



DEVELOPMENT OF “TEACHING COMPETENCY SCALE [TCS] OF B. Ed TRAINEES”

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Abstract

In the present study, teaching competency scale (TCS) has been constructed and standardized for the B. Ed trainees. This scale consists of 59 statements. The simple random sample technique was used for current investigation. The sample consists of 117 B. Ed trainees randomly selected from Villupuram Districts. The “Cronbach’s Alpha” technique was used to regulate the tool and finally out of 59 statements, 42 statements were retained in the final study.

Keywords: Teaching Competency, B. Ed trainees, Professional, statements, dimensions.



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Introduction

The quality of education has been significantly important in recent years. This plays a key tent for the professionals who teach in this modern society with ethnically capable, clever, pioneering, resourceful problem-solvers, skilled and critical philosopher. Hence, these skills of the professional teachers help the learners to team up with good decisions, manage their time effectively, respond to one another and decide the right communication strategy at the right time (Olga Nessipbayeva, 2012).

Restructuring teaching profession has been a main public discussion by creating a new change in the educational system. The different reorganization activities which took place on teacher training system have made it difficult to get standardization in teacher education which will enhance the basic teaching competencies (Suleyman Sadi Seferoglu, 2005).

Therefore, teachers have a meticulous effort in the classroom and outside as well as frequent interaction with parents and society. For this reason teachers need to be well trained and competent to perform their professions. If teachers acquire teaching competencies with commitment and enabled to perform their multiple tasks in the classroom as well as in the community in a genuine professional manner, then high quality learning increases as a result in cognitive, affective and psychomotor areas of human development which will augment the teaching performance through more effectiveness.

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Thus, teaching competency is an essential factor in solving most educational problems (Shashi Shukla, 2014).

Thereby, on understanding the needs of new requirements a teaching competency scale was implemented for the B.Ed trainees.

Definitions of teaching competency of B.Ed trainees

On going to teaching competency, we have to know the competency first. Competency is defined as a requirement of a “competency-based” teacher education which includes the knowledge, skills and values of a teacher-trainee to demonstrate for the successful completion of a teacher education programme (Houston, 1987).

Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like establishing a lesson, fluency in questioning, probing questions, amplification, rapidity of lesson, strengthening, sympathetic child psychology, recognizing performances, classroom supervision and generous assignment. Competency development is a continuous process in the institution. B.K.Passi and M.S.Lalitha defined that the teaching competency is an effective performance of all observable teachers’ behavior that brings about desired novice effects. Halls & Jones (1976), definite that the competencies are the composite skills, manners or acquaintance that can be demonstrated by the learner and desired from explicit conceptualization of the preferred outcomes of learning competencies through assessment of student learning through direct observation of learners behavior. Walker (1992), defines the competency are the attributes which enable an individual or group to perform a role to an appropriate grade of quality and thus make the individual or group experienced in that responsibility.

Encyclopedia of teacher training and education (Vol.II, 1998) defines teaching competency as a suitable skill, knowledge and experience for teaching purpose, which are appropriately satisfied. S.Venkataiah (2000), describes the teaching Competency as a solitary knowledge, ability or specialized proficiency which a teacher may say to posses and which was believed to be relevant to the successful practice of teaching. Therefore, the current investigation was based on the following literature study.

Review of Related Literature:

R. Sivakumar and Dr. A.Edward William Benjamin (2016) conducted a study deals with the interrelationship among teaching competency and professional development of teacher educators in B.Ed. colleges. The investigators have randomly selected a teacher educator from thirteen different colleges of education in Sivaganga district of Tamil Nadu.
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Statistical techniques used by Pearson's correlation and t-test were employed for analyzing the data. Results reveal that there is an interrelationship between teaching competency and professional development of teacher educators in B.Ed. colleges. Hence, the teacher educators having a positive influence on teaching competency show higher relationship in their professional development. Also result reveals that there is no significant difference between teaching competency and professional development of teacher educators in the sub categories such as gender, teaching of pedagogy subject and also reflect evidence that there is a significant difference between the experience of below 5 years and above 5 years of teacher educators in B.Ed. colleges.

A. Antony Sagaya Ruban and Dr. R. Selvaraju (2015) conducted a study reveals that the relevance of modernity of B.Ed trainees in relation to the background variable and gender. A self-made tool was used for assessing modernity of 987 B.Ed trainees from three districts namely, Tirunelveli, Kanyakumari and Tuticorin in Tamil Nadu. The simple random sampling method was espoused for attaining the data. The results illustrates that the modernity on teaching competency of B.Ed trainees was correlated with an orientation to gender.

Jagannadh.Y.V and Dr. J. Master Arul Sekar (2012) measured the teaching competency and attitude towards teaching profession of B.Ed. college students. The sample consists of 300 student teachers of colleges of education from Amalapuram town, affiliated to Andhra University. The teaching competency and attitude towards teaching inventory was developed and standardized by him. The results show that the inter-dimensional relationship between teaching competency and attitude towards teaching profession is positive. Male and female teachers do not differ significantly in terms of their teaching competency and attitude towards the teaching profession. The rural and urban student teachers do not differ significantly in terms of their teaching competency and attitude towards the teaching profession. The age below 25years and above 25years of student teachers do not differ significantly in terms of their teaching competency and attitude towards the teaching profession.

F. L. Antony Gracious and P. Anna raja (2011) found the relationship between creativity and teaching competency of prospective B.Ed teachers. Statistics of the study were composed using self made teaching competency scale and creativity scale. The investigator used a random sampling technique for selecting the sample. The sample consists of 242 B.Ed teachers. For examine data, 't' test and Pearson's product moment co-efficient were the

statistical techniques used. As a result, there was no significant relationship between creativity and teaching competency of prospective B.Ed teachers.

Vogt.F, Rogalla.M, (2009) seeks to conceptualise the processes of modification of teaching to the individual student's learning needs and empirically test, within the field of science teaching, to an extent adaptive teaching competency can promote through teacher education. 32 primary and secondary teachers were examined their adaptive teaching competency based on content-focused coaching while 18 teachers formed the control group. As a result, teachers receiving the coaching increased to their adaptive teaching competency with regard to planning and their students showed a higher learning outcome compared to the control group.

Pilot Study

The teaching competency scale of 59 statements intended for the pilot study was administrated to the sample of 117 B.Ed trainees studying in the Villupuram Districts. Then, their responses have been scored carefully and the marks secured by all the B.Ed trainees have been arranged in the descending order from the highest score to lowest score. Then, they were subjected to the statement analysis.

Construction of teaching competency scale

The investigator constructed the teaching competency scale for B.Ed trainees. The scale used for the pilot study, consists of 59 items. All the 59 items were with five point scales, such as always, often, sometimes, occasionally and never. The statement of the scale consists of factors related to, interest in the profession, classroom behavior, attitude towards students and instructional strategy. The tool was validated with the help of 117 B.Ed trainees. Each statement has been scored as 5 for always, 4 for often, 3 for sometimes, 2 for occasionally and 1 for never for all the favorable statements. The total scores secured from the sample were calculated by using Cronbach's alpha method to identify the reliability of the tool. The statements which have a value above than 0.3 level was selected for the final study.

Thus, out of 59 statements, 42 statements were selected for the final study. The final studies of the teaching competency scale of B.Ed trainees of the pilot study show the selected statements by using Cronbach's alpha are given in Table 1.

**Table 1. Statement Analysis For Teaching Competency Scale Of B. Ed Trainees And
 Selection Of Statements For Final Study**

Sl. No.	Statement No.	Item Total Cronbach's Alpha Correlation	Selected / Not Selected
1.	1	0.161	Not Selected
2.	2	0.312	Selected
3.	3	0.091	Not Selected
4.	4	0.254	Not Selected
5.	5	0.161	Not Selected
6.	6	0.409	Selected
7.	7	0.274	Not Selected
8.	8	0.206	Not Selected
9.	9	0.375	Selected
10.	10	0.294	Not Selected
11.	11	0.254	Not Selected
12.	12	0.279	Not Selected
13.	13	0.176	Not Selected
14.	14	0.391	Selected
15.	15	0.269	Not Selected
16.	16	0.283	Not Selected
17.	17	0.466	Selected
18.	18	0.262	Not Selected
19.	19	0.465	Not Selected
20.	20	0.137	Not Selected
21.	21	0.338	Selected
22.	22	0.425	Selected
23.	23	0.509	Selected
24.	24	0.541	Selected
25.	25	0.518	Selected
26.	26	0.582	Selected
27.	27	0.552	Selected
28.	28	0.255	Not Selected

29.	29	0.519	Selected
30.	30	0.264	Not Selected
31.	31	0.451	Selected
32.	32	0.444	Selected
33.	33	0.381	Selected
34.	34	0.239	Not Selected
35.	35	0.418	Selected
36.	36	0.458	Selected
37.	37	0.396	Selected
38.	38	0.401	Selected
39.	39	0.508	Selected
40.	40	0.444	Selected
41.	41	0.377	Selected
42.	42	0.496	Selected
43.	43	0.448	Selected
44.	44	0.459	Selected
45.	45	0.484	Selected
46.	46	0.323	Selected
47.	47	0.418	Selected
48.	48	0.439	Selected
49.	49	0.350	Selected
50.	50	0.457	Selected
51.	51	0.462	Selected
52.	52	0.585	Selected
53.	53	0.491	Selected
54.	54	0.457	Selected

55.	55	0.316	Selected
56.	56	0.410	Selected
57.	57	0.387	Selected
58.	58	0.387	Selected
59.	59	0.409	Selected

Description of the teaching competency scale of B.Ed trainees:

The teaching competency tool was constructed and validated by the investigator. The investigator constructed this tool on the bases of the literature review with regard to teaching competencies of the B.Ed trainees and its dimensions are interest in profession, classroom behavior, attitude towards students and instructional strategy. Totally 42 statements were finalized on the basis of the dimensions of teaching competency.

Dimensions of teaching competency of B.Ed trainees:

Teaching competency scale for B.Ed trainees consist of four dimensions namely, interest in profession, classroom behavior, attitude towards students and instructional strategy. The 59 statements were arranged according to the dimensions such as, interest in profession has 15 statements, classroom behavior has 14 statements, attitude towards students has 13 statements and instructional strategy has 17 statements (table 2).

Interest in profession:

Interests in profession are helpful to understand the relation to the professional development. Professional interests are different than ability or cleverness. However, the statements from 1-15 determines the professionals tend to be attracted towards the activities that they enjoy and are interested in, which then affords the opportunity to develop skills and abilities.

Classroom behavior:

Classroom behavior is one of the trickiest issues of B.Ed trainees facing nowadays. Disruptive behavior results shows lose of time in curriculum and creates a classroom environment that is not always favorable to learning. Therefore, statements 16-29 are the key to nipping behavioral problems in the bloom to promote a positive environment before the problems arise.

Attitude towards students:

Teaching completely changed our mode of teaching and learning in the current years. Use of computer assisted teaching, audio visual aids; power point presentations, etc., have found their

place in every institution in the world. The attitude of teacher trainees towards teaching aids enhances the teaching -learning context. A questionnaire on attitude towards students was prepared by the investigators from 30-42 in a sample. It was found that teaching through visual aids enabled classrooms to be interesting and motivating for both teachers and learners.

Instructional strategy:

Instructional strategies are techniques where the teachers use to help students to be independent and strategic in learners. These approaches lead from 43-59 statements of learning strategies when students independently select the appropriate persons and use them effectively to accomplish responsibilities or congregate to achieve their goals.

Table 2. Dimensions- Wise Distribution Of Selected Items In Teaching Competency Of B.Ed Trainees

S.No.	Dimensions	Questionnaires	Total
1.	Interest in profession	1-15	15
2.	Classroom behaviour	16-29	14
3.	Attitude towards students	30-42	13
4.	Instructional strategy	43-59	17
Total			59

Reliability:

A reliability coefficient measures the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures by the Cronbach’s alpha method. Therefore, the reliability value is 0.915.

Validity:

validity was established by circulating the roughly drafted teaching competency tool and carrying out all the suggestions specified by the professors in the Department of Education.

Scoring Procedure:

The tool consists of 59 statements which reflected the teaching competency of the B.Ed trainees. The respondents were asked to put a tick (√) mark against each statement under one of the five responses such as always, often, sometimes, occasionally and never. Each item has scored as 5 for always, 4 for often, 3 for sometimes, 2 for occasionally and 1 for never for all the favorable statements. The teaching competency scale of B.Ed trainee’s score of the subject gives the sum total of statement scores of all the 5 sub scales. As a result, the range of score are high from 1 to 296, shows the higher score of teaching competency of B.Ed trainees.

Conclusion

The investigator is hopeful that this scale would be helpful to measure the level of teaching competency of B.Ed trainees. Hence, the constructed teaching competency tool will be very useful for the investigator to measure the extent level of teaching competency of B.Ed trainees in their future teaching profession.

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