

SELECT TECHNOLOGICAL DETERMINANTS OF TEACHING COMPETENCY AMONG B.ED TRAINEES

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Abstract

The study was intended to find out the teaching competency among B.Ed. Trainees in selected districts, Tamilnadu. Cluster sampling techniques was used to select sample of 1050 B.Ed, Trainees. The Mean, Standard Deviation, 't' test and ANOVA test statistical techniques have been used in the present study for the analysis of collected data. The result showed that there is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of Student, Type of Family, Marital Status, Residence and Medium of Instruction.

Keywords: *Teaching Competency, Attitude Towards, ICT, B.Ed. Trainees.*

Introduction

The teacher has a major role in the educational development **Gandhi ji** remarked that "no country can make any progress without good teachers" The quality and standard of education depends on the quality and standard of teachers. Teacher is the torch bearer of the race and guardian of the future of the mankind. Teaching Competency is the important of the every teacher. Teaching is an interactive process,

involving four aspects teacher, student, learning process and learning situation. A competent teacher possesses all the necessary qualities to interact with the school and community. Teacher will be able to teach students with all capabilities. So the present study has been conducted to verify the teaching competency of the B.Ed trainees students. It is must that every teacher trainee should have minimum to be perfect in his teaching competency. Hence this study has been conducted to verify these interesting aspects.

Significance of the Study

For raising the quality of pre-service teacher education programme, the NCTE has formulated norms and standards for nine teacher education courses and developed the "Curriculum Framework for Quality Teacher Education" As on March 31st 2001, the NCTE has recognized 2258 teacher education institutions in the country. Since its inception, the NCTE has been concerned with the challenge of making teacher education relevant to the changing context of education. This has become relevant as the world has entered into information age. The NCTE has committed itself to help teacher educators acquire basic ICT literacy and start using digital resources in teacher education. Many CD ROMS have been recently produced and rich resources for teacher education have been made available on the World Wide Web. In the present educational scenario, ICT is considered as an important tool in the entire educational system - curriculum, instruction, and management. Instruction no longer is conducted within the four walls of classroom. In the ICT era, learning takes place anytime and anywhere. The academic community has to cope with this type of learning mode as brought out by ICT. The innumerable publication of articles in newspapers, journals and magazines and continuous debates in mass media as a result of globalization of education clearly underscore the importance of information and communication technology at all levels of education. Therefore any attempt to study any aspect of ICT is termed to be fruitful and significant as the research may bring new ideas and facts about ICT and its application in education.

Teaching Competency is the important of the every teacher. Teaching is an interactive process, involving four aspects teacher, student, learning process and learning situation. A competent teacher possesses all the necessary qualities to interact with the school and community. Teacher will be able to teach students with all capabilities. So the present study has been conducted to verify the teaching competency of the B.Ed trainees students. It is must that every teacher trainee should have minimum to be perfect in his teaching competency. Hence this study has been conducted to verify these interesting aspects.

Need for the Study

The physical, psychological and sociological capacities and needs of learners of different levels of schooling are obviously different. As such, it is futile to assume that the thrust areas of education and teacher education for all these levels would be identical. Teacher education curricula needs to be interlinked, interwoven and integrated so that it matches with the trends and challenges that the teacher education is facing today. Inclusion of information and communication technology in the existing B.Ed, curriculum is very important and its effective integration into the main stream is absolutely essential. Teachers are being challenged to integrate ICTs into the curriculum and to facilitate new forms of teaching and learning. It is very difficult for them to accept this responsibility before mastering basic computer literacy skills and demonstrating a high degree of confidence in the general use of ICTs.

ICT is one of the developments of the 20th century in India. It is an effective tool for assimilating, processing and disseminating information. The Government envisaged that the computer and internet facilities would be made available to every school by the year 2003. ICT Literacy camps are going on throughout India for the teacher educators. It will be mandatory on the part of teacher education institutions to offer ICT in education as a core course.

While planning the integration of ICT in teacher preparation programme, a complex set of components needs consideration. A vision of ICT in education often precedes the development of standards.

As per the government vision on inclusion of ICT facilities in schools it is teacher's responsibility to well verse in ICT knowledge. To be well verse in ICT the teacher training institute should provide adequate ICT facilities and computer education to the future teacher. In this IT era the knowledge of computer to a teacher is mandatory then only a teacher can survive in his teaching profession otherwise he will be consider as outdated. To update knowledge teacher should develop his professional development.

Ongoing opportunities for professional development should be available and faculty and administrators who participate in the preparation of teachers should be able to use it. Professional development is not a one - time event; it should be focused on the needs of the faculty members and sustained through coaching and periodic updates. In this context, there is a need to study some aspects of ICT in the colleges of education. The present investigation fulfills the research gap of the study.

Statement of the Problem

The present study has been specifically intended to study, the **“Select Technological Determinants of Teaching Competency among B.Ed Trainees”**. The relative contribution of personal variables, college related variables and research variables (Gender, Locality of the student, Birth Order, Type of Family, Educational

Qualification, Marital Status, Residence, Location of the College, Nature of College, Type of College, Father's Education, Mother's Education, Father's Occupation, Mother's Occupation, Monthly income of the Family (PM)) are investigated in this study.

Objectives of the Study

- To find out the teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of Student, Type of Family, Marital Status, Residence and Medium of Instruction.

Hypotheses of the Study

- There is no significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of Student, Type of Family, Marital Status, Residence and Medium of Instruction.

Review of Related Literature

ShashiShukla,(2014), "Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers", Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc.

S. Thanuskodi, (2013), "Awareness and Use of ICT among Under Graduate Degree Students of Rural Areas in Tuticorin District, India: A Study", The use of information and communication technologies no doubt is gaining momentum in Indian higher education . The Internet is used by faculty, staff and students in sourcing information. Information and communication technologies assist libraries in providing efficient and current information services. Once the staff and students are able to use these technologies effectively, the teaching, learning and research activities in the college will be made easier for the college community. ICT usage will facilitate development since there will be free flow of information. The electronic revolution, specifically, Internet is narrowing the information gap. The power of web technology is enabling the generator of information to disseminate their creativity at low cost and high speed. Internet is the gateway for libraries and information centers to enter the Electronic Information Era and is providing the information, generated by different organizations, institutions, research centers and individuals all over the world. This paper is an attempt to investigate the use of Information and Communication Technology among the students of rural areas in Tamil Nadu. For this purpose a survey was carried out using

questionnaire tool. The findings indicated that more than half acquired their internet skill through training from the college. The results indicated majority of students used Internet weekly (56.53%). The study found that most of the respondents 73.91% use internet for literature search.

Method Adopted

Survey method is selected for the present study. Survey is a procedure in which data are systematically collected from a population through some form of direct solicitation such as face-to-face interview, questionnaire or schedule.

Population of the Study

The population for the investigation was the B.Ed. Trainees handling of Trichy, Pudukkottai, Madurai, Karur and Theni District of Tamil Nadu.

Sample of the Study

The investigator and associates observed the classes of B.Ed. Trainees of government and private colleges in Trichy, Pudukkottai, Madurai, Karur and Theni. A total of 1050 cases (B.Ed. Trainees) formed the sample through cluster sampling method and the strata were considered according to the population variables.

Tools Used in this Study

Teaching Competency Scale

This scale is constructed by IGNOU for measuring teaching competency of B.Ed. Trainee teachers. The teaching competency scale consists of six dimensions namely preparation, presentation, teacher behavior, generalization, student teacher interaction and classroom management. In total, this scale contains 48 statements with five point rating scale.

Attitude towards Information Communication Technology (ICT) Scale

In order to collect data regarding the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, the investigator had constructed a new scale. Attitude of Information and Communication Technology has number of tools for its measurement but to measure the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, there was no standard tool available. Hence the investigator along with the guide developed a tool to measure the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, which consists of 21 statements with five point rating scale.

Statistical Techniques Used

The Mean, Standard Deviation, 't' test and ANOVA test and Correlation statistical techniques have been used in the present study for the analysis of collected data.

Hypotheses Testing

- There is no significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of Student, Type of Family, Marital Status, Residence and Medium of Instruction.

Table -01 Correlation between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of the Student, Type of Family, Marital Status, Residence and Medium of Instruction.

Sl. No.	Categories	Variables	N	Calculated Value	Table value at 5%	Result
1.	Gender	Male	353	0.230	0.139	S
		Female	697	0.264		
2.	Locality of the Student	Rural	870	0.228		
		Urban	180	0.363		
3.	Type of Family	Nuclear	752	0.256		
		Joint	298	0.254		
4	Marital Status	Married	449	0.268		
		Unmarried	601	0.238		
5	Residence	Day Scholar	943	0.263		
		Hostel	107	0.163		
6	Medium of Instruction	Tamil	547	0.287		
		English	503	0.215		

Since the calculated value is greater than the table value (0.139) at 5% level of significance, there is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender, Locality of Student, Type of Family, Marital Status, Residence and Medium of Instruction. Hence the hypotheses 25.1, 25.2, 25.3, 25.4, 25.5, 25.6 are not accepted.

Findings of the Study

Relationship between Teaching Competency in Total and Attitude towards ICT

- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Gender.
- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Locality of Student
- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Type of Family.
- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Marital Status.

- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Residence.
- There is a significant relationship between teaching competency in total and attitude towards ICT of B.Ed. Trainees with reference to Medium of Instruction.

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