

A Study on Teaching Competency of Teacher Educators in Colleges of Education

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Abstract:

The research is in the form of a Descriptive survey method. The purpose of this study is to determine the Teaching Competency of Teacher Educators in Colleges of Education. It also contrasts Teaching Competency of Teacher Educators with two types of background variables, such as Gender and Locality. The study's findings reveal that the Male and Female Teacher Educators have similar mean scores of Teaching Competency. As well as Rural and Urban Teacher Educators, have similar mean scores of Teaching Competency.

Keywords: Teaching Competency, Teacher Educators, and Colleges of Education.

Introduction:

Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability" (133).

Kress' ideas can explain why teachers' professional development should be redefined for sustainability. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers' competencies must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education. Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" (Katane et. al. 44). Gupta (4) define competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job." The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main areas (Bulajeva 41; Bridge; Hansen 169; James et al. 113; Stoffels 544; Selvi, The English language 5).

Significance of the study:

Competency is a term used extensively by different people in different contexts; hence, it is defined in

different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a “competency-based” teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme (Houstan, 1987 cited in 1).

The main feature of teachers’ professional competencies can be explained in a way, First of all, these competencies were explained very briefly and only the curriculum competencies were discussed in detail among the other competencies in this paper.

1. Field Competencies
2. Research Competencies
3. Curriculum Competencies
4. Lifelong Learning Competencies
5. Social-Cultural Competencies
6. Emotional Competencies
7. Communication Competencies
8. Information and Communication Technologies (ICT)
9. Environmental Competencies

Objectives:

- To Study the Gender wise Teaching Competency of Teacher Educators in Colleges of Education.
- To Study the Teaching Competency of Teacher Educators in Rural and Urban Colleges of Education.

Hypotheses:

- There is no significant difference between Male and Female Teacher Educators in Colleges of Education in relation to Teaching Competency.
- There is no significant difference between Rural and Urban Teacher Educators in Colleges of Education in relation to Teaching Competency.

Variables:**Main Variable:**

- Teaching Competency

Background Variables:

- Gender
- Locality

Research design:

Descriptive survey method is used to “A study on Teaching Competency of Teacher Educators in Colleges of Education”

Sample of the study:

Stratified random sampling technique is adopted in this study. Teacher Educators of Ten Colleges of Education affiliated to University of Mysore were selected; from the total population of One hundred twelve teacher educators working in these colleges, out of this One hundred twelve teacher educators were selected randomly.

Tool used for the study:

For the purpose of collecting data, “General Teaching Competency Scale (GTCS) Constructed by Dr.B.K. Passi and Dr. M.S. Lalitha. The tool consists of 21 items constitutes the score on General Teaching Competency (GCT Score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21. The tool is a seven point scale each item ranging from ‘1’ for not at all to ‘7’ for very much.

Statistical Technique used:

The collected data was analyzed applying the Percentage Analysis and t-test.

Analysis and Interpretation of Data:

TABLE 1: Showing that the Number of population, mean, SD and t-test difference of Teaching Competency of Male and Female Teacher Educators.

Gender	N	Mean	Standard Deviation	d.f	t-value	Remarks
Male	56	175.98	17.93	120	1.372	Null hypothesis Is Accepted
Female	56	185.46	18.28			

The above table shows that the obtained t-value of 1.372 is less than the table value at 0.05 levels for 120 degrees of freedom. Hence the null hypothesis stating that there is no significant difference between Teaching Competency of male and female teacher educators. Null hypothesis is accepted.

Hence the male and female teacher educators possess the same level of Teaching Competency since both categorize of teacher educators are getting equal opportunities in an the aspects of education has made them efficient.

TABLE 2: Showing that the Number of population, mean, SD and t-test difference of Teaching Competency of Rural and Urban Teacher Educators.

Locality	N	Mean	Standard Deviation	d.f	t-value	Remarks
Rural	56	161.71	13.23	120	1.652	Null hypothesis is Accepted
Urban	56	176.73	18.60			

The above table shows that the obtained t-value of 1.652 is less than the table value at 0.05 levels for 120 degrees of freedom. Hence the null hypothesis stating that there is no significant difference between Teaching Competency of Rural and Urban teacher educators. Null hypothesis is accepted.

Hence the Rural and Urban teacher educators possess the same level of Teaching Competency since both categorize of teacher educators are getting equal facilities in an the aspects of education has made them efficient.

Results of the study:

- This shows that the mean scores of Teaching Competency have similarity between Male and Female Teacher Educators. It can be said that both men and women in the society have equal position, outlook and ideas.

- This shows that the mean scores of Teaching Competency have similarity between Rural and Urban Teacher Educators. Therefore both teacher educators are same competency and getting equal facilities.

Education Implications:

- It has been found that there is no significant difference between male and female teacher educators of Teaching Competency. So equal opportunities should be providing to develop their competency.
- It has been found that there is no significant difference between rural and urban teachers, of competency components instruction, co-operate with colleagues and parents, and cooperate with change. Therefore gave them to proper equal opportunities to improve their competency.
- As the urban teachers found to possess higher level of adopting instructions to individual needs, motivating students and maintaining discipline it is essential to train the rural college's teachers about this component to improve their competency. The higher authorities and government should to organize training programmes to this teacher.

Conclusion:

From the above findings this study suggests that “The in-service programmed that are in vogue should be modified, restructured and implemented to meet the needs and requirements of the educational system, which help to rectify the behavioral problems of teachers and to develop more favorable competency, help them to cope with stress, improve their abilities to adjust and in turn increases the teaching competence. Teacher Education system directly influences the quality of school education. “Improving teacher’s quality, teaching effectiveness and need to enhance the relevance and quality of teacher education in India has remained a persisting challenge over the last many decades.” (Draft NEP, 2016) “Empirical evidence has suggested that inadequate preparation to teach has an impact on student achievement outcome, teaching effectiveness, teacher attrition rates and college collegiality. The poor quality of school Education is a direct result of poor quality of teacher education and teacher training.”

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