



## ENHANCING TEACHING COMPETENCY THROUGH SELF REGULATION STRATEGIES OF PROSPECTIVE TEACHERS

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### ABSTRACT

*In preparation of primary level teachers, the district institute of education and training playing a major role to have given the output of competence based teacher. However, the teaching competency is not an easiest learning process. Because it requires the continuous practices made by the teacher trainees through different types of approaches followed by the teacher educators. In strengthening the teaching competency among the primary teacher to require high level of subject understanding , high level of communicative ability , high level of classroom management, high level of teaching learning process and etc. In order to promote the teaching competency of the Pre-service teachers, there is more number of instructional strategies taught by the teacher educators to strengthen the teaching competency of pre-service teacher students. The teaching competency comprises some of the major components already existing moderately among the teacher trainees but the duty of the teacher educator is to tune the same and develop their teaching competency with their need based. The pre-service teachers have more opportunities to utilize the different instructional strategies when they are gone through the instructional practices in their institution itself. According to the nature of the pre-service student teachers, the teacher educator developed self regulation strategies to promote their teaching competency in the subjects.*

**KEYWORDS:** Prospective Teachers, Teaching Competency, Enhancing, Self-Regulation Strategy.

### INTRODUCTION

In preparation of primary level teachers, the district institute of education and training playing a major role to have given the output of competence based teacher. However, the teaching competency is not an easiest learning process. Because it requires the continuous practices made by the teacher trainees through different types of approaches followed by the teacher educators. In strengthening the teaching competency among the primary teacher require high level of subject understanding, high level of communicative ability, high level of classroom management, high level of teaching learning process and etc.

Based upon the requirement of the teaching competency of primary teachers self regulation strategies one among the best instructional strategies for the primary teacher trainees. Because it is an own time based instructional strategies which will provide self oriented understanding of the components of teaching competency. The primary teacher trainees who are basically strong in particular subject, which is also one among the major component of teaching competency among the primary teacher trainees and other components are developed by teacher trainees simultaneously in the institution itself through some specialized instructional strategy, The selected self instructional strategy help the teacher trainees to realize who is backwardness in teaching competencies of the selected subject. In the modern world there are lot of technological approaches are available but some of the self oriented instructional strategies played a crucial role for developing the teaching competency of the teacher trainees. It is also one of the factors to be

considering the self regulation strategies to implement the primary teacher to develop their teaching competency in the selected subject. There are an opportunities for the teacher trainees to equip themselves the teaching competency in the institution itself. For consideration of the above importance the investigator has thoroughly analyzed the previous research studies related to the instructional strategies where effectiveness, success obtained in the particular achievement.

### **ROLE OF SELF REGULATION STRATEGIES**

In the present investigation, the role of self regulation strategy is very much important for the DIET students who will become a master in their particular subject. The self regulation strategy is right platform for the Pre-service Teachers to equip themselves become a competent teacher in school settings. In the present investigation the self regulation strategy has to be divided in the six components which as follows, Planning, Receiving, Provoking, Implementing, Evaluating and Assessing.

There are six components all together producing the self regulation and self analysis among the Pre-service Teacher students in respect of the teaching competency in different subjects. The self regulation among the Pre-service Teachers planning is considered as a one among the important components for preparing what is want going to teach to the students is to be prepared by them. Receiving one among the components in self regulation which required for the Pre-service Teachers to update their knowledge with present contextual orientation. Provoking is one among the self regulation component among the teacher trainees to express their own capability regarding the particular content in their subject. Implementing considered as a major component among the Pre-service Teachers to implement what they learned in the teaching Evaluation is one of the major components in the self regulation and assessing is the sub components in the self regulation which is all together is known as self regulation strategies. The present study, mainly focusing the effect of self regulating strategies to develop teaching competency among the Pre-service Teachers.

### **SELF-REGULATION STRATEGIES**

As stated in the context of achievement goal theory, motivation and self-regulation are linked. Self-regulated learning means to be explicitly and purposefully planning, monitoring, and evaluating one's own learning processes. Self-regulated students are goal-directed, construct their learning process, and monitor, control, and regulate their cognitive and metacognitive strategies, motivation, and behavior. It demands for forethought and planning, monitoring and controlling, and evaluation. When the students are able to regulate their learning, they are better able to focus on the task and their own performance and have a higher feeling of personal influence on the learning outcomes.

The use of self-regulation strategies has been shown to decrease over time. Students with learning difficulties often lack self-regulation skills. When they have low perceived ability, this influences the process of regulation as well as the motivation to learn. Furthermore, monitoring and controlling their own learning behavior is problematic for students with learning problems.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The role of teacher is to concentrate on the facilitation of learning and development of all students to the practical abilities of the teacher. They should have deep understanding of the students, the subject they teach, the nature of learning and the world around them. Teachers shouldn't bore, confuses students but they should be brought to interact with important knowledge. Self regulation strategy involves the sequence process that helps the teacher trainees to regulate teaching competencies. By practicing and applying these strategies, student teacher will become good readers, capable of handling any text across a curriculum and subject. Self-regulation strategy is one which helps the student regulate their own subject knowledge, communicative skills, class room management and other aspects of the components during a development period of teaching competencies. Teaching competency is considered as an important one for

the teachers become a familiar and successful teacher in the society. Now-a-days student's community required highly competent teachers to answer the questions in the subject and out of the subject.

### OBJECTIVES OF THE STUDY

- To identify the level of teaching competency among pre-service student teachers.
- To find out the pre, progressive and post assessment scores among pre-service student teachers.

### METHODOLOGY

The experimental design used for the study is single group pre-test and post-test. A purposive sample of 30 students was selected for the study. This study was confined only Pre-Service student teachers, DIET, Kalaiyarkoil, Sivagangai District, Tamil Nadu. Self-Regulation Strategies Scale and Teaching Competency Scale were developed by the investigator.

### DATA ANALYSIS

**Table 1: Significant Difference between Pre, Progressive and Post Test on Teaching Competency among Pre-Service Student Teachers**

Teaching Competency	Mean	SD	t	Remark
Pre test	140.9	11.47	16.27	Significant
Progressive test	180.12	12.60	17.75	Significant
Post	234.86	17.78	31.39	Significant

**Table 2: Significant Difference between Pre, Progressive and Post Test on Self Regulations Strategies among Pre-Service Student Teachers**

Self Regulation Strategies	Mean	SD	t	level of Significance
Pre test	112.3	4.56	58.23	S
Progressive test	161.86	3.91	38.20	S
Post test	206.52	7.27	77.52	S

**Table 3: Effect Size (d) between Pre Test and Progressive Test Scores on Teaching Competency**

Test	Mean	SD	$\sigma$	Effect size (d)
Pre test	140.9	11.47	5.28	6.28
Post test	234.8	17.78		

**Table 4:  $\omega^2$  Values between Progressive and Post Assessment Scores on Teaching Competency in Science**

Teaching Competency	$\omega^2$
Pre test	0.091
Progressive test	0.58
Post	0.51

### FINDINGS

- The mean score of teaching competency in progressive test and post test is greater than the mean score of "teaching competency" in pre test.
- The mean score of "Self regulation Strategies" in progressive test and post test is greater than the mean score of "Self regulation Strategies" in pre test
- The effect size value indicates that the significant difference between pre assessments to post assessment scores on dependent variable (i.e) teaching competency is large in competency which is large ('d' 6.28).

### EDUCATIONAL IMPLICATIONS

The present investigation implies that the teaching competency of pre service teachers already exists in some extent. But the duty of teacher educators would be tune their teaching competency through some of the selected instructional strategies. It is already available for the teacher educator who received from their own experience gained from their teaching learning process. It would be helps the teacher educators to identified the lack of components existing in teacher trainees while studying their teacher training course at selected institutions. In order to develop the teaching competency among the teacher trainees the self regulation strategies one among the suitable personal and easily accessible strategies which helps to develop their teaching competency with their own time based? The result of the present investigation strongly implies that the self regulation strategy has identified greatest strategies for the teacher trainees to develop their teaching competency skills including internal and external ability of teacher trainees who suffered for their teaching capacity in their selected subject who taught in the school curriculum. Further the present study implies that it is the self oriented activities for the teacher trainees it would be helpful to become a efficient teacher in their classroom.

### CONCLUSION

The present investigation has concluded that the good teaching depends upon the hands of the good teachers to perform their classrooms with student's inspiration. Now there is more number of exposures available for the teacher trainees who will become a competency based teachers in their classrooms. The duty of teacher education institution is to prepare a competency based teachers who ever joined in this institution. This study has concluded the self regulation strategies are one among the easy accessible and available strategies perceived by the teacher trainees by their own lack of the components in teaching competency. The present investigation further strengthen the teacher trainees who will be adopted the self regulation strategies in his/her teaching learning process. It will be surely help them to become a master in their subject concern at school curriculum.

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