A STUDY ON TEACHING COMPETENCE OF PROSPECTIVE TEACHERS

K. Jothiramani[1] and Dr. G. Raju[2]

[1]Ph.D. Research Scholar, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu.
[2]Professor, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu.

ABSTRACT:

 The present study was explored to find out the level of teaching competence of prospective teachers. Survey method was employed on a random sample of 700 prospective teachers. Teaching Competence Scale was used to collect the required information. The data was analyzed using percentage and t-test. The result showed that the level of teaching competence of prospective teachers is average. Findings also indicated that there is significant difference in teaching competence of prospective teachers with respect to gender, fathers' educational qualification, and mother's qualification and there is no significant difference in teaching competence of prospective teachers based on nature of college.

KEYWORDS*: Teaching Competence, Prospective Teachers.*

INTRODUCTION

The higher education classroom is a multidimensional environment comprising psychological and social interactions among a diverse academic community. Moos (1979) concluded that "the social-ecological setting in which students function can affect their attitudes and moods, their behavior and performance, their self-concept and general sense of well-being" (p.3). The social-ecological setting of the classroom, often referred to as teaching competence, encompasses its social and emotional aspects. According to Norton (2008), the association between teaching competence and students'

academic performance has been well researched. Teaching competence is also the best predictor of students' overall satisfaction with their college (Graham & Gisi, 2000). Instructors help develop the teaching competence and can engage in several interpersonal behaviors that contribute to a positive one (Frisby, Berger, Burchett, Herovic, & Strawser, 2014); specifically, those behaviors that build a strong rapport with students. Good rapport between instructors and students is essential to a positive teaching competence and leads to better student outcomes. Therefore, the goal of this paper is to provide instructors with strategies that promote positive interpersonal

relationships in the classroom while also focusing on instructional practices.

NEED AND IMPORTANCE OF THE STUDY

Teaching competences are extremely important for students and for teachers. Everything from the color of the walls to the arrangement of the desks sends impressions to students and can affect the way a student learns. The emotional environment also will affect the learning environment and how well a student receives instruction. Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where student feel

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safe and willing to share. Classrooms climate should represent the students equally and everyone should know each other's name. Teaching competence is one of the most important factors affecting student learning. Hence, the investigator measure to understanding among the teaching competence of prospective teachers.

OBJECTIVES OF THE STUDY
- To study the level of teaching competence of prospective teachers.
- There is no significant difference in teaching competence of prospective teachers with regard to gender, nature of college, fathers' educational qualification, and mothers' educational qualification.

HYPOTHESES
1. There is no significant difference in teaching competence between the male and female prospective teachers.
2. There is no significant difference in teaching competence of prospective teacher based on their nature of college.
3. There is no significant difference in teaching competence of prospective teachers based on their fathers' educational qualification.
4. There is no significant difference in teaching competence of prospective teachers based on their mothers' educational qualification.

METHODOLOGY
Normative survey method was used in the present study. Random sampling technique was used in the selection of sample of as many as 700 B.Ed. trainees in college of education. This sample was taken from seven B.Ed. colleges.

DATA ANALYSIS

Table 1: Level of Teaching Competence of Entire Sample

Level	Scores	N	Percentage
High	159 and above	106	15.14
Average	Between 109 to 158	490	70.00
Low	108 and below	104	14.86

From Table-1, 14.86% of the total sample has low level of teaching competence, 70.00% of them have average level and 15.14% of them have high level of teaching competence of prospective teachers. This finding reveals that the majority of the prospective teachers belong to the average level of teaching competence.

Table 2: Teaching Competence of Prospective Teachers based on Gender

Gender	N	Mean	SD	t-value	Remark
Male	224	129.96	29.92	2.56	Significant
Female	476	135.74	23.00		

From Table-2, the t-value 2.56 is greater than the table value at 0.05 level of significance. Hence, the hypothesis-1 is rejected.

Table 3: Teaching Competence of Prospective Teachers based on Nature of College

Nature of College	N	Mean	S.D	t-value	Remark
Women	100	134.16	15.99	0.16	Not Significant
Co-Education	600	133.84	26.82		

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Table-3 shows that t-value is 0.16 less than the table value at 0.05 level of significance. Hence, the hypothesis-2 is accepted.

Table 4: Teaching Competence of Prospective Teachers based on Father's Qualification

Source of Variation	Sum of Squares	df	Mean Square	F	Remark
Between	11674.458	2	5837.229		
Within	444544.072	697	637.796	6.152	Significant
Total	456218.530	699			

Table-4 indicates that the F-value 6.152 is higher than table value at 0.05 level of significance. Hence, the hypothesis-4 is rejected.

Table 5: Teaching Competence of Prospective Teachers based on Mother's Qualification

Source of Variation	Sum of squares	df	Mean square	F	Remark
Between	6932.642	2	3466.321		
Within	449285.888	697	644.600	5.377	Significant
Total	456218.530	699			

Table-5 reveals that the F-value 6.152 is higher than table value at 0.05 level of significance. Hence, the hypothesis-5 is rejected.

In order to find out the significant difference in the Teaching competence of prospective teachers based on different type of mothers' educational qualification 'F' value 5.377 is higher than table value at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significantly differ in the Teaching competence of prospective teachers based on their mothers' educational qualification.

CONCLUSION

The present study revealed that majority of the prospective teachers is found to be average level in their teaching competence. Therefore, relevant skills could be introduced and provide effective training to prospective teachers.

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