

# A STUDY OF TEACHER OCCUPATION INTEREST AND TEACHING COMPETENCE OF B.Ed TRAINES

Dr.VANDANABEN J MAHETA (M.A M.Ed. Ph.D )

Assi. Prof., Shree Saraswati College. At – Gir Gadhada, BKNM Uni. Junagadh (Gujarat)

## ABSTRACT: -

Teacher competence refers to the right way of conveying units of knowledge, application and skills to students. This paper also highlights the various competencies like use of appropriate techniques, efficacy in Teaching, effective use of Aids, rapport with students and colleagues, and catering to individual differences. The present study is undertaken to study the teaching competency of B.Ed. The major objective of the study is to find out the difference between (i) rural and urban (ii) Government and Self-financing college (iii) girls and Co-education College and (iv) Undergraduate, Postgraduate and degree B.Ed. Education leads to change. a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc.

**Keywords:** Teacher training; trained teachers, students, Education, Job satisfaction, Professional development, Teachers, Teaching competency.

## 1.1 INTRODUCTIONS: -

Education is the fundamental means of human development. By it the innate powers of human beings are developed, their knowledge skills and competencies are enhanced, and their behavior is changed, and they are made civilized and culture citizens. 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 teachers 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. 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”.

## 1.2 Significance of the Study

In National Policy on Education (1986) expected a lot from the teachers by putting a tremendous faith and responsibility on them, since it boldly opined, “no people can rise above the level of its teachers”. It further stated that, “status of the teacher reflects the socio-cultural ethos of a society”. Secondary teacher education students are the teacher trainees who undergo a pre-service training on learning process that provides experiences for development towards good teaching. The National Curriculum Framework (2009) has described in secondary teacher education, “the training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse. Such an intellectual isolation activity discourages educational theorization and the growth of disciplinary and interdisciplinary enquiry”. 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 into application (utility) of the B.Ed. teacher trainees. The B.Ed. teacher trainees have to identify their requisite skills, knowledge, competences and strategies to teach education and to equip all B.Ed. teacher trainees with such skills, knowledge and competency so that a complete transformation will be possible. Belonging to the teaching community, one should be use of Appropriate Techniques, efficacy in Teaching, effective use of Aids, rapport with students and colleagues, and catering to individual differences, he can be considered as a competent teacher. Being very thoughtful of the above significance, the investigator prepared his mind to study the teaching competency of B.Ed. teacher trainees.

## 1.3 Role of the Teacher

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents of social change. According to Swami Vivekananda, —Education is the manifestation of the perfection already in men. Education alone makes a man perfect and all round development of human personality is possible through education. Professor Linda Darling-Hammond of Stanford University has summarized research on the effects of teacher quality on student outcomes as follows

The effect of poor-quality teaching on student outcomes is debilitating and cumulative. The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds. A reliance on curriculum standards and state wide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought. The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries (Darling-Hammond 2000).

#### **1.4 Role of Primary Education:**

Primary education is the largest sub sector of any education system and offers the unique opportunity to contribute to the transformation of societies through education of the young. Since the World Education for All Conference that was held in 1990, Jomtien Thailand, primary education enrolment has expanded in absolute terms. However, the quality of primary education has not kept abreast of the expansion in enrolment. Thus universal quality primary education continues to be a global concern and was high on the agenda for the World Education Forum that was held in April 2000 in Dakar, Senegal. The resulting Dakar Framework for Action, item 7 (ii) states "Ensuring that by 2015 all children, with special emphasis on girls and children in difficult circumstances, have access to and complete free and compulsory primary education of good quality". The reality is that there are over 10 million children out of school and of those in school, a substantial proportion of them either do not complete the cycle or leave without being permanently literate and numerate. Therefore primary education continues to be a priority for all.

#### **1.5 Role of Teacher in Education**

Education is the stepping stone for the progress of the educational system in the country. To make primary education strong and to empower whole nation there is a rising need of well-trained teachers who are competent and committed. Teachers are facing several problems today which need to be focused and worked upon as a holistic effort of the community. Teachers need satisfying and gratifying environment to perform their level best. As it is the teachers' job to mould the children in socially acceptable way, it is the job of society and state to raise the socio economic status of teachers and give them the respected position which they deserve. Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future

through the process of teaching and learning. Teachers can act as trail blazers in the lives of learners and in the process of education for development.

### 1.6 Need and significance of the study

Education is the key which helps to eradicate all kinds of social evils. Primary education is as necessary for the development of the country as much is the requirement of bread, cloth and home. To make primary education foundation of the education system there is requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment for primary school teachers. A committed employee is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to retain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession

### 1.6 Literature Review: -

**Michalinos and Zembylason:-**the sources of teachers job satisfaction and dissatisfaction. The paper aims to contribute to the limited literature on teacher job satisfaction in developing countries. Drawing on interviews with 52 teachers and administrators in 17 schools, the paper describes the sources of job satisfaction and dissatisfaction of teachers and the impact on how teacher feel. Teachers emphasized their satisfaction with interactions with students, relationships held with colleagues and opportunities to contribute to the growth of individuals and the development of society. Sources of dissatisfaction were social problems and their impact on teacher 's work, students lack of interest and bad behavior, the centralized educational system and the back of professional autonomy in schools and teacher education.

**Buttet et al,** attempted to find out the differences in teachers job satisfaction and workload in primary schools. The findings of the study was reported as that internal factors like modernization and remodelling of the work atmosphere will be more relevant than externally imposed measures like government policy. The study also reported that increased workload has reduced the job satisfaction of the primary school teachers.

**Sargent**, in the study, keeping teachers happy Job among primary school teachers in rural northwest china through a study of teacher job satisfaction in impoverished rural areas in northwest china, the authors examine the factors leading to satisfaction among teachers serving poor rural communities. A survey of rural primary school teachers, principals, and village leaders conducted in the year 2000 in Gansu is analysed. In this article the authors test whether younger and better educated teachers have lower level of satisfaction.

**Edward, 2004**, on the perceptions of elementary teachers regarding the relationships between the performance evaluation process and improvement of elementary teacher practices. The study provided a variety of results. A few of the significant results were that teachers in this study view the evaluation process in which they are involved in as a positive process to be one in which improves evaluation process to be one on which improves teaching practice. The teachers believed that if perceptions of the purpose of the evaluation process are for teacher improvement and growth, rather than personnel decisions it will in fact improve teacher practice.

**Gamoran (2003)**, School Effectiveness and school improvement, found that professional development opportunities are more likely to increase teachers sense of professional commitment if they are school wide, while programs in which individuals teachers participate without other teachers from their school are unlikely to do so. One effect of professional development at the school level may be the creation or enhancement of professional community. Professional commitment may strengthen teacher social ties, contributing to the schools social resource.

### **1.7 Objectives of the Study**

The objectives of the study were to assess the training skills of teachers to examine the attitude of trained teachers towards teaching and to determine effectiveness of teaching in terms of student achievement.

### **1.8 Method of the Study**

It was a descriptive research. The sample of the study consisted of teachers and students of girls secondary schools. Stratified sampling technique was used. In this each school was considered as a block. The sample was selected from these blocks at random. Approximately equal number of

sample was drawn from each of these blocks. The process was aimed at making the aggregate sample a representative of different strata or groups. In this study 80 teachers and 180 students of grade X participated. All sample of the teachers possessing preservice and in-service training. Data was collected through questionnaires and tests results of grade IX. The questionnaire for teachers was developed keeping in view all the important aspects related to teacher training and effective teaching at secondary level. It consisted of 30 items on a five point rating scale. It included questions about effectiveness of teacher training with respect to teaching, students' needs and assessment, classroom management and human relationship. The questionnaire for students also consisted of 30 items having five poinrating scale. The questionnaire included items on students' interest, presentation of lesson, teacher characteristics,students' outlook and student-teacher relationship. The test results of grade IX examination was used as a meanfor students' achievement. The instruments were pilot tested before actual launch. Results of the pilot testidentified items that were unclear to respondents. It resulted in removal and modification of a number of items.

Teaching Competency	Girls College (N=20)		Co-education College (N=128)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Use of Appropriate Techniques	71.20	10.85	67.85	10.38	0.033	NS
Efficacy in Teaching	99.90	12.87	97.95	15.03	0.358	NS
Effective Use of Aids	38.60	7.79	40.01	8.09	0.457	NS
Rapport with Students and Colleagues	52.05	11.34	54.15	7.89	7.794	S
Catering to Individual Differences	25.30	5.15	25.39	4.09	3.673	S
Teaching Competency	28.70	43.42	28.53	34.52	3.238	S

*Table 1 Difference between Girls College and Co-Education College B.Ed. Teacher Trainees intheir Teaching Competency*

It is learnt from the Table-1 presents there is no significant difference between Girls College and CoeducationCollege B.Ed. teacher trainees in their use of appropriate techniques, efficacy in teaching and effective use of aids, as the calculated t- values 0.033,0.358 and 0.457 are less than the table value 1.96 at five percent level of significance. But there is significant difference between Girls College and co-education college B.Ed. teacher trainees in their rapport with students and colleagues and catering to individual differences, as the calculated t-values 7.794 and 3.673 are greater than the table value 1.96 at five percent level of significance. In general there is significant difference between Girls College and co-education college B.Ed. teacher trainees in their teaching competency, as the calculated t-value 3.238 is greater than the table value 1.96 at five percent level of significance. While comparing the mean scores, the girls' college B.Ed. teacher trainees are better

in their teaching competency thanco-education college B.Ed. teacher trainees. Hence null hypothesis is accepted.

### 1.9 CONCLUSION: -

The present study clearly indicated that the teaching competency of B.Ed. teacher trainees are unique in their use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues and catering to individual differences and teaching competency. The above findings of the present study is supported by the results of the investigation made by Antony Gracious and Annaraja (2011) revealed that there was significant difference between rural and urban B.Ed. teacher trainees in their teaching competency, while comparing the mean scores, urban area B.Ed. teacher trainees are better than rural area B.Ed. teacher trainees in their teaching competency. Likewise, the results of the investigation made by Sukla Roy Choudhary and Susanta Roy Chowdhury (2015) examined that there was significant difference between urban and rural area teacher educators in their teaching competency, while comparing mean scores, the urban area teacher educators are better in their teaching competency than the rural area teacher educators. On contrary, Jagannadh (2012) indicated that there was no significant difference between rural 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 learner s needs given the individual differences as to enhance their teaching competency. The B.Ed. college teacher trainees have more interest on subject-knowledge, concern and care for the students and enduring patience with the slow-learners and making it more motivational and practical in the view, needs and requirements of the school students as well as in the present scenario of the society.

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