Effect of Locale on Teaching Competency of Prospective Teachers

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ABSTRACT

The goal of the current study was to determine how locale affected prospective teachers' teaching competency. In order to achieve this, a sample of 260 men and 240 women were randomly chosen from the B.Ed. programs at Bundelkhand University in Jhansi. The Ex-post-facto method of research was adopted in the current study. The data was gathered using the Passi & Lalita-created General Teaching Competency Scale. Utilizing the Mean, Standard Deviation, and Critical Ratio tests, the data were evaluated. Results showed that neither the location nor the cultural background of the student instructors significantly affected their teaching competency or any of its numerous characteristics.

Keywords: Locale, Teaching Competency, Prospective teachers

1. INTRODUCTION

Education is the cornerstone of societal progress and development, and teachers play a pivotal role in shaping the future of our communities and nations. The effectiveness of teaching largely depends on the competence of educators, as they are tasked with imparting knowledge, fostering critical thinking, and nurturing the intellectual and personal growth of their students. One critical aspect of a teacher's competence is their ability to adapt their teaching methods and strategies to suit the specific needs and characteristics of the locale or environment in which they teach. This study aims to delve into the teaching competency of prospective teachers and its relationship to the locale in which they will be educating.

The locale, in this context, encompasses a range of factors that influence the teaching and learning process. It includes the cultural, social, economic, and geographical characteristics of the area in which a school is situated. These factors can significantly impact the educational experiences of both teachers and students. Understanding how prospective teachers adapt to and navigate these locale-specific dynamics is essential for ensuring that our educational systems are responsive, inclusive, and effective.

The teaching competency of prospective teachers involves a multifaceted set of skills, knowledge, and attributes. This competency goes beyond the mastery of subject matter and pedagogical techniques; it also encompasses a deep understanding of the local context and the ability to tailor instruction to meet the unique needs of students from diverse backgrounds. Effective teachers must be adept at recognizing and valuing the cultural richness and diversity of their students while addressing any challenges that may arise from the locale itself.

This study seeks to shed light on how prospective teachers perceive and develop their teaching competency in relation to the locale in which they aspire to teach. It will investigate the various

dimensions of teaching competency, including pedagogical skills, cultural sensitivity, community engagement, and adaptability, and explore how these aspects are influenced by the locale. By doing so, we aim to provide insights that can inform teacher education programs, policy development, and professional development initiatives, ultimately contributing to the enhancement of educational quality and equity in diverse educational settings.

In the following sections of this research, we will delve into the methodology, research questions, and findings of this study, with the ultimate goal of advancing our understanding of how teaching competency and locale intersect in the preparation of prospective teachers.

2. REVIEW OF THE RELATED LITERATURE

Chilambarasan (2011) had attempted to study the teaching competency of teacher trainees in Tamilnad, India. Research findings revealed that there is no significantly difference between B.Ed., Teachers trainees in their Teaching competency based on their gender, graduation and parental education. It is also found that maximum number of B.Ed., Teacher Trainees has higher level of teaching competency.

William Dharma Raja and Beulahbel Bency (2012) had investigated the Teaching competency of prospective teachers in relation to their Emotional Intelligence. Findings reveal that no significant correlation existed between emotional intelligence and teaching competency of prospective teachers. There was no significant difference in the teaching competency of prospective teachers with regard to Optional Subject, Type of School and Medium of instruction. There was significant difference in the teaching competency of prospective teachers with regard to educational Qualification-PG had more teaching competency than Educational Qualification-UG.

Vasanthi and Latha (2013) had carried out a study to determine the difference in teaching competency of student-teachers in relation to computer aptitude and their personality type. The result indicates that teaching competency of student-teachers is interrelated with computer aptitude and personality type. It was also found that there is a significant difference in the dimension of teaching competency viz. Planning, Conclusion, Evaluation and Managerial.

Zhu, et al., (2013) made a study on Core Competencies Related to Teachers' Innovative Teaching. The findings indicate that teachers' educational competency, social competency and technological competency were positively related to their innovative teaching performance.

Koksal and Necla (2013) conducted a study on competencies in Teacher Education: Pre-service Teachers' Perceptions about Competencies and Their Attitudes. The results showed a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Chandrakant Borase (2014) conducted a study on secondary school teachers attitude towards new technology in teaching in relation to their competency of ICT. The conclusions were there was no significant difference in the secondary school teachers' attitude towards using new technology in teaching on the basis of gender. And also there was no significant difference in the secondary school teachers' competency of ICT on the basis of gender. But there was significant relationship between secondary school teachers' attitude towards using new technology in teaching and competency of ICT

Shanmugam, P. N. Lakshmi (2016) studied the differential aptitude and teaching competency of student teachers in Kancheepuram district. The sample consisted of 300 student teachers drawn by questionnaire through quota sampling technique from SRM School of Teacher Education and Research

and Muthukumaran College of Education. It was found that student teachers having higher level of differential aptitude possessed greater teaching competency.

Srinivasan and Pugalenthi (2019) measured the relationship between emotional maturity and teaching competency of prospective teachers. The findings of the study expose that there is no significant difference in emotional maturity of excepted teachers with regard to gender, there is no significant difference in teaching competency of prospective teachers with respect to gender, there is no significant difference between the mean scores in the emotional wisdom with the type of college and there is no significant difference between the mean scores in the teaching competency with kind of college.

The paper published by Bindusha and Bindu (2020) intended to understand the teaching competency of graduate level teacher trainees of Kerala. The result of the data revealed that the there is no significant difference in the teaching competency level of graduate level teacher trainees in terms of locality and qualification of the trainees. In the case of type of management of the institution there is significant difference is seen in the level of teaching competency of graduate level teacher trainees.

3. EMERGENCE OF THIS PROBLEM

The emergence of this study stems from a recognition of the ever-evolving and dynamic nature of education, as well as the profound impact that teachers have on the learning outcomes and experiences of students. As education systems worldwide grapple with the challenges of globalization, multiculturalism, and increasing educational diversity, it becomes increasingly crucial to understand how teaching competency is influenced by the specific context in which it is applied – the locale. Several factors have contributed to the emergence of this study:

Changing Demographics and Cultural Diversity: The demographic landscape within many educational locales has transformed significantly in recent decades. Schools are now home to students from diverse cultural, linguistic, and socioeconomic backgrounds. Understanding how prospective teachers navigate this diversity is essential for promoting inclusive and culturally responsive education.

Educational Inequalities: Educational inequalities persist in many locales, often linked to socioeconomic disparities or geographic isolation. These disparities underscore the importance of examining how teaching competency can address and mitigate the unique challenges faced by students in different locales.

Globalization: In an interconnected world, the knowledge and skills that students need are increasingly influenced by global trends. Teachers must not only provide a solid foundation in local knowledge but also prepare students for a globalized future. This study explores how teachers balance these demands.

Community Engagement: Schools are not isolated entities; they are embedded in communities that have unique expectations and needs. The study investigates how prospective teachers engage with local communities and harness their resources for effective teaching.

Teacher Preparation and Professional Development: As teacher education programs evolve to meet the demands of modern education, it is vital to examine how they prepare prospective teachers to address the specific challenges and opportunities presented by different locales.

Policy Implications: Understanding the relationship between teaching competency and locale has profound policy implications. Policymakers need insights into how to support teachers in diverse settings and develop policies that foster educational equity.

In light of these factors, this study seeks to fill a critical gap in the understanding of teacher preparation and practice. By examining how teaching competency is shaped by the locale, it provides valuable insights for educators, teacher training institutions, policymakers, and researchers. Ultimately, this research aims to contribute to the enhancement of teaching quality and the provision of equitable educational opportunities for all students, regardless of where they live or study.

4. OBJECTIVE

To Study the Teaching Competency of prospective teachers in relation to locale.

5. HYPOTHESIS

There exists no significant difference in teaching competency of prospective teachers belonging to urban and rural areas'

6. SAMPLE

A sample of 260 male and 240 female was selected from the total cluster of the prospective teachers of B.Ed. colleges of Bundelkhand University, Jhansi by using accidental technique of sample selection.

7. METHOD

In the present study the Ex-post-facto method of research was used.

8. TOOLS

General Teaching Competency Scale constructed by B.K. Passi and M.S. Lalita was used to measure teaching competency of prospective teachers.

9. STATISTICAL TECHNIQUES

The data were analyzed by the use of Mean, Standard Deviation and Critical Ratio test.

10. RESULT AND DISCUSSION

One of the objective of the study was "to study the teaching competency of prospective teachers in relation to locale." In this context the hypothesis which was tested that *'there exists no significant difference in teaching competency of prospective teachers belonging to urban and rural areas'* To test this hypothesis CR-test was applied. The difference of mean scores on teaching competency scores was computed and shown in the table given below.

Table- 1 Mean, SD and CR Values of various dimensions of Teaching Competency Scores of urban and rural prospective teachers

TEACHING COMPETENCY	GROUPS	N	M	SD	CR	df	p
PLANNING	URBAN	289	19.723	3.653	0.278	498	>.05
	RURAL	211	19.815	3.664			
PRESENTATION	URBAN	289	55.398	9.339	1.107	498	>.05
	RURAL	211	56.351	9.736			
CLOSING	URBAN	289	9.875	1.918	1.039	498	>.05
	RURAL	211	10.057	1.944			
EVALUATION	URBAN	289	10.035	1.920	0.047	498	>.05
	RURAL	211	10.043	1.816			
MANAGERIAL	URBAN	289	10.118	2.016	0.031	498	>.05
	RURAL	211	10.123	1.955			
TOTAL	URBAN	289	105.149	16.612	0.830	498	>.05
	RURAL	211	106.389	16.354			

Fig.1 Diagram showing comparison between various dimensions of Teaching Competency scores of urban and rural prospective teachers
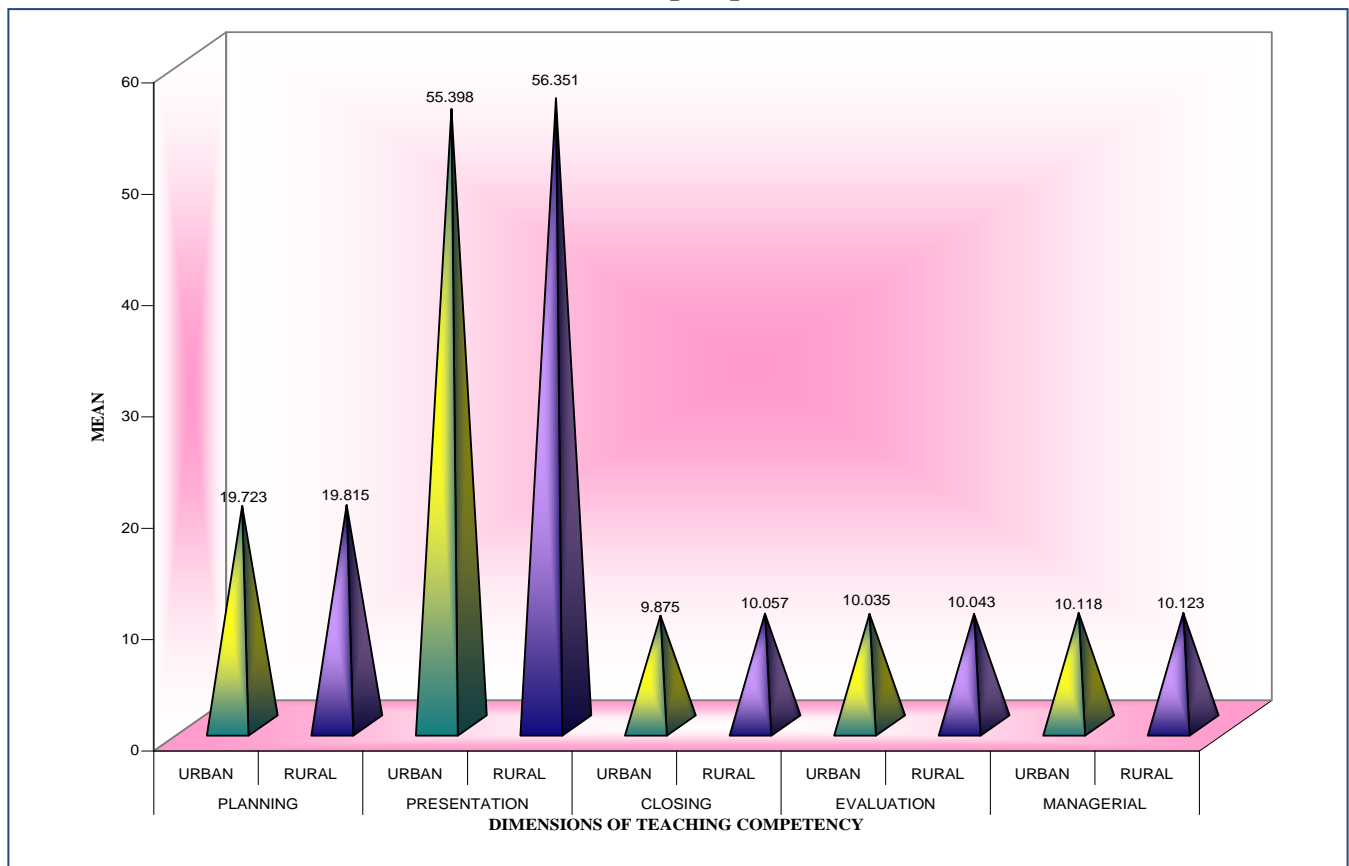
The obtained results shown in the above table clearly depicts that the teaching competency in total and its various dimensions are not affected by the cultural living of the prospective teachers. The prospective teachers either living in urban areas or in rural areas are found equally good in their teaching competency, because the mean difference of the scores of the teaching competency between two groups is not found statistically significant even at .05 level of confidence.

When the two groups i.e. urban and rural prospective teachers were compared on the various dimensions of teaching competency, it is observable that the two groups did not differ significant on the various dimensions of teaching competency. As all the CR values for different dimensions are insignificant even at .05 level of confidence for 498df. This shows that the locale i.e. cultural background of the pupil teachers do not cause significant variation on the teaching competence as well its various dimensions. Thus the null hypothesis that *"'there exists no significant difference in teaching competency of prospective teachers belonging to urban and rural areas'* is accepted.

11. EDUCATIONAL IMPLICATIONS

The study examining the teaching competency of prospective teachers in relation to the locale holds significant educational implications that can inform and shape various aspects of teacher education, school policies, and classroom practices. These implications are as follows:

Tailoring Teacher Education Programs: Teacher education institutions can use the findings to tailor their programs to better prepare prospective teachers for the specific challenges and opportunities they will encounter in diverse locales. This may involve integrating coursework on cultural competence, community engagement, and locale-specific pedagogical strategies.

Professional Development: In-service teacher professional development can be designed to address the specific needs identified in the study. This can include ongoing training in cultural sensitivity, local community involvement, and strategies for adapting teaching methods to the locale.

Curriculum Development: Educational materials and curriculum design can be adjusted to reflect the diversity and cultural richness of different locales. This can help students see their own experiences reflected in the curriculum and promote a sense of belonging and relevance in the classroom.

Equity and Inclusion: The study can highlight disparities in teaching competency across different locales. Policymakers can use this information to implement targeted interventions to address these disparities, ensuring that all students receive an equitable education.

Community Engagement: Schools and teachers can use the findings to develop stronger ties with their local communities. This can involve creating opportunities for community members to participate in the educational process and provide valuable resources and support.

Global Competency: As globalization continues to impact education, the study can emphasize the importance of global competency in teacher preparation. Teachers should be equipped to help students understand and engage with global issues while still addressing local needs.

Cultural Responsiveness: Educators can benefit from a deeper understanding of how to be culturally responsive in their teaching. This includes recognizing and valuing the cultural diversity of their students and adapting their instruction accordingly.

Policy Development: Policymakers can use the study's insights to inform the development of education policies that promote inclusivity, diversity, and cultural competence in the classroom. This may involve revising teacher certification requirements or allocating resources to support teachers in locales with specific challenges.

Research and Continued Study: The study can serve as a foundation for further research in the field of education. Researchers can build on these findings to explore additional dimensions of teaching competency and locale or investigate the long-term impacts of locale-related teacher training.

In conclusion, the educational implications of the study are far-reaching, touching on teacher preparation, classroom practices, curriculum development, and policy formulation. By addressing the specific needs of teachers in relation to their locales, education systems can become more responsive, inclusive, and effective in meeting the diverse needs of students and communities, ultimately fostering a more equitable and enriching educational experience for all.

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