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TEACHING COMPETENCY OF PROSPECTIVE TEACHER'S TO HANDLE CHILDREN WITH GIFTEDNESS

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ABSTRACT :

The main objective of the study is to assess the teaching competency of prospective teachers before and after implementing teaching competency based self instructional modular package on Giftedness. The investigator developed the self instructional modular package on giftedness and implemented to the prospective teachers (35). The pre and post test score were analyzed based on their mean score. The result evinced that the prospective teachers falling under low moderate category rose to high level of teaching competency and prospective teachers with moderate level got shifted to higher level of teaching competency. Thus, at post test the total sample had achieved higher level of teaching competency to handle children with giftedness. Thus the developed self instructional modular package was found to be effective in developing their teaching competency to handle children with giftedness. The result implied the need to incorporate



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the concept of giftedness in the teacher education curriculum which will in turn enhance the knowledge and teaching competency of prospective teachers to handle children with giftedness.

KEY WORDS: knowledge and teaching competency, handle children .

INTRODUCTION:

Education is the foundation stone to develop intellectual power of a nation. It is the composite discip lines which conform to the socio economic, socio political and socio cultural conditions. Teacher's role is essential in providing quality education. To make the nation totally literate, to improve educational standard and to promote national development teacher's role is inevitable. Only a committed and devoted individual who

are competent and creative will excel as a proficient teachers. Teachers should realize the new challenges and able to face the new requirements for the promotion of quality education. Teachers' expertise is an important factor for determining student achievement. As teaching is one of those professions where almost everything is dynamic the teacher should accommodate themselves with knowledge and competencies to meet those changes. All the teachers should be appraised which changing times and trends in the field of education and continuously update themselves professionally to meet the changing challenges. They are the one who meet the students with different talents.

Quality education is possible only with the competent teachers. The quest to insure that students achieve decent learning outcomes and acquire values and skills that help them to play a positive role in their societies is because of the proficient teachers.

Teacher must recognize the abilities, disabilities and the possible psychological and emotional disturbances that may result from conflicts and inhibitions within the child himself and from the attitude of those with whom he/she comes in contact. The teacher should guide the students to make use of his/her talents/gifts in a positive direction. The teacher must also realize that in addition to the problems all children also possess certain abilities or talents. Therefore it is the pleasant challenge of teachers to handle these children to develop their potentials and abilities.

GIFTEDNESS

National Association for Gifted Children (NAGC) definition states that gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% of rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g. mathematics, music, language) and/or set of sensory motor skills (e.g. painting, dance, sports).

US Office of Educational Research and Improvement (OERI, 1993) in their report titled National Excellence and Developing Talent, the term "gifted" was dropped and this definition uses the term "outstanding talent" and concludes with the sentence: "Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally."

NEED FOR THE STUDY

In general education classrooms, teachers are to be responsible for providing appropriate programming for all kind of children, such children with special needs and gifted children. Trained teachers can serve better in identification and intervention than the untrained teachers.

Several studies are being conducted in foreign countries which give importance to gifted children as well as teachers of gifted children. Studies indicate that teachers who do not receive special training in the identification of giftedness overlook large numbers of students identified as gifted on the basis of IQ scores, while incorrectly identifying others as giftedness (Borland), 1978, Ciha, Harris, Hoffman, & Potter, 1974, Cornish, 1968. Jacobs 1972).

Few of the studies focus upon training of teachers to work with gifted children. In a study "Pre service Teachers' Perceptions and Experiences in a Gifted Education Training Model" conducted by Nancy J. Bangel (1992) revealed that participants perceived an increase in their understanding of the needs and characteristics of gifted students through participation in the interventions as well as increased confidence in their general teaching abilities.

There is lot of other studies available in foreign context related to giftedness. Some of the studies gave importance to the education of the gifted children and the few focused upon training for parents and teachers to

handle gifted children.

In India, very few studies have been carried out in the field of the education of gifted (Tripathi&Misra, 1984, 1992; Rajhans, 1992; Watave, 2008). The Government of India has reflected its neglect towards the gifted population when the Kothari Commission, the pivotal body to draw educational plans and policies (Khire, 1970). The NavodayaVidyalaya Scheme, launched by the Government of India in 1985, claims to be the largest in India for talent development. However, this institution does not yet have its official definition of giftedness (Gaddam, 2003).

In 1976, in JnanaPrabodini, UshaKhire established Mensa India, associated with Mensa International, an organization which works to identify and nurture gifted individuals for the upliftment of the society (Saqrwade, 2008). It is the only institution in India entirely dedicated to the education of the gifted children.

JnanaPrabodhiniPratishthan, the institution with which Mensa India is associated is a school for the gifted in Pune city, the only one of its kind in India. Some projects and studies on giftedness are sporadically taken up by the JnanaPrabodhini Institute of Psychology (Watve, 2008) such as the doctoral thesis of Khire (1970) on "Creativity in Relation to Intelligence and Personality Factors" and that of Rajhans (1992) on "Development of Behavioural intelligence among the Gifted Students through Training".

Title of the study

Teaching Competency of Prospective Teacher's to handle Children with Giftedness

OBJECTIVES OF THE STUDY

To assess the teaching competency of prospective teachers to handle gifted children. To assess the teaching competency of prospective teachers, mean and standard deviation has been calculated. By using mean + 1SD, the competency level of prospective teachers has been divided into three groups – Low, Moderate and High competency. Based on these criteria, each competency statement having mean scores 0.77 and above falls under high competency level and competency statements with mean scores from 0.76 to 0.51 comes under moderate competency. Similarly, the competency statement with mean scores, from 0.50 and below falls under low competency level.

HYPOTHESIS OF THE STUDY

1. There is no significance difference in the dimension of concept and nature of special education.
2. There is no significance difference in the dimension of giftedness .

METHODOLOGY

Research Design

Single Quasi experimental method was used in the present study. Pre-Assessment – Post Assessment Single Group Design is adopted in the present study. The design is illustrated as follows.

O1 X O2

O1 = pre test

O2 = post test

X = Experimental Group

This design provides some improvement over the first for the effects of the treatment are judged by the difference between the pre test and post test scores. However, no comparison with the control group is provided.

Independent Variable

Self instructional modular package on gifted children for the prospective teachers is taken as the independent variable.

Dependent Variable

Knowledge on giftedness and Teaching competency to handle gifted children of the prospective teachers is taken as the dependent variable.

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (John W. Best and James V. Kahn (2007)). Thus, the investigator has chosen a set of prospective teachers in KundrakudiAdigalar College of Education for the study. The Achievement test was conducted for all the prospective teachers of ThavathiruKundrakudiAdigalar College of Education for Women and the mean, standard deviation for their achievement scores were calculated. By using mean + 1SD, the knowledge of prospective teachers to handle gifted children has been divided in to three groups – low, moderate and high competency. Based on their mean, standard deviation, 100 samples were divided under 3 categories such as low, moderate and high. Thus the prospective teacher falling under low knowledge on giftedness (35) were taken as a sample for the treatment for the present study.

Analysis

Table 5.6: Mean Teaching Competency Score and Level of Teaching Competency on the Dimension Concept and Nature of Special Education.

S.No	Competency Statement	Pretest Mean Competency Score	Pretest Level of Competency	Posttest Mean Competency Score	Posttest Level of Competency
	Concept and Nature of Special Education				
1.	Understand the need for special education	0.82	H	1.08	H
2.	Proficient in identifying normal development and developmental delay.	0.62	M	1.11	H
3.	Skillful in differentiating terms impairment, disability and handicap	0.65	M	0.97	H
4.	Proficient in knowing physical and behavioural characteristics of children with disabilities	0.40	L	1.00	H
5.	Able to identify that the children with disabilities are quite specific and special in nature.	0.88	H	0.94	H
6.	Capable to cater the nature of different disabilities	0.57	M	1.20	H
7.	Skillful in identifying the specific abilities and disabilities among children	0.74	M	1.00	H
8.	Recognize the causes and characteristics of children with special needs.	0.37	L	1.22	H

Concept and Nature of Giftedness

1.	Able to understand the term giftedness	0.74	M	1.08	H
2.	Able to the differentiate gifted and normal individuals	0.51	M	1.02	H
3.	Recognize that gifted behavior is an interaction among above average abilities, task commitment and creativity.	0.74	M	1.11	H
4.	Aware that Creative – productive, giftedness is the ability to work on problems and in investigative activity.	0.28	L	1.14	H
5.	Understand that Verbal proficiency, power of abstraction, intellectual curiosity is some of the characteristics of giftedness	0.71	M	1	H
6.	Able to observe intellectual curiosity among students in the class room.	0.54	M	1.14	H
7.	Skillful in observing the characteristics of the giftedness.	0.45	L	1.25	H
8.	Appreciate when the students exhibit novel ideas or creative thoughts	0.57	M	1.11	H

RESULTS AND DISCUSSION

1.Out of 8 competency statements under the dimension 'Concept and Nature of Special Education', the prospective teachers have demonstrated high level of proficiency in two statements, moderate level of performance in four statements and low level of teaching competency in two statements at pre stage. After the treatment the prospective teachers were able to risen their teaching competency to a higher level. This shows the effectiveness of teaching competency based self instructional modular package.

2.Out of 8 competency statements under the dimension 'Concept and Nature of Giftedness', the prospective teachers have not demonstrated high level of competency, whereas moderate level of performance was evinced in six statements and low level of teaching competency in two statements at pre stage. After the treatment the prospective teachers were able to risen their teaching competency to a higher level in all the competency statements. This shows the effectiveness of teaching competency based self instructional modular package implemented in the study.

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