



## IMPACT OF CURRICULAR ACTIVITIES OF TWO-YEAR B.ED PROGRAMME ON THE ACQUISITION OF PROFESSIONAL SKILLS OF PROSPECTIVE TEACHERS

S. Jeyachandran<sup>1</sup> and Dr G.Rexlin Jose<sup>2</sup>

<sup>1</sup>Research Scholar (Reg.No.8396) , Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India.

<sup>2</sup>Assistant Professor, Department of Education, (DD&CE), Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India.



### ABSTRACT

Modern education in human society is advancing very fast. Its value system is changing and therefore teaching becoming more and more commercialized and the teacher's job is becoming more and more demanding professional. The teachers should become a learner forever; he should be ready to incorporate all the new methods and ideas developed each time into his teaching style. And also the curriculum of two-year programme should be framed in such a way that the prospective teachers have to acquire their professional skills. The objectives of the study are to enquire into the relationship between curricular activities of two year B.Ed programme and professional skills namely Techno-pedagogic skill, and communication skill. The population consists of prospective teachers in Kanyakumari District B.Ed colleges. The sample consisted of 1199 prospective teachers. The investigators adopted survey method by using self-constructed and validated Curricular Activities Scale and the Scale of Teacher Professional Skills. The investigators used Mean, Standard Deviation, t- test and ANOVA to analyze the data. The major findings of the study showed that there was a significant relationship between curricular activities and professional skill - Techno-pedagogic Skill and Communication Skill.

**KEYWORDS:** Curricular Activities, Two Year B.Ed Programme Professional Skills, Techno-Pedagogic Skill, and Communication Skill, Prospective Teachers.

### 1. INTRODUCTION

In the field of Education, Professional skills of the prospective teachers are considered as the process of improving the teacher skills and competencies which are needed to produce outstanding educational results. Teachers who do not have professional skills or do not have exposure in teaching-learning process need formal training in education. Otherwise, this may sometime act as a constraint in the process of effective teaching and learning process. Professional skills ensure not only the best learning outcomes for students but also bring better personality traits in them to have success in life. Education is considered as a never ending process. It must continue even after earning a degree and getting a career.

### INNOVATION IN TEACHING AND LEARNING

Innovation can be defined as a new idea or a further development of an existing process or method that is applied in a specific context with the intention to create a value added (Kirkland and Sutch, 2009). Innovations sometimes involve radical changes, but often they result only in incremental adaptations of well-known practices. Pedagogical practice always needs to be innovative. Adapting to characteristics of students and responding to their development is an inherent aspect of pedagogy (Vieluf., et al. (2012). The

integration of digital technologies and pedagogies should form an integral element of higher education institutions' strategies for teaching and learning.

Teachers can several pedagogical methods and learning techniques (like problem focused and project based learning) can be applied in the digitalized classrooms. Smart Classrooms are much more suitable for applying state-of-the-art techniques than traditional ones. Under properly organized learning and working conditions are enough to induce a cooperative cognitive process of the students. Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate (King, 2014).

### TEACHER EDUCATION

Teachers are valuable human resources that a nation can count upon to mould and nurture its young minds. Teacher quality is always cited as the most significant efficiency of teacher preparation programmes. Different aspects of Teacher education factor that influences student achievement (Katitia 2015).

### TECHNO-PEDAGOGICAL SKILL

"Technology is a vital part of educating today's students and it is used whenever possible in the classroom so that improves the overall learning environment." Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Teaching holds the most crucial position and helps in the success of any educational system. A teacher is the topmost academic and professional person who shapes the learners. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set (Gloria & Benjamin, 2018).

The teachers are supposed to perceive the use of technology as a natural part of their profession in order to be able to conjoin the investments for enhancing the learning of students. The teachers have to integrate information and communication technologies with teaching and learning processes. Besides, the teachers should not only point out how they use ICT at their teaching and learning environments in their lesson plans, but also use these technologies to support the student centered strategies. However, integrating technology into teaching cannot be achieved overnight.

### COMMUNICATION

Communication is a two-way process where active listening plays as major a role as speaking fluently. Speaking fluently without listening will make any conversation a very short-lived one. Communication skills can be defined as the transmission of a message that Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999). In addition, teacher communication skills are important for a teacher in delivery of education to students (McCarthy and Carter, 2001).

### COMMUNICATION SKILLS

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable. Effective communication skills are really important for teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012).

Communication is a dynamic process which need of mind and courage to face the other and convey his/her message in effective way. Communication process is successful when we deliver the message in clear and understandable way. Effective communication need to convey and accept his/her message in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the

teaching profession (Srivastava, NA) As variety of skills are needed for good teaching and teachers. A study conducted by Ehindero & Alidade, (2000) indicates that for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basics skills of teaching.

### **SIGNIFICANCE OF THE STUDY**

Professional skill development is task-Oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence.

Professional skill is a complex combination of knowledge, skills, understanding, values views which result in efficient actions, in some specific sphere. According to Epstein and Hunder (2012), professional skill is the rational use of communication, knowledge, technical skills, emotions, values and reflection in habitual practice for sake of personality and community of people well-being. Many factors contribute to the quality of teaching, such as the professional skill of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience and certification status(shulman,1986 crossman,1995 and Estera,2001). According to Epstein and Hundert (2012), professional competence is the rational use communication, knowledge, technical skills, emotions, values and reflection in habitual practice for sake of personality and community of people well-being.

### **OBJECTIVES OF THE STUDY**

1. To find out the level of Professional skills such as Techno-pedagogic Skill and Communication Skill of student-teachers.
2. To study the correlation between curricular activities and professional skills To find out the level of Professional skills Techno-pedagogic Skill and Communication Skill of student-teachers

### **Tools used**

The investigators used two research instruments such as *Scale of Jeya-Rex Professional Skill (2017)* to measure the level of professional skill in prospective teachers and *Scale of Jeya-Rex Curricular Activities (2017)*

### **METHOD USED**

The investigators adopted survey method for the present study.

### **POPULATION OF THE STUDY**

The population of this study was the second year B.Ed College students of Kanyakumari district.

### **SAMPLE**

The sample consisted of 1199 second year B.Ed college students.

### **STATISTICAL TECHNIQUES USED**

The investigators used Mean, Standard Deviation, t- test, and F test-ANOVA.

### **DELIMINATION OF THE STUDY**

The study is limited to one district i.e., Kanyakumari. The sample is only 1199 prospective teachers. The variables are curricular activities of two-year B.Ed programme and professional skill of prospective teachers.

**NULL HYPOTHESES**

1. There is no significant difference in the mean scores of the curricular activities of student-teachers with regard to gender, student-teachers whose age is below30 and above30 years; student-teachers whose parent’s qualification is below UG and above UG; the rural and urban; unmarried and married student-teachers; the income of the prospective teachers whose income below 30 thousand and above 30 thousand; and usage of internet in a day is less then 1hour and more than 1hour.
2. There is no significant difference in the mean scores of the professional skill of male and female, student-teachers whose age is below30 and above30 years; student-teachers whose parent’s qualification is below UG and above UG; the rural and urban; unmarried and married student-teachers; the income of the prospective teachers whose income below 30 thousand and above 30 thousand; and usage of internet in a day is less then 1hour and more than 1hour.
3. There is no significant correlation between the curricular activities and communication skills of student-teachers of two year B.Ed programme.
4. There is no significant correlation between the curricular activities and Techno-pedagogical skills of student-teachers of two year B.Ed programme.

**Table No 1**

variable	variable	NO	mean	S.D	calculated t value	Remarrks	level of significance
Curricular activities	male	57	24.01	5.82	-1.7745	N.S	5%
	female	1142	25.36	5.58			
	age below 30years	1013	25.28	5.587	-0.1589	N.S	5%
	age above30 years	186	25.36	5.664			
	parental qualification below UG	609	25.165	5.758	-0.8447	N.S	5%
	above UG	590	25.438	5.426			
	college locality rural	920	25.436	5.723	1.536	NS	5%
	urban	279	24.849	5.142			
	marital status unmarried	987	25.225	5.56	0.992	NS	5%
	married	212	25.646	5.72			
	family income below 30000	960	25.334	5.494	0.423	NS	5%
	above 30000	239	25.163	6.002			
	period of browsing below 1 hour	603	25.416	5.521	0.7217	NS	5%
	above 1 hour	596	25.183	5.675			

It is inferred from Table No.1 that there is a significant difference between the mean scores of curricular activities of two year B.Ed programme in the back ground variables Gender, Age, marital status, locality of college, parental qualification, family income and period of browsing.

**Data analysis Table No.2**

variable	variable	NO	mean	S.D	calculated t value	Remarks	level of significance
Professional skill	Male	57	348.64	35.94	0.3584	NS	5%
	Female	1142	346.94	34.91			
	age below 30years	1013	348.37	33.87	3.1184		1%
	age above 30 years	186	339.7	39.64		NS	
	parental qualification below UG	609	346.25	34.41	-0.7829	NS	5%
	above UG	590	347.83	35.50			
	college locality rural	920	348.388	35.75	2.44		5%
	Urban	279	342.58	31.82		S	
	marital status unmarried	987	348.11	33.81	2.326		5%
	married	212	341.97	39.52		S	
	family income below 30000	960	349.93	34.28	4.736		1%
	above 30000	239	337.53	36.05		S	
	period of browsing below 1 hour	603	347.14	33.58	0.113	NS	5%
	above 1 hour	596	346.91	36.30			

It is inferred from Table No.2 that there is a significant difference between the mean scores of professional skill in the back ground variables Gender, Age, marital status, locality of college, parental qualification, family income and period of browsing.

**Correlation analysis between the scores of curricular activities and professional skills as a whole and in dimensions namely communication skill & techno-pedagogical skill.**

For testing the correlation between the scores of curricular activities and professional skills, the following assumptions were checked.

**Normal Distribution Of The Data:**

Shapiro Wilk Test was used for testing if the two scores are normally distributed. The null hypothesis is that the two variables – Curricular activities & professional skills are normally distributed. As summarized in Table 4.17, the p value for this null hypothesis is <0.0001 for the two variables. Hence the null hypothesis is rejected in favor of the alternate hypothesis that the two variables are not normally distributed.

**Table 3: Shapiro-Wilk test for normality of data**

Variable	W statistic	p value
Professional skills	0.989	<0.0001
Curricular activities	0.995	<0.0001

**Table 4. Curricular activities & communication skills**

Quartile	Mean	Std.error	95% Confidence interval		F statistic	p value
			Lower	Upper		
1 (0-25%)	74.643	0.476	41.05	42.92	5.19	0.0015
2 (26-50%)	76.381	0.417	40.64	42.27		
3 (51-75%)	78.499	0.5731	77.37	79.62		
4 (>75%)	76.31	0.7639	74.81	77.81		

The mean scores of communication skills across the quartiles of curricular activities have been compared using one way ANOVA. The results have been presented as shown in Table 4 . The p value is less than 0.05 implying the mean scores of at least two groups have a statistically significant difference. For internal comparison Bonferroni Test has been used.

Row mean-column mean	1st quartile	2nd quartile	3rd quartile
2nd quartile	1.7381(0.576)		
3rd quartile	3.855(0.001)	2.117(0.15)	
4th quartile	1.67125(0.630)	-0.066(1.00)	-2.184(0.113)

It indicates that the mean scores of 1<sup>st</sup> and 3<sup>rd</sup> quartiles differ by 3.855. Those belonging to the 3<sup>rd</sup> quartile of curricular activity scores score 3.855 more points in professional skills on average compared to those who are in the 1<sup>st</sup> quartile of curricular activity scores. The mean difference is statistically significant. (p value 0.001)

**Table 6 : Curricular activities & techno-pedagogical skills**

Quartile	Mean	Std. Error	95% Confidence interval		F statistic	p value
			Lower	Upper		
1 (0-25%)	43.033	0.6232	41.81	44.256	3.44	0.0163
2 (26-50%)	40.093	0.5487	39.715	41.869		
3 (51-75%)	42.645	0.447	41.768	43.52		
4 (>75%)	42.493	0.5044	41.503	43.48		

The mean scores of techno-pedagogical skills across the quartiles of curricular activities have been compared using one way ANOVA. The results have been presented in Table 6 The p value is less than 0.05 implying the mean scores of at least two groups have a statistically significant difference.

For internal comparison Bonferroni test has been used.

Row mean- column Mean	1st quartile	2nd quartile	3rd quartile
2nd quartile	2.24(0.027)		
3rd quartile	-0.388(1.00)	1.852(0.057)	
4th quartile	-0.54(1.00)	1.70(0.125)	-0.152(1.00)

It indicates that the mean scores of 1<sup>st</sup> and 2<sup>nd</sup> quartiles differ by 2.24. Those belonging to the 2<sup>nd</sup> quartile of curricular activity scores score 2.24 more points in professional skills on average compared to those who are in the 1<sup>st</sup> quartile of curricular activity scores. The mean difference is statistically significant. (p value 0.027)

## DISCUSSION

The present study aimed to investigate the relationship between the curricular activities of two year B.Ed programme of prospective teachers and their professional skill. Thus, to summarize, after performing Univariate analysis, there is a significant correlation between Curricular activities and professional skills. Those who have a higher score of curricular activities have a significantly higher score in professional skills as well. Within the professional skill, dimensions such as communication skills, motivation skills & techno-pedagogical skills have a significant correlation with curricular activities.

## CONCLUSION & RECOMMENDATION

The study examined the correlation between professional skill and curricular activities of two year B.Ed programme. The results exposed a positive and significant relationship between curricular activities of two year B.Ed programme and professional skill. It is obvious from this study that prospective teacher with high scores in curricular activities of two year B.Ed programme and also in their professional skill scores is high.

As National Council of Educational Research and Training (NCERT) has lot of accountability in line with school education, it can insist on the ministry of education, while making policy decisions, the importance skills of teachers and thereby they can bestow efficient and fruitful citizens to the nation. This will also help the prospective teachers to become competent. It may update the curriculum periodically for teacher education and make all teaching –learning activities compulsory to develop the professional skill among the prospective teachers. Teacher Education colleges should maintained language lab used properly to improve communication skill.

The investigator recommends the student teachers to improve their professional skills by utilizing their facilities available in their institutions, practicing the skills and thus developing the professional skill with more interest and involvement.

## REFERENCES

- [1] Gloria, R. & Benjamin, Edward William., A. (2018) Attitude of Teachers towards Techno-Pedagogy: *International Journal of Engineering Technologies and Management Research Vol.5 (Iss.4)*ISSN: 2454-1907 DOI: 10.5281/zenodo.1250502
- [2] John W. Best, & James V. Kahn.(2007) Research in Education. Dorling Kindersley(India) pvt.Ltd. licensees of pearson education in South Asia
- [3] McCarthy, M.R. and R. Carter (2001). Ten Criteria for a Spoken Grammar in E. Hinkel and S. Fotos (eds). *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, NJ:Lawrence Erlbaum Associates.

- [4] Saunders, S. and Mill, M.A. (1999), The knowledge of communication skills of secondary graduate student teachers and their understanding of the relationship <sup>1</sup>between communication skills and teaching. NZARE / AARE Conference Paper – Melbourne, Conference Paper Number MIL99660.
  - [5] Smita paschal(2018) “Relationship between achievement, motivation and teacher effectiveness of secondary school teachers” New frontiers in education vol.51,No.2,p.27
  - [6] Sng Bee. (2012).The Impact of Teachers’ Communication Skills on Teaching: Reflections of Pre-service Teachers on their Communication Strengths and Weaknesses. Humanising language teaching. View publication.
-