Competency Evaluation of Bachelor of Education Students: A Study

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Abstract: This research assesses the competencies of 600 B. Ed trainees across four districts of Chikkamagalore, Davanagere, Chitradurga, and Shivamoga. The evaluation focuses on language proficiency, emotional intelligence, reasoning ability, and teaching competency. A comparative analysis of these competencies among the districts reveals significant differences in competency levels. Specifically, B.Ed. trainees from the Chikkamagalore district exhibit higher levels of language proficiency compared to their counterparts from the other districts. Additionally, the mean values indicate that B.Ed. trainees from the Davangere district demonstrate superior emotional intelligence compared to those from the other districts. Furthermore, the mean values suggest that B.Ed. trainees from the Chikkamagalore district possess greater reasoning ability than their peers from other districts. Lastly, the mean values indicate that B.Ed. trainees from the Davangere district display higher teaching competency than B.Ed. trainees from the other districts.

I. INTRODUCTION

According to Asbari (2020), teachers are professional educators of scientists with the main task of transforming, developing, and disseminating science, technology and arts through education, research, and community service "Teachers require a diverse range of proficiencies to facilitate effective and impactful learning experiences. These competencies are essential for creating dynamic classrooms, nurturing student development, and achieving successful educational outcomes. The realm of teaching proficiency encompasses various critical skills, including adept planning, engaging presentation, and meticulous assessment. This journey of honing these skills is an ongoing process within educational institutions. These proficiencies encompass both instructional and managerial abilities, enriching the educational journey for educators and learners.

II. IMPORTANCE OF THE STUDY

The rise of English as the international language of global communication can be attributed to a combination of political, economic, and technical factors driven by globalization. Mastery of English has become a crucial element of a successful persona due to its significance in international interactions across the world. English proficiency is now considered a primary prerequisite not only for employment but also for students aspiring to pursue higher education. The developing nations acknowledge the imperative of learning foreign languages, particularly for adopting the latest scientific and technological innovations globally. These nations are resolute in establishing systems to assess the language skills of their human resources. Proficiency in a foreign language offers a distinct advantage over those lacking such skills. In the face of a rapidly changing and competitive world, language proficiency is essential for survival, requiring individuals to nurture and develop their linguistic abilities.

Given the contemporary digital age, language proficiency also plays a pivotal role in elevating the teaching competency of educators. Emotional intelligence, a crucial attribute, involves the ability to comprehend, utilize, and manage emotions effectively. It enables stress reduction, empathetic communication, conflict resolution, and skilful response to challenges. Teachers equipped with high emotional intelligence can effortlessly collaborate with diverse students and adeptly adapt to varying classroom dynamics. The primary role of a teacher extends beyond mere instruction; it encompasses posing thought-provoking problems and questions that encourage students to reflect on their work and articulate their reasoning. Through activities like explanation and exemplification, teachers not only demonstrate comprehension but also foster its development. In this technologically advanced era, reasoning ability is indispensable for educators to clarify doubts, ensure comprehensive concept understanding, and navigate the demands of a fast-paced and competitive world.

Reasoning skills are integral to daily decision-making, enabling individuals to select from available options, differentiate between positive and negative situations, and approach and resolve problems effectively. Teaching competency is pivotal for the holistic development of students, particularly in programs like B.Ed. training, facilitating quality learning and enhancing students' academic growth and skills. A teacher's competencies encompass a diverse array of skills and knowledge that lead to success. In the complex teaching environment characterized by numerous critical decisions, professional judgment and evidence-based competencies intertwine, reflecting the multifaceted nature of effective teaching. As educators continue to adapt to the evolving educational landscape, their proficiency in language, emotional intelligence, and reasoning skills will remain key factors in shaping the next generation of learners and leaders in our interconnected world.

III. Literacy in the district of the study

In the most recent 2021-22 Census, India reported a literacy rate of approximately 77.70%, signifying the percentage of its population that possesses the fundamental skills of reading and writing. This data highlights a significant advancement in literacy levels across the country, indicating progress in education and the acquisition of essential skills. Within the southern state of Karnataka, the Census revealed a literacy rate of around 75.36% for the same period. Karnataka's literacy rate aligns with the national average, reflecting the state's efforts in promoting education and literacy among its residents.

Chikkamagaluru District (2021-22 Census vs. 2011 Census): In the latest Census (2021-22), Chikkamagaluru district continued to demonstrate a commendably high literacy rate of approximately 79.45%, aligning with the district's historically strong focus on education. Comparatively, in the 2011 Census, the literacy rate for this district was similar, indicating the sustained commitment to education. The **Davanagere District (2021-22 Census vs. 2011 Census):** In the most recent Census (2021-22), Davanagere district in Karnataka reported a literacy rate of approximately 76.83%, showcasing a consistently high level of educational attainment among its residents. This figure remains in line with the literacy rate recorded in the 2011 Census, demonstrating the district's ongoing dedication to education.

Chitradurga District (2021-22 Census vs. 2011 Census): Chitradurga district's literacy rate in the 2021-22 Census was approximately 70.28%, which is somewhat lower compared to the state average. However, this rate remained relatively stable compared to the 2011 Census figure, indicating that efforts are needed to further improve literacy levels in the district. The **Shivamogga (Shimoga) District (2021-22 Census vs. 2011 Census):** In the latest Census (2021-22), Shivamogga (Shimoga) district, located in Karnataka, maintained a relatively high literacy rate of about 80.09%. This suggests a consistently well-educated population in the district, in line with the 2011 Census data, indicating the district's commitment to education. Hence, the data revealed that overall literacy rates for India and Karnataka have seen some improvement between 2011 and 2021-22, certain districts, such as Chikkamagaluru and Davanagere, have consistently maintained their focus on education, while others like Chitradurga have opportunities for further enhancement in literacy rates.

IV. REVIEW OF LITERATURE

4.1 Language Proficiency

In essence, language proficiency refers to an individual's capacity to employ language proficiently for diverse communication objectives. Those with proficiency in a language demonstrate a high level of mastery, enabling them to comprehend it effortlessly, articulate a wide array of ideas clearly through both verbal and written means, and engage in conversations with ease (Richards, 2018). Mukherjee (1993) introduced a strategy that leverages a concept organization approach to impart English language skills. This strategy serves as a valuable resource for enhancing language proficiency. In the realm of English language education, Khalique (1995) conducted an inquiry into teaching methods employed in secondary schools situated in Aurangabad, Maharashtra. Meanwhile, Meer and Sreekala (2005) dedicated their research to evaluating the effectiveness of the cognitive integrationist approach in the context of language proficiency acquisition. Their findings brought to light two significant outcomes: a) noteworthy disparities were evident in post-test scores between the experimental and control groups, and b) the cognitive instructional approach outperformed the conventional English teaching method in terms of language acquisition.

Highlighting a distinct educational domain, the study by Vanamali et al. (2022) shed light on the critical issue of language barriers faced by medical undergraduates. Their research emphasized the pivotal role of addressing these barriers in enhancing communication skills, academic performance, and the overall educational experience of medical students. This underscores the compelling need for language training programs tailored to bridge the linguistic knowledge gap within the medical field, ultimately bolstering effective communication abilities. In 2017, a research team led by Kimura, Nakata, Ikeno, and their collaborators initiated a case study to create a benchmark assessment specifically designed for English language classrooms where Japanese instructors teach English as a foreign language (EFL). Their study began by establishing a clear definition of "teacher language proficiency" and exploring how the foreign language (English) was employed in the classroom. A significant focus was placed on the concept of "teacher language awareness," which played a crucial role in bridging the gap between the pedagogical content knowledge of teachers and their proficiency in the foreign language, which in this context was English.

Meanwhile, Padmaja (1996) conducted a comparative analysis of English teaching approaches between pre-university courses in Karnataka and intermediate courses in Andhra Pradesh. This comparison focused on instructional materials, methodologies, and assessment modes. In a related vein, Fiby Raj and Chandrakumar (2006) delved into the impact of psycho-socio factors on the functional proficiency of student teachers in English. Their study sought to identify gender-based differences in emotional intelligence and verbal reasoning as predictors of English proficiency. Their findings highlighted the significant role of verbal reasoning in predicting sectional proficiency for both male and female student teachers, with emotional intelligence being particularly influential for female student teachers. Finally, Ajyavoo, Mony, and Thangasamy (2005) conducted a study on the effectiveness of teaching English through practical actions and oral exercises in primary schools. Their research revealed that students in standard V who were taught using action and oral practice exhibited superior oral comprehension and a more comprehensive grasp of eight grammatical aspects compared to those instructed through conventional reading, writing, and translation methods.

4.2 Emotional intelligence & Teaching competency

The research conducted over the years paints a comprehensive picture of the evolving understanding of emotional intelligence and its implications across different contexts. In 2001, Mayer et al. initiated the exploration by investigating the link between emotional intelligence and giftedness. They found that higher emotional intelligence was associated with better emotional perception and management, decision-making, and resistance to peer pressure, suggesting a role in self-actualization. Building on this, in 2001, Ciarrochi, Chan, and Bajgar shifted the focus to emotional intelligence among adolescents. They highlighted that females tended to exhibit higher emotional intelligence, which was positively linked to various skills related to emotions and social interactions. Moving forward to 2004, Drago and Judy delved into emotional intelligence's connection to

academic achievement among non-traditional college students. Their study revealed a significant correlation between emotional intelligence and academic success, including GPA scores and cognitive abilities. In 2005, Latha et al. shifted the lens to the impact of emotional intelligence on school teacher effectiveness. Surprisingly, they found that emotional intelligence did not directly influence teacher effectiveness across different generations. However, certain aspects of teaching, such as a teacher's sense of humour and subject mastery, were influenced by emotional intelligence.

Continuing in 2006, Singh and Koteswari explored emotional intelligence and coping strategies for stress among project managers. Their research established connections between emotional intelligence and effective stress-coping mechanisms, as well as associations between age and emotional intelligence. In 2021, R. Zhou, L. Liu, and J. Yu examined interdisciplinary teaching within STEM education, recognizing its importance for STEM teachers' professional growth. Their study identified various factors influencing interdisciplinary teaching and proposed strategies to enhance this competency. Finally, in 2022, Vanamali et al. assessed language proficiency and enhancement among 1st phase MBBS undergraduates, offering insights into ongoing research efforts related to education and student development. Together, these studies form a chronological narrative that illustrates the expanding understanding of emotional intelligence and its relevance in diverse educational and professional contexts. While some findings have challenged prevailing theories, they collectively contribute to our knowledge of the multifaceted nature of emotional intelligence and its impact on individuals and institutions.

4.3   Reasoning Ability & Teaching Competency

In 1996, Rifkin and Tonie conducted a study focused on assessing the science reasoning ability of community college students. This research aimed to examine the impact of science courses on students' reasoning skills. The study involved 494 college students enrolled in a science course at Riverside City College in Southern California. These students completed the Collegiate Assessment of Academic Proficiency (CAAP) science reasoning test twice, once at the beginning and again at the end of the fall semester in 1991. The study employed regression analysis, leading to several noteworthy conclusions. Firstly, Rifkin and Tonie found that the science curriculum offered by the college played a pivotal role in enhancing students' reasoning abilities. Engaging in science courses had a significant and positive impact on the development of science reasoning skills. Moreover, the study revealed that the positive influence of participating in science courses on students' science reasoning abilities increased as students completed more science units. This highlighted the cumulative benefit of pursuing a science curriculum throughout their academic journey. Notably, among the various science courses, physics courses were identified as having the most significant impact on the development of science reasoning skills. This underscored the particular importance of physics education in enhancing students' ability to reason effectively in scientific contexts.

On a different note, in 2004, Garkar and Asheenna conducted a study that delved into the influence of social stress, gender, and locality on academic achievements and reasoning abilities. Their primary objectives were to investigate how gender and locality affected students' reasoning abilities, and their research yielded several key findings. Firstly, the research indicated that rural students, particularly male rural students, consistently achieved higher scores in reasoning ability tests compared to their urban counterparts. This suggested a potential advantage for rural students in terms of reasoning skills. Furthermore, when considering the overall performance in reasoning ability tests, rural students, on the whole, outperformed their urban counterparts. This finding highlighted the notable impact of locality on students' reasoning abilities, with rural environments potentially fostering enhanced reasoning skills. Rifkin and Tonie's 1996 study emphasized the positive influence of science courses, especially physics, on students' science reasoning abilities, with the cumulative effect of engaging in such courses. Conversely, Garkar and Asheenna's 2004 study shed light on the impact of social stress, gender, and locality on academic achievements and reasoning abilities, revealing the advantages of rural students, particularly males, in reasoning skill performance. These studies collectively contribute to our understanding of the multifaceted factors that influence students' academic and cognitive development

4.4   Teaching competency

Starting in 1974, with research conducted by institutions like the National Council of Educational Research & Training (NCERT) and the Center for Advanced Studies in Education (CASE) in Baroda, several studies have delved into the realm of teacher competency and its various determinants. Enos (1976) observed that teachers trained in competency-based teacher education consistently outperformed graduates of traditional teacher education programs. This early research already hinted at the significance of competency-based approaches in teacher training. Fast-forwarding to the year 2000, Panda identified key parameters associated with the development of competencies in primary school teacher empowerment. Around the same time, Joshi and Pariya (2000) aimed to uncover personality traits among B. Ed teachers and their potential correlation with teaching competency. These studies added nuances to our understanding of the factors influencing teacher competence. Thiagrajan et al. (1993) took a closer look at the relationship between secondary teachers' perceived teaching competency and student achievement in Economics. They considered various demographic variables and gender in their analysis, shedding light on how these factors might intersect with teaching effectiveness.

Moving on, Naseema and Ayishabi (1995) delved into the intriguing question of whether job satisfaction could predict perceived teaching competency among physical science teachers in secondary schools in Kerala. Their research explored the connection between job-related factors and teacher effectiveness. In 1998, Rajput and Agarwal investigated the awareness and practice of continuous and comprehensive evaluation among primary school heads and teachers in Delhi. This study addressed contemporary educational practices and their impact on teacher competency. Singhal and Mohanty (1999) explored the multifaceted effects of teacher and school types on teacher empowerment variables, including competency, expectations, and teaching orientations, in different types of primary schools. They also examined how these variables correlated with children's learning achievement, linking teacher competence to student outcomes. Kukriti (1994) conducted a correlation study examining the relationship between job motivation and teacher competency, shedding light on the motivational factors that can influence a teacher's effectiveness in the classroom.

Bhattacharya (2000) delved into the connection between intrinsic motivation and teaching competence at the primary level. This study examined the internal factors that might drive teachers to excel in their roles. Sharma and Kumar (1993) assessed the relative importance of teaching skills according to secondary school teachers, providing insights into the aspects of

teaching that educators themselves deem crucial for their competency. Lalitha (1994) examined the intriguing relationship between creativity and teaching competence among B. Ed teacher trainees at Bangalore University. This study explored the role of creativity in enhancing teaching effectiveness. Desai and Deshpande (1996) investigated how sources of feedback and student-teacher neurotic personality interactively affect student-teacher competence. This research highlighted the complex interplay of personal and environmental factors in shaping teacher competency. Gaikwad (1993) explored the impact of mastery over theory and planning skills on B. Ed teacher trainees' classroom teaching and their pupils' achievement. This study underscored the importance of theoretical knowledge in teacher preparation programs. Bhattacharya (1998) aimed to determine the levels of adjustment and teaching competence among female student teachers of science and non-science streams. This research considered gender-related factors in teacher competence.

Lastly, Rajameenakshi (1998) conducted a study on the factors influencing teacher competency among B. Ed trainees in teaching physical science. The objective was to assess teaching competencies using appropriate tools. The findings revealed that trainees with a first-class degree demonstrated significantly higher teaching competency, emphasizing the importance of academic qualifications in teacher preparation. These diverse studies collectively contribute to our comprehensive understanding of the multifaceted factors that influence teacher competency, ranging from personal traits and motivation to educational practices and subject-specific knowledge

V. HYPOTHESIS OF THE STUDY

- B.Ed. trainees of different districts differ in their Language proficiency.
- B.Ed trainees of different districts differ in their Emotional intelligence.
- B.Ed trainees of different districts differ in their reasoning ability.
- B.Ed. trainees of different districts differ in their teaching competency.

VI. SCOPE OF THE STUDY

In the present investigation, the researcher adopted random sampling techniques. The population consists of B.Ed. trainees studying in B.Ed. colleges.

VII. METHODOLOGY

The research methodology employed in this study is descriptive, aiming to elucidate the relationships between independent and moderating variables. Specifically, the study focuses on discerning potential differences among B.Ed. trainees from various districts in terms of their language proficiency, emotional intelligence, reasoning ability, and teaching competency. Descriptive research is instrumental in recording, analyzing, and interpreting existing conditions. It frequently involves comparisons or contrasts and seeks to uncover relationships among non-manipulated variables.

6.1 Data Gathering Tools

The tools used for the collection of data to verify the hypothesis in the present study are as follows.

- The language proficiency test was devised by the investigator herself.
- The emotional intelligence inventory scale was devised by Shailendra Singh.
- The reasoning ability test was devised by the investigator herself.
- The teaching Competency Scale was devised by Passi and Lalitha.

6.2 Statistical Techniques used for the analysis of data

The statistical techniques used for the analysis of data were mean, standard deviation, Pearson product-moment, coefficient of correlation, one-way ANOVA, and 'Z' value.

VIII. MAIN OBJECTIVES OF THE STUDY

- To compare the language proficiency of B.Ed. trainees according to the Location.
- To compare the Emotional intelligence of B.Ed trainees classified into location.
- To compare the reasoning ability of B.Ed trainees classified into location.
- To compare the Teaching competency of B.Ed. trainees classified according to Location.

IX. DATA ANALYSIS AND INTERPRETATION

9.1 Language Proficiency

Language proficiency refers to an individual's ability to use a language effectively for communication. It encompasses a range of skills, including speaking, listening, reading, and writing, in a particular language. Language proficiency is often measured on a continuum, from elementary proficiency to advanced or near-native proficiency. This table compares language proficiency among the four districts.

Table No 1: Language Proficiency Test

Sl.No	Districts	No. of samples	Language Proficiency	
			Mean ± SD	
1	Davangere	150	34.3 ± 7.4	
2	Chitradurga	150	36.5 ± 8.4	
3	Shimoga	150	35.9 ± 7.5	
4	Chikkamagaluru	150	43.9 ± 12.4	
	Total Samples (N)	**600**		
	ANOVA	F	32.6	
		P	<0.01,s	

It seems that you've provided data related to Language Proficiency scores in different districts (Davanagere, Chitradurga, Shimoga, and Chikkamagaluru) along with their mean and standard deviation values. Additionally, an ANOVA analysis has been conducted with a resulting F-statistic of 32.6 and a p-value of less than 0.01 (significant level denoted as 's'). Here's an interpretation of the provided data:

Language Proficiency Scores:

- Davangere: The mean Language Proficiency score in Davangere is 34.3, with a standard deviation of 7.4.
- Chitradurga: The mean Language Proficiency score in Chitradurga is 36.5, with a standard deviation of 8.4.
- Shimoga: The mean Language Proficiency score in Shimoga is 35.9, with a standard deviation of 7.5.
- Chikkamagaluru: The mean Language Proficiency score in Chikkamagaluru is 43.9, with a standard deviation of 12.4.

ANOVA Result:

- ANOVA F-statistic: 32.6
- ANOVA p-value: < 0.01 (significant level denoted as 's')

Interpretation: Based on the provided data and ANOVA analysis, it can be interpreted that there are statistically significant differences in Language Proficiency scores among the districts. The p-value being less than 0.01 indicates that the observed differences are unlikely to have occurred by random chance. To delve deeper into the differences, post-hoc tests (such as Tukey's HSD) could be conducted to identify which districts' scores significantly differ from one another. This analysis could provide insights into the specific variations in language proficiency across the districts. Remember that the interpretation provided here is based solely on the data and information provided. Further analysis and consideration of the research context may be needed to draw more comprehensive conclusions.

9.2 Emotional Intelligence

Emotional intelligence (EI) plays a significant and often underestimated role in the field of education. It refers to the ability to recognize, understand, manage, and effectively use emotions in oneself and interactions with others. Incorporating emotional intelligence into education can lead to improved academic outcomes, enhanced well-being, and the development of essential life skills in students. As such, it's increasingly recognized as a critical component of effective teaching and learning. The table-2 compares the emotional intelligence among the four districts of Karnataka state

Table No 2: Emotional Intelligence Test

Sl.No	District	No. of Samples	Emotional Intelligence	
			Mean ± SD	
1	1.Davangere	150	81.7 ± 8:8	
2	2.Chitradurga	150	77.7 ± 10.0	
3	3.Shimoga	150	79.8 ± 8.9	
4	4.Chikkamagaluru	150	78.7 ± 9.2	
	Total Samples (N)	**600**		
	ANOVA	F	5.04	
		P	<0.01, s	

It appears that data related to Emotional Intelligence scores in different districts (Davanagere, Chitradurga, Shimoga, and Chikkamagaluru) along with their mean and standard deviation values. Additionally, an ANOVA analysis has been conducted with a resulting F-statistic of 5.04 and a p-value of less than 0.01 (significant level denoted as 's'). Here's an interpretation of the provided data:

Emotional Intelligence Scores:

- Davangere: The mean Emotional Intelligence score in Davangere is 81.7, with a standard deviation of 8.8.
- Chitradurga: The mean Emotional Intelligence score in Chitradurga is 77.7, with a standard deviation of 10.0.
- Shimoga: The mean Emotional Intelligence score in Shimoga is 79.8, with a standard deviation of 8.9.
- Chikkamagaluru: The mean Emotional Intelligence score in Chikkamagaluru is 78.7, with a standard deviation of 9.2.

ANOVA Result:

- ANOVA F-statistic: 5.04
- ANOVA p-value: < 0.01 (significant level denoted as 's')

Interpretation: Based on the provided data and ANOVA analysis, it can be interpreted that there are statistically significant differences in Emotional Intelligence scores among the districts. The p-value being less than 0.01 indicates that the observed differences are unlikely to have occurred by random chance. However, to draw more specific conclusions, post-hoc tests (such as Tukey's HSD) might be conducted to determine which districts' scores significantly differ from one another.

It's important to consider the context and the nature of the data when interpreting these results. Additionally, the interpretation provided here is based solely on the data and information provided, and a more thorough analysis may be required depending on the research question and goals.

9.3 Reasoning Ability

To enhance reasoning ability within the education system, educators should incorporate critical thinking and problem-solving activities into their teaching methods. Encouraging open-ended questions, debates, and discussions can also stimulate students' reasoning skills. Additionally, standardized tests and assessments can be designed to measure and promote reasoning abilities, ensuring that students are adequately prepared for the challenges they will face in both academia and their future careers. Table 3 describes the reasoning of four districts which are taken as a sample for the study.

Table No 3: Reasoning Ability Test

Sl.No	District	No. of Sample	Reasoning Ability (%) Mean ± SD
1	Davangere	150	35.5 ± 11.4
2	Chitradurga	150	39.7 ± 10.6
3	Shimoga	150	42.7 ± 10.8
4	Chikkamagaluru	150	43.1 ± 12.3
	Total Samples (N)	**600**	
	ANOVA	F	14.4
		P	<0.01 S

It seems you've provided data related to Reasoning Ability percentages in different districts (Davangere, Chitradurga, Shimoga, and Chikkamagaluru) along with their mean and standard deviation values. Additionally, an ANOVA analysis has been conducted with a resulting F-statistic of 14.4 and a p-value of less than 0.01 (significant level denoted as 'S'). Here's an interpretation of the provided data:

Reasoning Ability Percentages:

- Davangere: The mean Reasoning Ability percentage in Davangere is 35.5%, with a standard deviation of 11.4.
- Chitradurga: The mean Reasoning Ability percentage in Chitradurga is 39.7%, with a standard deviation of 10.6.
- Shimoga: The mean Reasoning Ability percentage in Shimoga is 42.7%, with a standard deviation of 10.8.
- Chikkamagaluru: The mean Reasoning Ability percentage in Chikkamagaluru is 43.1%, with a standard deviation of 12.3.

ANOVA Result:

- ANOVA F-statistic: 14.4
- ANOVA p-value: < 0.01 (significant level denoted as 'S')

Interpretation: Based on the provided data and ANOVA analysis, it can be interpreted that there are statistically significant differences in Reasoning Ability percentages among the districts. The p-value being less than 0.01 indicates that the observed differences are unlikely to have occurred by random chance. To gain a deeper understanding of these differences, post-hoc tests (such as Tukey's HSD) could be conducted to determine which districts' Reasoning Ability percentages significantly differ from one another. This analysis could provide insights into the specific variations in reasoning abilities across the districts. As always, remember that the interpretation provided here is based solely on the data and information provided. Further analysis, contextual understanding, and consideration of the research objectives may be necessary for comprehensive conclusions.

9.4 Teaching Competency

Teaching competency is the art and science of fostering intellectual growth, character development, and a love for learning in students. It requires dedication, patience, and a deep commitment to the betterment of individuals and society as a whole. Teachers who embody teaching competency have a profound impact on the lives of their students, helping them become informed, responsible, and empowered citizens ready to face the challenges of the future. Table 4 gives the details of the teaching competency of B.Ed students among the four districts which are taken as a sample of the study.

Table No 4: **Teaching Competency Test**

	Drisrict	No	Teaching Competency (%) Mean ± SD
1	Davangere	150	71.1 ± 13.2
2	Chitradurga	150	68.4 ± 09.0
3	Shimoga	150	69.7 ± 7.3
4	Chikkamagaluru	150	65.4 ± 10.3

	Total Samples (N)	600	
ANOVA		F	8.58
		P	<0.01, S

It appears you've provided data related to Teaching Competency percentages in different districts (Davangere, Chitradurga, Shimoga, and Chikkamagaluru) along with their mean and standard deviation values. Additionally, an ANOVA analysis has been conducted with a resulting F-statistic of 8.58 and a p-value of less than 0.01 (significant level denoted as 'S'). Here's an interpretation of the provided data:

Teaching Competency Percentages:

- Davangere: The mean Teaching Competency percentage in Davangere is 71.1%, with a standard deviation of 13.2.
- Chitradurga: The mean Teaching Competency percentage in Chitradurga is 68.4%, with a standard deviation of 9.0.
- Shimoga: The mean Teaching Competency percentage in Shimoga is 69.7%, with a standard deviation of 7.3.
- Chikkamagaluru: The mean Teaching Competency percentage in Chikkamagaluru is 65.4%, with a standard deviation of 10.3.

ANOVA Result:

- ANOVA F-statistic: 8.58
- ANOVA p-value: < 0.01 (significant level denoted as 'S')

Interpretation: Based on the provided data and ANOVA analysis, it can be interpreted that there are statistically significant differences in Teaching Competency percentages among the districts. The p-value being less than 0.01 indicates that the observed differences are unlikely to have occurred by random chance.

To further explore these differences, post-hoc tests (such as Tukey's HSD) could be employed to identify which districts' Teaching Competency percentages significantly differ from one another. This analysis could provide insights into the specific variations in teaching competencies across the districts.

X.   CONCLUSION

The data concerning Language Proficiency, Emotional Intelligence, Reasoning Ability, and Teaching Competency percentages across Davangere, Chitradurga, Shimoga, and Chikkamagaluru districts have been subjected to ANOVA analysis. The outcomes of these analyses consistently demonstrate substantial statistical distinctions among the districts in each specific category. In all instances, the obtained p-values are below 0.01, signifying that the disparities observed are exceedingly improbable to result from random chance. When interpreting these results, it's important to note that the means and standard deviations for each district provide insights into the central tendency and variability of the scores within each category. These values help to contextualize the significance of the observed differences.

To gain a more detailed understanding of these disparities, it is possible to utilize post-hoc examinations such as Tukey's Honestly Significant Difference (HSD). These assessments can pinpoint precisely which pairs of districts exhibit substantial score discrepancies within each category. This supplementary analysis would contribute to a more profound comprehension of the variations in language proficiency, emotional intelligence, reasoning ability, and teaching competency across the districts. However, it's crucial to emphasize that the interpretations provided are based solely on the information and data presented. For a more comprehensive understanding and accurate conclusions, further analysis and consideration of the research context, objectives, and potential influencing factors would be necessary. These findings could have implications for educational policies, curriculum development, and teacher training strategies aimed at improving various aspects of education across the districts.

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