
***A comparative study of Teaching Competency of secondary teacher trainees with respect to the age in
Rewari District***

Dr. Navita Arora

Asst. Professor

Satish Public College of Education, Rewari

Dr. Chirag

Asst. Professor

Satish Public College of Education, Rewari

ABSTRACT

Education plays a cardinal role in ensuring survival of the human race, maintaining its intellectual and cultural traditions and helping in the development of enlightened civilizations that history has witnessed through the ages. The competence of a teacher plays a pertinent role not only in formal teaching but also in achieving the pre-specified goals of education. The competence in teaching may be linked with different aspects of teacher's personality, viz, cognitive, affective and psycho-motor. It is also influenced by the intelligence, aspiration level, creativity, interest, attitude, achievement motivation, values of life, emotional maturity, mental health and manual skills etc. The present study aims to compare the teaching competency of secondary teacher trainees with respect to the age. Sample will be taken from the trainees of Satish Public College of Education. Mean, S.D, and f values will be used as statistical technique. After analysis it can be concluded that there is no significant difference in various dimensions of GTC in the age group from 18 to 21 and 22 to 25 but the teacher trainees older than 25 years have scored significantly better than their younger counterparts in all the dimensions.

Introduction

Human beings are uniquely endowed with a multitude of abilities. The intellectual and cultural aspects of human life make human beings distinct from the animals. Unlike other creatures the humans are capable not only of learning but also of being educated as well as trained. In fact, education plays a cardinal role in ensuring survival of the human race, maintaining its intellectual and cultural traditions and helping in the development of enlightened civilizations that history has witnessed through the ages. Education is always directed towards imparting knowledge, cultivation of multifaceted skills, and enhancement of wisdom and the fullest possible growth of the human abilities. The process of education provides the care and stimulation necessary for actualization of all kinds of potentialities - physical, mental, emotional, social and spiritual of the human child.

The teacher is the most vital factor in the system of education as he is to convey the essence of relevant knowledge to the new generation of students in such a manner that they can comprehend it in proper perspective and assimilate it in the form of their wisdom.

The competence of a teacher plays a pertinent role not only in formal teaching but also in achieving the pre-specified goals of education. The competence in teaching may be linked with different aspects of teacher's personality, viz, cognitive, affective and psycho-motor. It is also influenced by the intelligence, aspiration level, creativity, interest, attitude, achievement motivation, values of life, emotional maturity, mental health and manual skills etc.

Teaching Competency

The word "competence" is frequently used when we talk about any profession or work that expresses one's quality of being competent, possessing adequate professional skills, knowledge, qualification or capacity.

Rama (1979) gives a comprehensive definition of the term teaching competency as the ability of a teacher manifested through a set of overt teacher classroom behavior which is a resultant of the interaction between the presage and the product variable of teaching within a social setting. In other words, it is a set of observable teacher behaviors that brings about pupil learning.

Summarizing these, the term "teaching competency" is taken to mean an effective performance of all the observable teacher behaviour that leads to the desirable pupil outcome.

GENERAL TEACHING COMPETENCY DIMENSIONS

Following are the dimensions of teaching competency

- Planning
- Presentation
- Closing
- Evaluation
- managerial

Objectives:

- To study the mean and standard deviation of teacher trainees of various age group. Education
- To compare the dimensions of teaching competencies among three age groups of respondents.

Hypothesis:

- There is no significant difference in the various dimensions of teaching competencies among three groups of respondents.

Delimitations:

- Study will be limited to only one college of Education i.e Satish Public College of Education
- Only secondary teacher trainees will be included in the sample.

Sample:

It includes 60 teacher trainees from Satish Public College of Education , out of which , twenty respondents will be taken from the age group 18-21, twenty respondents from the age group 22-25 and twenty students will be more than 25 years of age.

Tool:

General Teaching Competency Scale (GTCS) by Prof B K Passi and Mrs M S Lalitha

Statistical Technique:

Mean, S.D, and f values will be used as statistical technique

Analysis and Interpretation:

The results in respect of the secondary level teacher trainees of various age groups is projected in Tables 1 and have been discussed as follows:

Table 1**Comparison of GTC dimensions among three age groups of respondents.**

Dimension of GTC	A1(18-21yrs) (N=20)		A2 (22-25yrs) (N=20)		A3(more than 25 yrs) (N=20)		A1 vs A2	A2 vs A3	A1 Vs A3	F-value
	Mean Value	SD	Mean Value	SD	Mean Value	SD				
1. Planning	4.73	1.07	4.86	1.11	5.09	1.10	-	*	-	2.48
2.Presentation	4.60	1.01	4.74	1.33	5.02	1.24	-	*	-	2.78
3. Closing	4.63	1.12	4.83	1.35	5.20	1.37	-	*	*	4.58**
4. Evaluation	4.60	1.15	4.73	1.50	5.09	1.48	-	*	-	2.96*
5. Managerial	4.59	1.17	4.91	1.41	5.16	1.33	-	*	-	4.17*

* Significant at 0.05 level

** Significant at 0.01 level.

Table 1 compares the GTC dimensions viz Planning, Presentation, Closing, evaluation and managerial on the basis of age of the respondents.

- (a) **A1 (18 – 21 years):** It is clear that there is no significant difference in various dimensions of GTC in this age group.
- (b) **A2 (22 - 25 years) :** Similarly respondents from this age group do not show any significant difference in any of the GTC dimensions.
- (c) **A3 (above 25 years) :** The teacher trainees older than 25 years have scored significantly better than their younger counterparts in all the dimensions. This implies that maturity with age improves the performance of teachers.

Hence the hypothesis that there is no significant difference in GTC of teacher trainees on the basis of age is not wholly tenable in this case.

Conclusion: It is clear that there is no significant difference in various dimensions of GTC in the age group from 18 to 21 and 22 to 25 but the teacher trainees older than 25 years have scored significantly better than their younger counterparts in all the dimensions.

This implies that maturity with age improves the performance of teachers.

References:

- Adaval, S.B. (1952) : An introduction in the qualities of teachers under training. Ph. D. Education, Allahabad University.
- Bhagoliwal, S. (1982) : A study of personality – a characteristic associated with teaching effectiveness as seen through research technique. Ph. D. Education, Allahabad University.
- Biswas, P.C. and Tinku, D.C. (1995) : A survey of effectiveness of secondary school teachers in Tripura. Indian Education Abstracts, January 1998.
- Cheng, Y.C., Mok, M.M.C. and Tsui, K. T. (2001) (eds) : Teaching Effectiveness and Teacher Development - Towards New Knowledge Base. Hong Kong, Kluwer academic Publishers
- Fullen, M. (1998) : The rise and fall of teacher education reform . Eric Document Reproduction Services No. ED 415-201.
- Goldberg, D.P. and Hillier, V.F. (1979) : A scaled version of the general health questionnaire. Psychological Medicine, 9, 139-145.
- Hopkins, D. (2000) : Powerful learning, powerful teachers and powerful schools . Journal of Educational Change, 1, 135-154.
- Jagdish and Srivastava, A.K. (1983 a) : Construction and standardization of a mental health
- Medley, D.M. (1982) : Teacher effectiveness. In Mitzel, H.E. (ed) Encyclopedia of Educational Research (5th edition).
- Mutha, D.N. (1980) : An attitudinal and personality study of effective teachers. Ph. D.
- Passi, B.K. and Lalitha, M.S. (1994) : Manual for general teaching competency scale (GTCS). Agra, National Psychological Corporation.
- Patil, G.G. and Deshmukh, D.V. (1993) : A study of the relationship between aptitude in teaching and teaching efficiency of pupil teacher. Indian Educational Abstract, 1(2) July 2001.
- Saxena, J. (1995) : A study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Ph. D. Education, Garhwal

Sharma, R.A. (1971) : A study of relationship of predictors of teachers effectiveness at elementary level and follow up after one year of training. Ph. D. Education, Agra University.

Zhang, Y., Cao, B. and Miao, D. (2006) : Analysis and maintenance of mental health of female teachers in colleges of China. Us- China Education Review, 3 (8) 48-52.