

Teaching Competency among B.Ed. Trainees of Nalbari District of Assam

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Abstract

In the system of education, it is the teacher whose performance and skilful teaching is the most important factor for the development of the school and the effective fulfilment of learning objectives. TEIs has a role to play in this regard and proper training regarding competency of trainee teachers is mandatory. This study intends to bring out the teaching competency of B.Ed. trainee teachers of the district of Nalbari with regard to gender and academic qualification. The study has been conducted on a sample of 146 trainee teachers of B.Ed. colleges of Nalbari with the help of a teaching competency scale developed by the investigator with the help of experts. The statistical techniques used were mean, SD and t test. The findings from the study indicate that there has been no significant difference between male and female trainees regarding teaching competency while differences existed between the graduate and post graduate teacher trainees with post graduate trainees having higher teaching competencies than graduate trainees under the Nalbari District.

Keywords – Teaching Competency, Gender, Academic Qualification.

1. Introduction

Teaching competency is a crucial attribute necessary for effective instruction and favourable learning outcomes. In teacher education, teacher trainees are expected to possess a wide range of professional abilities, attitudes, along with subject expertise and a strong hold in delivering content. The calibre of learning significantly relies on the proficiency of teachers in planning, organizing, delivering, and assessing educational activities.

B.Ed. trainees are individuals in training who gain the knowledge, abilities, attitudes, and values that are necessary for the teaching profession. Throughout their training period, they are anticipated to develop pedagogical competencies like lesson design, classroom management, communication skills, utilization of instructional materials, assessment procedures, time management, and effective engagement with students. These qualities enable them to execute their teaching responsibilities effectively and with assurance of being a holistic teacher.

In the setting of swift educational transformations, technological progress, and varied learner requirements, teaching ability has gained paramount significance. Proficient teacher trainees are more

equipped to cultivate stimulating learning settings, accommodate student-specific differences, and foster students' academic and personal development. Consequently, evaluating and enhancing the pedagogical proficiency of B.Ed. pre-service teacher trainees is crucial for elevating the standards of teacher education and ensuring effective classroom practices in the future.

Teaching competency has been getting a major attention these days mainly among the teacher trainees as this is the phase where teachers are being prepared before they step into the real field of teaching. It is important to periodically assess teachers' competencies in order to identify the lack of adequacy of teachers or the important areas that has to be taken into consideration in the coming times. A competent teacher is the one who is warm, cordial, has a great communication skill, prepares dynamic lesson plans, expert in class control and efficient enough to make proper use of time.

The study of teaching competency among B.Ed. teacher trainees is of paramount importance as it provides insight into their readiness for the teaching profession and offers vital perspectives for enhancing teacher education programmes.

2. Rationale of the study

The study of competency of teaching of B.Ed. trainees is crucial as it facilitates the identification of their strengths and weaknesses across diverse teaching dimensions. The results may offer significant insights to teacher educators for enhancing teacher training programs and instructional methodologies. It may also assist educational institutions in formulating suitable interventions, workshops, and practical experiences to improve teaching efficacy.

Moreover, new educational policies like the National Education Policy 2020 underscore the necessity of cultivating competent, introspective, inventive, and professionally adept teachers. Consequently, assessing the proficiency of trainees is crucial for guaranteeing quality teacher preparation and enhancing the overall educational standard.

This study aims to evaluate the teaching competency of B.Ed. teacher trainees and enhance teacher education and educational quality.

3. Delimitations of the study

1. The study is delimited to the 2-year B.Ed. course affiliated to Gauhati University.
2. It is also delimited to only the pre-service teacher trainees.

4. Review of Related Literature

Deepa T & Vasudevan V (2022) studied on teaching competency of male and female trainees along with their attitude towards teaching on 300 sampled B.Ed. trainees of Thanjavur district of Tamil Nadu. The results revealed that there was no significant difference of male and female trainees related to teaching competency. **Kumar R.S. & Gnanasoundari T.M (2022)** revealed in their study of teaching competency related to subject that there was no difference between arts and science B.Ed. trainees of Tamil Nadu with a sample size of 800 trainees. **Rajeswari, A (2021)** investigated on the teacher trainees of a Chennai district regarding teaching competency on the basis of gender where the sample size was 200 using statistical analysis of mean, SD and t-test where teaching competency of male was higher than the teaching

competency of female teacher trainees. A study was undertaken by **Trivedi S.K (2021)** on teaching competency related to gender where the result revealed that there was difference in teaching competency between male and female prospective teachers where female prospective teachers had better teaching competency in comparison to male prospective teachers. Another study was conducted by **Sridevi M (2019)** on 100 teacher trainees of Anantapur district, Andhra Pradesh using the survey method by statistical techniques of percentage and chi -square test which revealed that male and female had similar competency towards teaching. A study was conducted in the selected districts of Tamil Nadu by **Allimuthu N, Annadurai R. & Muthupandi P (2018)** with a sample of 1050 trainees using the cluster sampling techniques with statistical techniques like mean, SD, t-test which found that there existed no difference in male and female trainees regarding teaching competency. **Sekar J.M.A (2016)** investigated on only the female teacher trainees of B.Ed. programme with specially focus on teaching competency where 148 samples were taken from 10 TEIs from Tamil Nadu Teacher Education University, Chennai. The findings revealed that there was no significant difference in the female trainees competency towards teaching in regard to graduate, post graduate and M. phil.

5. Objectives

1. To compare the teaching competency of B.Ed. trainees of Nalbari District in terms of gender.
 - a. Male
 - b. Female
2. To compare the teaching competency of B.Ed. trainees of Nalbari District in terms of academic qualification.
 - a. Graduate
 - b. Post-graduate

6. Hypotheses

1. Ho1: There exists no significant difference in the teaching competency of B.Ed. trainees of Nalbari District in terms of male and female trainees.
2. Ho2: There exists no significant difference in the teaching competency of B.Ed. trainees of Nalbari District in terms of graduate and post-graduate trainees.

7. Methodology

The descriptive survey method has been used for the present study.

Sample

The sample for the present study is 146 B.Ed. pre-service teacher trainees undergoing 2-yr B.Ed. programme from the District of Nalbari, Assam. Stratified random sampling has been used to collect data on the basis of gender and academic qualifications. The sample for male is 42 while for female is 104. In case of graduate trainees, the sample is 89 and for post-graduate trainees it is 57.

Tools used

A teaching competency scale has been prepared by the investigator with the help of experts consisting of 30 items under 4 dimensions viz. lesson planning, class management, communication and time management.

Statistical techniques used

The data has been analysed with the help of statistical techniques like mean, SD and t-test.

8. Analysis and interpretation of data

The analysis and interpretation of data are discussed on the basis of objectives as –

1. Objective 1 - To compare the teaching competency of B.Ed. trainees of Nalbari District in terms of gender.

Table 1- Comparison of teaching competency of B.Ed. trainees in terms of gender.

	Gender	N	Mean	SD	t-value	
Teaching Competency	Male	42	78.46	10.37	0.85	0.85<1.96 Not significant
	Female	104	80.38	16.39		

As we can see from Table 1, for male trainees N=42, mean = 78.46 and SD=10.37 while for female N=104, mean= 80.38 and SD= 16.39. There is no significant difference between male and female teacher trainees of B.Ed. programme regarding teaching competency. The calculated t value is 0.85 which is less than the table value of 1.96 at 0.05 level of significance, thus the hypothesis is accepted and concluded that both male and female trainees have no difference in teaching competencies in terms of lesson planning, classroom management, communication and time management.

2. Objective 2 - To compare the teaching competency of B.Ed. trainees of Nalbari District in terms of academic qualification.

Table 2 - Comparison of teaching competency of B.Ed. trainees in terms of academic qualification

	Academic qualification	N	Mean	SD	t-value	
Teaching Competency	Graduate	89	84.34	14.22	4.51	4.51>1.96 significant
	Post-graduate	57	96.74	17.38		

Again, from table 2, we can observe that for graduate trainees N=89, mean = 84.34 and SD=14.22 while for post-graduate trainees N=57, mean = 96.74 and SD= 17.38. It has been found that there exists a significant difference between graduate and post-graduate B.Ed. teacher trainees regarding teaching competency. The t value has been found to be 4.51 which is higher than 1.96 table value at 0.05 level of significance, thus the hypothesis fails to be accepted and the difference is found to be significant with post-graduate trainees having better teaching competency as compared to graduate trainees in terms of lesson planning, classroom management, communication and time management.

Findings:

1. The results revealed that the calculated t-value for male and female trainees was found to be 0.85 which was less than 1.96 table value at 0.05 level of significance. Therefore, it was found that there was no significant difference between male and female B.Ed. trainees in regard to teaching competency.

2. Again, the results also revealed that the t-value for graduate and post-graduate B.Ed. trainees was 4.51, higher than the table value of 1.96 at 0.05 level of significance, thus resulting in a significant difference between graduate and post-graduate trainees related to teaching competency.

9. Discussion and conclusion –

The present study clearly indicates that the teaching competency of B.Ed. teacher trainees of Nalbari District does not vary in terms of gender in the parameters studied as lesson planning, class management, communication and time management. The above finding was similar to a previous study conducted by Sridevi, M. (2019) which also revealed that there was no significant difference in male and female trainees towards teaching competency. The finding was also similar to other studies by Allimuthu N, Annadurai R. & Muthupandi P. (2018) and Deepa T & Vasudevan V. (2022). On contrary, Rajeswari, A. (2021) revealed that there was a significant difference between male and female trainees of B.Ed. colleges in respect of teaching competency with mean score values higher in male compared to female. Trivedi S.K. (2021) also contrasted that female prospective teachers had better teaching competency than male prospective teachers. The present study also revealed that there is a higher mean score in post -graduate trainees than graduate trainees which indicates that post-graduate trainees had better teaching competency related to planning of lessons, communication and interaction with the students, better control of class and overall better time management as compared to the graduate trainees. The finding is a contrast to the studies by Sekar J.M.A (2016) and Kumar R.S. & Gnanasoundari T.M. (2022) where their studies revealed no significant differences in teaching competency related to academic qualification.

There has been no substantial disparity in teaching competency between male and female trainees. This indicates that both male and female pupil teachers exhibit comparable levels of teaching competency and are equally proficient in executing teaching competency-related tasks.

The findings also indicated a disparity in teaching competency contingent upon educational qualifications. Postgraduate trainees demonstrated superior teaching competency compared to graduate trainees. This may result from their enhanced academic exposure and extensive learning experiences, which foster the cultivation of good teaching competency.

The study shows that educational qualifications greatly influence the teaching competency of B.Ed. teacher trainees, but gender does not have a substantial impact on teaching competency. The findings underscore the necessity for teacher education institutions to offer sufficient chances and training to improve the teaching proficiency of all pupil teachers, regardless of gender, while promoting ongoing academic and professional development.

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