.7% and 16.9% of male and 14.8%, 67.0% and 18.1% of female Prospective teachers have low, moderate and high level of Clarity. It is inferred from the above table that 29.1%, 53.4% and 17.6% of male and 17.0%, 65.4 % and 17.6% of female Prospective teachers have low, moderate and high level of Teaching competency.

OBJECTIVE: 3

To find out the level of Teaching competency of Prospective teachers with respect to residential area.

TABLE 5

LEVEL OF TEACHING COMPETENCY OF PROSPECTIVE TEACHERS WITH RESPECT TO RESIDENTIAL AREA

Dimensions	Residential area	Low		Moderate		High	
		N	%	N	%	N	%
Content	Rural	36	19.7	114	62.3	33	18.0
	Urban	29	19.7	76	51.7	42	28.6
Knowledge	Rural	42	23.0	112	61.2	29	15.8
	Urban	28	19.0	91	61.9	28	19.0
Organization	Rural	37	20.2	107	58.5	39	21.3
	Urban	31	21.1	101	68.7	15	10.2
Clarity	Rural	45	24.6	112	61.2	26	14.2
	Urban	27	18.4	88	59.9	32	21.8
Teaching competency	Rural	45	24.6	108	59.0	30	16.4
	Urban	29	19.7	90	61.2	28	19.0

It is inferred from the above table that 19.7%, 62.3% and 18.0% of rural and 19.7%, 51.7% and 28.6% of urban Prospective teachers have low, moderate and high level of Content. It is inferred from the above table that 23.0%, 61.2 % and 15.8% of rural and 19.0%, 61.9% and 19.0% of urban Prospective teachers have low, moderate and high level of Knowledge.

It is inferred from the above table that 20.2%, 58.5% and 21.3% of rural and 21.1% 68.7% and 10.2% of urban Prospective teachers have low, moderate and high level of Organization. It is inferred from the above table that 24.6%, 61.2% and 14.2% of rural and 18.4%, 59.9% and 21.8% of urban Prospective teachers have low, moderate and high level of Clarity. It is inferred from the above table that 24.6%, 59.0% and 16.4% of

rural and 19.7%, 61.2% and 19.0% of urban Prospective teachers have low, moderate and high level of Teaching competency.

HYPOTHESES TESTING

NULL HYPOTHESIS: 1

There is no significant difference between male and female Prospective teachers in their Teaching competency.

TABLE 6

DIFFERENCE BETWEEN MALE AND FEMALE PROSPECTIVE TEACHERS IN THEIR TEACHING COMPETENCY

Dimensions	Male=148		Female=182		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Content	25.16	3.27	25.91	3.31	2.04	S
Knowledge	15.14	2.17	15.53	2.23	1.06	NS
Organization	16.62	1.92	17.05	1.71	2.10	S
Clarity	16.96	2.29	17.61	1.85	2.79	S
Teaching competency	73.89	7.89	76.10	6.95	2.67	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant different between male and female Prospective teachers in their Content, Organization, Clarity and Teaching competency. But there is no significant difference between them in their knowledge.

NULL HYPOTHESIS: 2

There is no significant difference between rural and urban Prospective teachers in their Teaching competency.

TABLE 7

DIFFERENCE BETWEEN RURAL AND URBAN PROSPECTIVE TEACHERS IN THEIR TEACHING COMPETENCY

Dimensions	Rural=183		Urban=147		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Content	25.38	3.06	25.82	3.59	1.17	NS
Knowledge	15.21	2.34	15.54	2.02	1.34	NS
Organization	17.03	1.83	16.65	1.78	1.90	NS
Clarity	17.16	2.10	17.52	2.04	1.56	NS

Teaching competency	74.78	7.36	75.52	7.58	0.89	NS
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(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban Prospective teachers in their Content, Knowledge, Organization, Clarity and Teaching competency.

NULL HYPOTHESIS: 3

There is no significant difference between married and unmarried Prospective teachers in their Teaching competency.

TABLE 8

DIFFERENCE BETWEEN MARRIED AND UNMARRIED PROSPECTIVE TEACHERS IN THEIR TEACHING COMPETENCY

Dimensions	Married=229		Unmarried=101		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Personal	25.87	3.33	24.89	3.17	2.55	S
Family	15.86	2.17	14.21	1.84	7.10	S
Academic	16.99	1.73	16.55	1.97	1.91	NS
Social	17.65	1.99	16.57	2.09	4.34	S
Teaching competency	76.38	7.38	72.23	6.84	4.95	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between married and unmarried Prospective teachers in their Content, Knowledge, Clarity and Teaching competency. But there is no significant difference between them in their organization.

Results and findings

It is inferred from the above table that 19.7%, 57.6% and 22.7% of Prospective teachers have low, moderate and high level of Content. It is inferred from the above table that 21.2%, 61.5% and 17.3% of Prospective teachers have low, moderate and high level of Knowledge.

It is inferred from the above table that 20.6%, 63.0% and 16.4% of Prospective teachers have low, moderate and high level of Organization. It is inferred from the above table that 21.8%, 60.6% and 17.6% of Prospective teachers have low, moderate and high level of Clarity.

It is inferred from the above table that 22.4%, 60.0% and 17.6% of Prospective teachers have low, moderate and high level of Teaching competency.

It is inferred from the above table that 23.6%, 56.1% and 20.3% of male and 16.5%, 58.8% and 24.7% of female Prospective teachers have low, moderate and high level of Content. It is inferred from the above table that 26.4%, 55.4% and 18.5% of male and 17.0%, 66.5% and 16.5% of female Prospective teachers have low, moderate and high level of Knowledge.

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It is inferred from the above table that there is significant different between male and female Prospective teachers in their Content, Organization, Clarity and Teaching competency. But there is no significant difference between them in their knowledge.

It is inferred from the above table that there is no significant difference between rural and urban Prospective teachers in their Content, Knowledge, Organization, Clarity and Teaching competency.

It is inferred from the above table that there is significant difference between married and unmarried Prospective teachers in their Content, Knowledge, Clarity and Teaching competency. But there is no significant difference between them in their organization.

Conclusion

Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities.

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