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SOCIAL AWARENESS AND TEACHING COMPETENCY OF B.ED TRAINEES AMONG THIRUVANAMALAI DISTRICT

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ABSTRACT:

Educators assume a significant job in encouraging the scholarly and social advancement of youngsters during their developmental years. The instruction that instructors bestow assumes a key job in deciding the future prospects of their understudies. Regardless of whether in preschools or secondary schools or in private or state funded schools, educators give the apparatuses and nature for their understudies to form into mindful grown-ups.



KEYWORDS: scholarly and social advancement , future prospects.

INTRODUCTION

Numerous educators utilize a "hands-on" approach that utilizes "props" or "manipulatives" to enable kids to comprehend conceptual ideas, take care of issues, and create basic points of view. For instance, they show the ideas of numbers or of expansion and subtraction by playing prepackaged games. As the youngsters get more established, educators utilize progressively complex materials, for example, science mechanical assembly, cameras, or PCs. They additionally energize joint effort in taking care of issues by having understudies work in gatherings to examine and

take care of issues together. To be set up for progress sometime down the road, understudies must most likely cooperate with others, adjust to new innovation, and thoroughly consider issues sensibly.

THE TEACHER'S ROLE AS A NEGOTIATOR

The effective teacher is said to be class-oriented, fulfills students' needs and oils the wheels of classroom interaction. The teacher as a communicator should not only impart knowledge but also help the students to gain a clear view of the meaning of knowledge. In classroom communication the students consider the teacher as the authority (Bishop, 1985a) and looks upon him/her as the 'decision maker' and the students

behave as per the 'norms' set by the teacher. The students look upon the teacher to tell them that they are 'right' or 'wrong'. The students are expected to adjust their goals and activity to fit the teacher's expectations. Empirical evidences are available in studies that document that there are significant quantitative differences in understandings that are frequently very different from those that the teacher intends (Hiebert and Carpenter, 1992).

TEACHING COMPETENCY

According to Karl Massahari, "competent" Based Education or Performance Based Teacher Education has the potential to revolutionize the entire field of educational personnel development through its

emphasis on a clearly stated role derived objectives, the individualization and personalization of instruction, a field-centered approach, prespecified performance, mastery level and modes of assessment.” (Aggarwal, J.C. 2003.).

In the words of Murthy and Lulla, “Competence-Based Teacher Education is that type of professional education of classroom teachers that takes the pre-determined competence of teaching behaviours as the base of teachers’ education programmes”. (Aggarwal, J.C. 2003).

SIGNIFICANCE OF THE STUDY

Researchers in the field of Psychology, social awareness and teaching competency is necessary for all the teachers who are working in the schools, colleges and universities. Even though the technologies are well developed now-a-days, the effectiveness of teaching ability is required to all the teachers. The competent teachers have the potentialities, in expressing their ideas and informations in the coherent manner. They should adjust the environment, society, and their co-workers. The competent teachers use their verbal and non-verbal communications, appropriate usage of teaching aids, prerequisites the context, assessing the students ability and motivating the adventure in their learning process and as well as in physical development. A classroom is a heterogeneous group where we will be able to see all type of personalities and individuals. Every one is unique. More over, since it seems to be a miniature form of society, we need to be competent in the classroom management. So a teacher should be competent in teaching as well in managing social classroom environment. In a single word we can say a teachers should need social intelligence. So the present study is fully towards the relationship between social awareness and teaching competency of high school teachers.

STATEMENT OF THE PROBLEM

“SOCIAL AWARENESS AND TEACHING COMPETENCY OF B.ED TRAINEES AMONG THIRUVANAMALAI DISTRICT”

OPERATIONAL DEFINITIONS

Social Awareness

The term ‘social awareness’ the investigator means the ability to understand and manage, boys and girls, men and women and to act wisely in human relations.

Teaching competency

As the process by which a person helps other people to learn. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generations.

B.Ed. Trainees

By high school teacher, here the investigator means that, those who are handling IX and X standards are called as B.Ed Trainees .

Thiruvanamalai educational district

Thiruvanamalai is an Educational district coming under Thiruvanamalai Revenue District.

1.27 OBJECTIVES OF THE STUDY

General objectives

teaching competency

- 2.1 To find out the level of teaching competency of B.Ed Trainees.
- 2.2 To find out the level of teaching competency of B.Ed Trainees with respect to location of schools.
- 2.3 To find out whether there is any significant difference between male and female B.Ed Trainees in their teaching competency.

SOCIAL AWARENESS

- 2.1 To find out the level of Social Awareness of B.Ed Trainees.
- 2.2 To find out the level of Social Awareness of B.Ed Trainees with respect to location of schools.
- 2.3 To find out whether there is any significant difference between male and female B.Ed Trainees in their Social Awareness.

Null Hypotheses

- 1.1 There is no significant difference between male and female B.Ed Trainees in their teaching competency.
- 1.2 There is no significant difference between teaching competency of B.Ed Trainees with respect to location of schools.
- 1.3 There is no significant difference between male and female B.Ed Trainees in their social awareness.
- 1.4 There is no significant difference between social awareness of B.Ed Trainees with respect to location of schools.

Descriptive Analysis

Hypothesis:1

**TABLE 1
LEVEL OF SOCIAL AWARENESS OF B.ED TRAINEES**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Social information processing	25	12.5	146	73.0	29	14.5
Social skills	40	20.0	131	65.5	29	14.5
Social awareness	30	15.0	137	60.5	33	16.5
Social awareness in total	33	16.5	145	72.5	22	11.0

It is inferred from the above table that 12.5% of B.Ed Trainees have low, 73% have moderate and 14.5% have high level of social information processing. It is inferred from the above table that 20% of B.Ed Trainees have low, 65.5% have moderate and 14.5% have high level of social skills. It is inferred from the above table that 15% of B.Ed Trainees have low, 60.5% have moderate and 16.5% have high level of social awareness. It is inferred from the above table that 16.5% of B.Ed Trainees have low, 72.5% have moderate and 11% have high level of social awareness in total.

Hypothesis:2

**Table 2
DIFFERENCE BETWEEN MALE AND FEMALE B.ED TRAINEES IN THEIR SOCIAL AWARENESS**

Dimensions	Male (82)		Female (118)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social information processing	18.56	4.59	19.30	4.42	1.13	NS
Social skill	18.37	5.13	18.47	4.51	0.15	NS
Social awareness	17.18	4.66	18.36	4.24	1.83	NS
Social awareness in total	54.11	11.31	56.14	10.16	1.30	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female B.Ed Trainees in their social information processing, social skills, social awareness and social awareness in total.

Null hypothesis: 3

There is no significant difference between rural and urban B.Ed Trainees in their social intelligence.

TABLE 3
DIFFERENCE BETWEEN RURAL AND URBAN B.ED TRAINEES IN THEIR SOCIAL AWARENESS

Dimensions	Rural (125)		Urban (75)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social information processing	18.69	4.57	19.51	4.33	1.27	NS
Social skills	17.80	4.77	19.48	4.59	2.47	S
Social awareness	17.40	4.60	18.68	4.08	2.05	S
Social awareness in total	53.89	10.78	57.67	10.12	2.49	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban B.Ed Trainees in their social skills, social awareness and social awareness in total. But there is no significant difference between rural and urban B.Ed Trainees in their social information processing in social intelligence.

Hypothesis:4

TABLE 4
LEVEL OF TEACHING COMPETENCY OF B.ED TRAINEES

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Teacher behavior	34	17.0	140	70.0	26	13.0
Professional competency	32	16.0	154	77.0	14	7.0
Personality traits	27	13.5	153	76.5	20	10.0
Teaching competency in Total	36	18.0	145	72.5	19	9.5

It is inferred from the above table that the 17% of B.Ed Trainees have low, 70% have moderate and 13% have high level of teacher behaviour. It is inferred from the above table that the 16% of B.Ed Trainees have low, 77% have moderate and 7% have high level of teacher behaviour. It is inferred from the above table that the 13.5% of B.Ed Trainees have low, 76.5% have moderate and 10% of them have high personality traits. It is inferred from the above table that the 18% of B.Ed Trainees have low, 72.5% have moderate and 9.5% have high level of teaching competency in total. There is no significant difference between male and female B.Ed Trainees in their teaching competency.

Hypothesis:5

Table:5.
DIFFERENCE BETWEEN MALE AND FEMALE B.ED TRAINEES IN THEIR TEACHING COMPETENCY

Dimensions	Male (82)		Female (118)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Teacher behavior	48.82	5.79	43.85	5.17	0.04	NS
Professional competency	36.26	5.87	36.27	5.09	0.02	NS
Personality traits	47.65	7.66	47.39	7.76	0.23	NS
Teaching competency in total	132.72	15.64	132.51	14.74	0.10	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female B.Ed Trainees in their teacher behaviour, professional competency, personality traits and teaching competency in total.

Null hypothesis:6

There is no significant difference between rural and urban B.Ed Trainees in their teaching competency.

TABLE 6
DIFFERENCE BETWEEN RURAL AND URBAN B.ED TRAINEES IN THEIR TEACHING COMPETENCY

Dimensions	Rural (125)		Urban (75)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Teacher behaviour	40.29	5.90	49.75	4.40	1.99	S
Professional competency	36.22	5.85	36.33	4.63	0.15	NS
Personality traits	47.53	8.09	47.44	7.06	0.08	NS
Teaching competency in total	132.04	16.75	133.86	11.86	0.73	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban B.Ed Trainees in the teacher behaviour in teaching competency. But there is no significant difference between rural and urban B.Ed Trainees in their professional competency, personality traits and teaching competency in total.

RECOMMENDATION FOR TEACHERS

1. The teacher should read voraciously in many kinds of book which may be specific of their subjects that definitely helpful to enrich their teaching competency.
2. The teacher should understand the four kinds of learner innovative, analytic common sense and dynamic learner.
3. The competent teachers should use the appropriate teaching strategies.
4. The competent teachers should understand the strength and weakness of the students and also the individual differences among them.
5. Special talks can be arranged to develop the social awareness of the teachers.
6. Pre-teaching experience should be organized in a systematic manner and utilize various kinds of methodologies tact is for their fluent communicating their ideas and views.
7. Workshops, seminars may be arrange for the teachers.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings the investigator has given the following topics for further research.

1. A study on relationship between social awareness and the teaching competency of primary, elementary and higher secondary teachers.
2. The present study has only two variables social awareness and teaching competency. A similar study could be conducted by taking other variables like other awareness such as intra personal intelligence, musical intelligence.
3. Relationship between emotional awareness and the teaching competency of high school teachers.

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