TEACHING COMPETENCE OF STUDENT TEACHERS AT PRIMARY LEVEL

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Abstract

A study of teaching competence was conducted by primary student-teacher in relation to their teaching aptitude, intelligence and area. To achieve the objectives of the study Amrutbhai J.Patel 's to measure the teacher competence , to measure the teaching aptitude teaching aptitude scale by Dr.Mohanbhai K.Patel for Socially economical status (SES) Prof.K.S.Likhia's scale was used and for intelligence, Intelligence test developed by Dr.K.G.Desai verbal non-verbal group intelligence test was used. By stratified sampling select a sample units of 388 primary student-teachers were selected by survey method. Data analyzed by the parametric t-test. The results indicated that teaching aptitude & intelligence of the primary student-teachers contribute towards teaching competence significantly. The results indicated that socially economical status (SES) & intelligence area of the primary student-teachers do not contribute towards teaching competence significantly.

Key words: teaching competency, teaching aptitude, intelligence.

THE CONTEXT

Teacher competence and teacher quality are concepts that are often referred to and frequently applied in different educational contexts. The task of each teacher is to bring changes in students, so that they become productive citizens in the society. Quality, competency and character of the teacher are the most significant factors, which influence the quality of education. The competence areas are defined and education has been imparted to empower the teachers to perform their responsibilities in a professional way with insight and confidence. The quality of education that occurs in an institution largely depends on the competency of the teachers. The teacher education programs are expected to be experiential-

based and the students-teachers are supposed to acquire the knowledge, skills and attitude to become competent teachers.

Competency is an important human trait or characteristics, which contributes to learning, problem solving and all round development of personality. Teaching competency is one or more abilities of teacher to produce agreed upon educational effects. Competencies required: as Personal, Physically fit and healthy, Active and Energetic, Emotionally stable, Aware of self, socially warm & friendly, intellectually – love for teaching, Have principles & values. As Professional, Subject Specialist with grasp and depth & up to date knowledge about subject. , Appropriate teaching skills, Ability to try out innovative methods of teaching. As Social Develop interpersonal & interactive skills, Be open to Criticism, Achieve the goals of the institution, working in collaboration & coordination, be a leader, developing rapport and creating congenial & friendly environment.

Passi and Sharma (1982) found that there is positive relationship between teaching competency and liking of their pupils in their teaching behavior in a study of the teacher effectiveness of secondary school teachers.

Perveen (2006) in her study revealed that Discipline and Sex of the pupil teachers do not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements. General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect on academic achievement on teaching aptitude of the pupil teaches was positive but not significant at an acceptable level of confidence. Uaha (2010) in her study revealed that there was a significant difference between teaching aptitude of effective and ineffective male and female teachers. Paikaray (1981) in his study revealed that Analysis of teaching competence scores and attitude scores indicated that greater teaching competence and more favorable attitude towards teaching in most cases were associated with the supervisor's presence in the groups. The supervisor's role emerged as a very important factor in a microteaching setting. Thamilmani (2000) found teaching competency was related to attitudes toward teaching science. Nalini Stiravatsava Prathibha, in 2009, studied the relationship of teaching

competency with teaching aptitude and professional commitment of primary school teachers Finding of the study is meddle teaching aptitude had shown a better classroom presentation, evaluation and overall teaching competency than low teaching aptitude group.

SIGNIFICANCE OF THE STUDY:

The findings from this study will enable policy makers, curriculum designers and teacher educators to understand thoroughly the aspects of teacher competence and their level among student-teachers and indicate plans and programs for their competence development.

OBJECTIVES

Following are the objectives of the study.

To study the teaching competence of primary student-teachers in the context of teaching aptitude, intelligence, socially economical status (SES), and area.

HYPOTHESES:

On the basis of the objectives of the study the following hypotheses have been formulated.

$H_{01:}$ There will be no significant difference between the mean scores of the teaching competence of high teaching aptitude primary student-teacher and low teaching aptitude primary student-teacher.

$H_{02:}$ There will be no significant difference between the mean scores of the teaching competence of high intelligence primary student-teacher and low intelligence primary student-teacher.

$H_{03:}$ There will be no significant difference between the mean scores of the teaching competence of high SES primary student-teacher and low SES primary student-teacher.

$H_{04:}$ There will be no significant difference between the mean scores of the teaching competence of rural area primary student-teacher and urban area primary student-teacher.

METHODOLOGY:

The present study is an empirical one based on primary data. Cross-sectional study design has been used in the study.

MEASURES:

The teacher competence test developed by Amrutbhai J.Patel .It consist five sub scales of with different factors of teacher competence. In one to four scales having marks 1 for true and for fifth factor scale response given to strongly agree to strongly disagree range for that 5 to 1.The reliability of the test find by test retest, split half and kuder rechard was 0.59, 0.89,and 0.81 respectively. Validity was a 0.81 and correlation was 0.65 with the IQ test.

Teaching aptitude test developed by the Dr.Mohanbhai K.Patel .The scale is divided into four sub scale factor. The reliability of the test finds by test retest split half and kuder rechard was 0.86, 0.74, and 0.74 respectively. Validity was constructed by criterion validity and the correlation was 0.69 with the IQ test.

Intelligence test developed by Dr.K.G.Desai verbal,non-verbal group intelligence test. It consist 80 statements. The reliability of the test is constructed by test retest and split half method 0.75, 0.88 respectively. Validity constructed by correlation which is 0.78.

Socially economical status (SES) developed by Prof.K.S.Likhia. Seven factors included in the scale.

STATISTICAL TECHNIQUES USED:

The collected data have been analyzed both descriptively and inferentially. The test of significance difference between the means used t-test as parametric test.

RESULT AND INTERPRETATION:

The collected data have been analyzed using appropriate statistical techniques and the results are presented in the following sections.

The teaching competence of high teaching aptitude students and low teaching aptitude students has been calculated and compared using independent sample t-test.the result of the test has been presented in table 1

TABLE 1

Significancant difference between the mean scores of the teaching competence of high teaching aptitude primary student-teacher and low teaching aptitude primary student-teacher

	N	M	SD	SE_D	t-ratio
High aptitude primary student teacher group	105	91.47	10.77	1.47	7.51[**]
Low aptitude primary student teacher group	105	80.42	10.56		

[**] 0.01 level of significance

Table 1 reveals that the significant difference between the mean scores of the teaching competence of high teaching aptitude primary student-teacher and low teaching aptitude primary student-teacher because t-value is 7.51 which is significantly at 0.01 level of significance. Competence mean (M=91.47) of high teaching aptitude primary student teacher group is higher than the competence mean (M=80.42) of low teaching aptitude primary student teacher group.

The teaching competence of high intelligence primary student-teacher and low intelligence primary student-teacher has been calculated and compared using independent sample t-test.the result of the test has been presented in table 2.

TABLE 2

Significant difference between the mean scores of the teaching competence of high intelligence primary student-teacher and low intelligence primary student-teacher.

	N	M	SD	SE$_D$	t-ratio
High intelligence primary student-teacher group	105	90.81	9.36		
				1.35	8.8[**]
Low intelligence primary student-teacher group	105	78.93	10.25		

[**] 0.01 level of significance

Table 2 reveals that the significant difference between the mean scores of the teaching competence of high intelligence primary student-teacher low intelligence primary student-teacher because t-value is 8.8 which is significant at 0.01 level of significance. Competence mean (M=90.81) of high intelligence primary student-teacher group is higher than the competence mean (M=78.93) of low intelligence primary student-teacher group.

The teaching competence of high SES primary student-teacher and low SES primary student-teacher has been calculated and compared using independent sample t-test.the result of the test has been presented in table 3.

TABLE 3

Significant difference between the mean scores of the teaching competence of high SES primary student-teacher and low SES primary student-teacher.

	N	M	SD	SE_D	t-ratio
High SES primary student-teacher group	105	86.27	9.94	1.48	1.17
Low SES primary student-teacher group	105	84.53	11.55		

[**] 0.01 level of significance

Table 3 reveals that the no significant difference between the mean scores of the teaching competence of high SES primary student-teacher and low SES primary student-teacher because t-value is 1.17 which is not significantly at 0.05 level of significance. Competence mean (M=86.27) of high SES primary student-teacher group is equal of competence mean (M=84.53) of low SES primary student-teacher group.

The teaching competence of rural area primary student-teacher and urban area primary student-teacher has been calculated and compared using independent sample t-test.the result of the test has been presented in table 4.

TABLE 4

Significant difference between the mean scores of the teaching competence of rural area primary student-teacher and urban area primary student-teacher

	N	M	SD	SE_D	t-ratio
Rural area primary student-teacher group	308	85.50	11.21	1.12	0.49
Urban area primary student-teacher group	80	84.95	8.27		

[**] 0.01 level of significance

Table 4 reveals that the no significant difference between the mean scores of the teaching competence of rural area primary student-teacher and urban area primary student-teacher because t-value is 0.49 which is significant at 0.05 level of significance. Competence mean (M=85.50) of rural area primary student-teacher group is equal competence mean (M=84.95) of urban area primary student-teacher group.

FINDINGS OF THE STUDY:

Following are the findings of the study.

High teaching aptitude primary student teacher possesses a higher level of teaching competence than low teaching aptitude primary student teacher.

High intelligence primary student-teacher possesses a higher level of teaching competence than low intelligence primary student-teacher.

High SES primary student-teacher possesses an equal level of teaching competence with low SES primary student-teacher.

Urban area primary student-teacher possesses anequal level of teaching competence with rural area primary student-teacher.

IMPLICATIONS OF THE STUDY:

Primary student teachers need to be more teaching competencies in their broad-spectrum level teaching skills and their dedication to their profession, commitment to the learner and their assurance to the challenging demands of their profession.

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