

STATUS OF THE TEACHER COMPETENCY AMONG THE B.ED. TRAINEE TEACHERS: AN ANALYTICAL STUDY

Nepal Paramanik*

Dr. Pranab Barman**

Abstract: Teacher Competency refers to the excellence capability including knowledge, skills, attitude and experience to complete a definite task in a particular level to high excellence by a teacher. It is the right way of conveying units of knowledge, application and skills to the students. At present time it is very needful to have Competency of all teachers. Through the present study an attempt has been made by the investigators to study the “Status of Teacher Competency among the B.Ed. Trainee Teachers”. The investigators have used Descriptive Survey method for the present study. In this study, Competency of Trainee Teachers has been evaluated by their concerned students. The sample consists of 200 Trainee Teachers who were practice in short term teaching of different Secondary Schools. The Simple random sampling technique has been used for the selection of sample. The investigators have developed a Scale by themselves to measure the level of Teacher Competency among the B.Ed. Trainee Teachers on the basis of Likert’s five point scales i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data Mean, S.D., t-Test, and Graph have been used by the investigators in the present study. The finding of this study reveals that the level of Overall Teacher Competency among the B.Ed. Trainee Teachers is statistically good. It can also be said that the majority among B.Ed. Trainee Teachers possess good level of Teacher Competency.

Key Words: Teacher Competency, B.Ed. Trainee Teachers, Dimension of Teacher Competency.

* *Research Scholar; Dept. of Education, Sidho Kanho Birsha University*

** *Assistant Professor; Dept. of Education, Sidho Kanho Birsha University*

1. Introduction:

Education is the fundamental means in the process of human growth and development. It is a character building process, enhancing one's personality and makes him/her capable, rational, and responsive and intelligent. The schools are the most significant formal agencies of the educational system. This agency directs the pupil's behaviors and activities through its teacher. Teacher has a major role in educational development. Gandhi remarked that "no country can make any progress without good teacher". Teacher is the torch bearer of the race and guardian in the future of the mankind (**Allimuthu and Annadurai 2018**). In twenty first centuries teacher's roles and responsibilities have been utterly changed. Traditionally teachers were always considered to be the source of knowledge and were expected to transfer that knowledge to their students (**Gokalp 2015**). But now days teachers' role is that he is a facilitator, communicator and mediator at a time. The present time requires the availability of the competent teachers who are interested in the welfare of the students.

Competency is equipping of the teacher with sufficient knowledge and ideas to begin a professional career. Competency is the demonstration of knowledge, skills and attitudes essential to perform a certain task. Teacher competency is a capability, ability and skills of the teachers so as to make the teaching learning environment is effective (**Sekar 2016**).

1.1 Concept of Competency:

The term "competence" first appeared in an article authored by Craig C. Lundberg in 1970 (cited in 2) titled "Planning the Executive Development Program", and then in David McClelland's seminal 1973 treatise entitled, "Testing for Competence Rather than for Intelligence" (cited in 2). The term has since been popularized by Richard Boyatzis and many others (**Olga**).

The term competency means the ability to apply a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. The term competency is frequently used when we talk about any profession or work that express one's quality of being competent, possessing adequate professional skills, knowledge and capacity (**Dave**). Competencies often serve as the basis for skills standards that specify the level

of knowledge, skills, and abilities required for success in the work place as well as potential measurement criteria for assessing competency attainment. Competency standards are apprehensive with application of professional knowledge and skills within the workplace and are underpinned by teachers' professional values. Competence refers to the process of governing the application of knowledge to set of tasks and is typically acquired by practice and reflection

(Kennedy, Hyland and Ryan).

According to Encyclopedic Dictionary of Education (1997) competence means as “The state of having and demonstrating skills, abilities or aptitudes in the satisfactory execution of a learning task.”

Wolf (1989) expresses the view that competence refers to the “ability to perform at the standards expected of employees”

Some Characteristics of competency:

1. A competency consists of one or more skills of which mastery would enable to the attainment of the competency.
2. A competency is linked to all three domains (knowledge, skills and attitude) under which performance can be assessed.
3. Competency is observable and demonstrable.
4. Competencies are observable, they are also measurable.

1.2 Concept of Teacher Competency:

Three conceptual dimensions of a teacher quality that are commonly used in making judgments about teachers' work are Teacher competencies, Teacher performance and Teacher effectiveness.

The term Teacher Competency means effective performances of all observable teachers' behavior that brings about aspiration learner outcomes. In this competency for teaching system, teachers are used to describe professional ability, including both the ability to perform specific teaching functions and the ability to demonstrate acquired knowledge and higher-level conceptualizations (**Prathiba2016**). Teacher competency is the skill, ability and capabilities possessed by the teacher so as to create the teaching-learning environment effective and

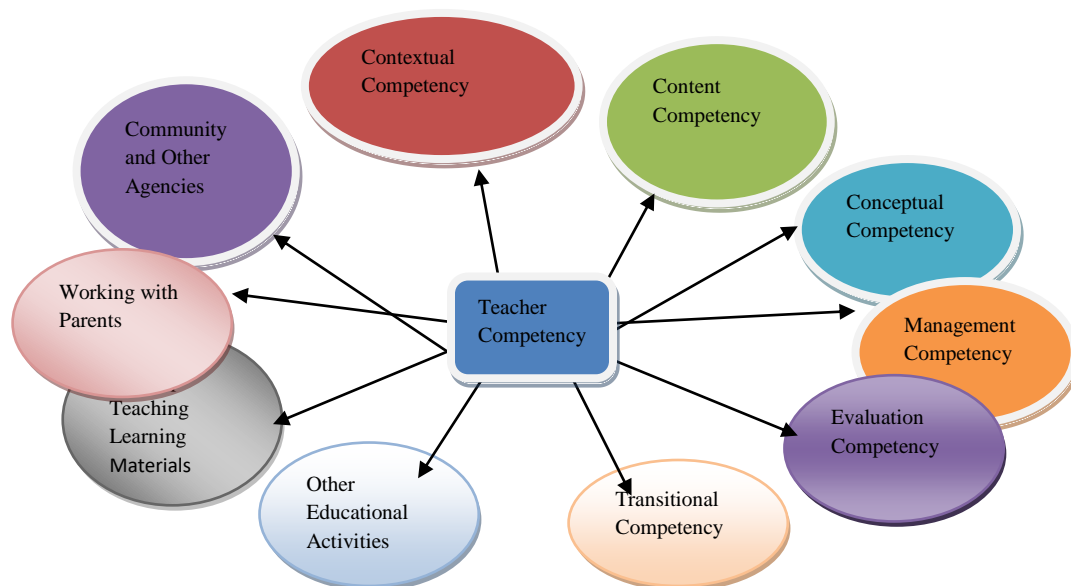
productive thereby realizing the full potential of teacher as well as students and in turn achieving the goals of education (**Sekar 2016**).

It also refers to the excellence capability includes knowledge, skills, attitude and experience to complete a definite task in a particular level to high excellence by a teacher. Teacher competency refers to the teachers' ability to complete definite task in particular context at a higher level of excellence (**Salvik 2008**). Teacher competency offers that practical strategies, practice and rules to guide a teacher through a way to improve instruction, improves student's performance and the quality of the work experienced.

According to **R. H. Dave (1998)** has describe the Teacher Competency in a ten ways.

Such as

1. Contextual Competency.
2. Content Competency.
3. Conceptual Competency.
4. Management Competency.
5. Evaluation Competency.
6. Transitional Competency.
7. Competency Related to Develop Teaching Learning Materials.
8. Competency Related to Other Educational activities.
9. Competency Related to Working with Parents.
10. Competency Related to Community and Other Agencies.



R.H. Dave (1998) Model of Teacher Competency

1.3. Objectives of the Study:

1. To find out the level of Teacher Competency among the B.Ed. Trainee Teachers.

1.4. Hypothesis of this study:

H₀: There would not have good level of Teacher Competency among the B.Ed. Trainee Teachers.

2. Review of the Related Literature:

Sekar, A.M. (2016) has conducted a study “**Teaching competency of B.Ed. female teacher trainees**”. The findings of this study that there is no significant difference between Govt. college and Self-financing college B.Ed. female teacher trainees in their efficacy in teaching, effective use of aids, rapport with students. This study also indicates that there is no significant difference between Girls College and Coeducation College B.Ed. female teacher trainees in their use of appropriate techniques, efficacy in teaching and effective use of aids.

Allimuthu, M. & Annadurai, R. & Muthupandi, P. (2018) have conducted a study “**A Study of Teaching Competency among B.Ed. Trainees**”. The findings of this study there is no significant difference in teaching competency -preparation of B.Ed. trainee teacher with reference to their location of the college. This study also reveals that there is no significant difference in Teaching Competency -Preparation of B.Ed. trainees with reference to their type of college.

Kumar, V. S. M. (2013) has conducted a study “**The influence of Teacher’s Professional Competencies on Students Achievement**”. The findings of this study indicate that consisting and significant positive relation between the proportion a well qualified teacher and student achievement.

Kulshrestha, K. A. & Pandey, K. (2013) have conducted a study “**Teacher Training and Professional Competencies**”. The results of this study that significant relation between Teacher training and professional competency. Because this teacher training programme is a process to develop the teacher professional commitment and professional competency.

3. Operational Definitions of the Terms:

3.1. Teacher Competency: Teacher Competency means to the excellence capabilities includes knowledge, skills, attitude and experience to complete a definite task in a particular level to high excellence by a teacher.

3.2. B.Ed. Course: It refers to Secondary level teacher preparation programmed conducted by various universities approved by National Council for Teacher Education.

3.3. Trainee Teachers: The Trainee teachers are those who peruse B.Ed. programmed in various colleges affiliated to different universities in West Bengal.

4. Methodology of the study:

4.1 Method of the study:

The present study is descriptive type in nature. The researchers have used the descriptive type survey method in the present study.

4.2 Population of the study:

All Students of Secondary Schools in the district of Purulia have been selected as population for the present study.

4.3 Sample of the study:

The investigators have selected 200 students (both male and female) from the 5 (five) selected secondary schools (3 Rural area and 2 Urban area) which are situated in the district of Purulia, West Bengal for the present study.

4.4 Sampling Technique:

The Simple Random Sampling technique has been applied in the selection of the sample.

4.5 Tools of the Study:

The investigators have used self made Teacher Competency Questionnaires, as a tool for collecting the data in the present study. Each Questionnaire consists of 27 items. The Questionnaire has been constructed on the basis of 10 (Ten) important dimensions, namely- *Contextual Competency, Content Competency, Conceptual Competency, Management Competency, Transitional Competency, Evaluation Competency, Competency Related to Other Educational Activities, Competency Related to Develop Teaching Learning Materials, Competency Related to Working with Parents, Competency Related to Community and Other*

Agencies. Each Questionnaire has been constructed on the basis of Likert's five point scale i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

4.6. Technique of the Study:

The present investigators have used Mean, S.D, t-test and Graph for analyzing the data.

4.7. Data Collection Procedure and Scoring:

As per Previous planning the tools were administrated upon the 200 secondary school students out of 3(Three) rural areas and 2(Two) urban areas. The authorities of the concerned schools were informed well in advance by the investigators for the purpose of collection data. The investigators clearly explained the instruction to the secondary school students in class rooms regarding what to do and how to rating the items of the scale. There was no time limit to rate the items of the scale. The secondary school students were instructed to rate the all items of the scale to evaluated the overall Competency of the B.Ed. pupil teachers. After completion of the rating by all the secondary school students the filled in copies of the scale were collected from all the students carefully.

After collecting the all Questionnaires (200) from the five selected schools, the researchers have calculated the total score on a Questionnaire by computing the score against the each and every item. In computing the score of each items of the Questionnaire, the researchers have used a preselected method. The all items of the Questionnaire have been positive, so the direct scoring method used that was 5-4-3-2-1, by the researchers in computing the score of each and every items of the Questionnaire. This total process of computing of the Questionnaire has been done by the researchers very carefully and sensitively.

Techniques of Measuring the Level of Teacher Competency of B.Ed. Trainee Teachers:

Table No-1: Shows the Criteria for measuring the Level of Teacher Competency of B.Ed. Trainee Teachers

Dimensions of Teacher Competency	Criteria/Scores for Considering the Level Teacher Competency		
	Respective Neutral Points	Good	Bad
Contextual Competency	12	> 12	< 12
Content Competency	9	> 9	< 9

Conceptual Competency	9	> 9	< 9
Management Competency	9	> 9	< 9
Evaluation Competency	6	> 6	< 6
Transitional Competency	9	> 9	< 9
Competency Related to Other Educational Activities	6	> 6	< 6
Competency Related to Develop Teaching Learning Materials	6	> 6	< 6
Competency Related to Working with Parents	6	> 6	< 6
Competency Related to Community and Other Agencies	9	> 9	< 9
Overall Teacher Competency	81	>81	<81

5. Analysis and Interpretation:

H₀₁: There would not have good level of Teacher Competency among the B.Ed. Trainee Teachers.

Table No- 2: Shows the Number of Items, their respective Neutral Points, Means, and SDS of the Entire Group of Trainee Teachers on different Dimensions of Teachers Competency and Overall Teachers Competency and the Results of 't'-Test

S.L. NO	Dimensions of Teacher Competency	No of Items	Neutral Points	Mean Scores	SDs	t-value (df=198)
1	Contextual Competency	4	12	17.10	2.89	25.5**
2	Content Competency	3	9	11.94	2.36	17.35**
3	Conceptual Competency	3	9	12.41	2.09	22.73**
4	Management Competency	3	9	11.595	2.46	15.26**
5	Evaluation Competency	2	6	7.95	1.81	15**
6	Transactional Competency	3	9	12.285	2.31	20.53**
7	Competency Related to other Educational Activities	2	6	7.935	1.82	14.88**

8	Competency Related to develop Teaching Learning Materials	2	6	7.555	2.28	9.72**
9	Competency Related to Working with Parents	2	6	7.005	2.29	6.28**
10	Competency Related to Community and Other Agencies	3	9	11.85	2.54	15.83**
11	Overall Teacher Competency	27	81	107.72	15.98	21.72**

*Significant at 0.05 Level, **Significant at 0.01 Level @ Not Significant (Table Value of 't' against df= 198 at 0.05 Level =1.97 & at 0.01 Level =2.60).

To examine the level of Teacher Competency among the B.Ed. Trainee Teachers, the present investigators compared the actual Mean Score and SDs with the Neutral Points where it is considered that the value of SDs=0 of the respective dimension of Teacher Competency and Overall Teacher Competency. And to compare the actual Mean Score and SDs with Neutral Points (SD=0), and 't'- test is applied (Showing the Table no-2). From this Table, it is seen that the obtained 't'-value (**21.72**) of the whole group of B.Ed. Trainee Teachers in respect to Overall Teacher Competency is greater than the table value at the both (0.05 & 0.01) level of Significance (1.97 at 0.05 level & 2.60 at 0.01 level of Significance). So that, the result is significant and it may be concluded that there would have good level of Teacher Competency among the B.Ed. Trainee Teachers. Hence the null hypothesis is 'There would not have good level of Teacher Competency among the B.Ed. Trainee Teachers" is rejected in general. Beside this, it is also seen that the obtained 't'-values of the whole group of B.Ed. Trainee Teachers in respect to the all dimensions of Teacher Competency are greater than the table values at the both 0.05 and 0.01 level of significance.

Further, it is also observed that the obtained Mean Score of the whole group of B.Ed. Trainee Teachers is greater than their respective Neutral Points or values in case of all dimensions of Teacher Competency and Overall Teacher Competency. Hence, it is concluded that the level of Teacher Competency among the B.Ed. Trainee Teachers in respect to the **Contextual Competency, Content Competency, Conceptual Competency, Management Competency, Evaluation Competency, Transactional Competency, Competency Related to other**

Educational Activities, Competency Related to develop Teaching Learning Materials, Competency Related to Working with Parents, and Competency Related to Community and Other Agencies is to be statistically good. It is also concluded that the overall level of Teacher Competency of the B.Ed. Trainee Teachers is to be statistically good.

Figure No- 1 Show the Natural Points and their Obtained Mean Scores on the different Dimensions of Teacher Competency among the B.Ed. Trainee Teachers

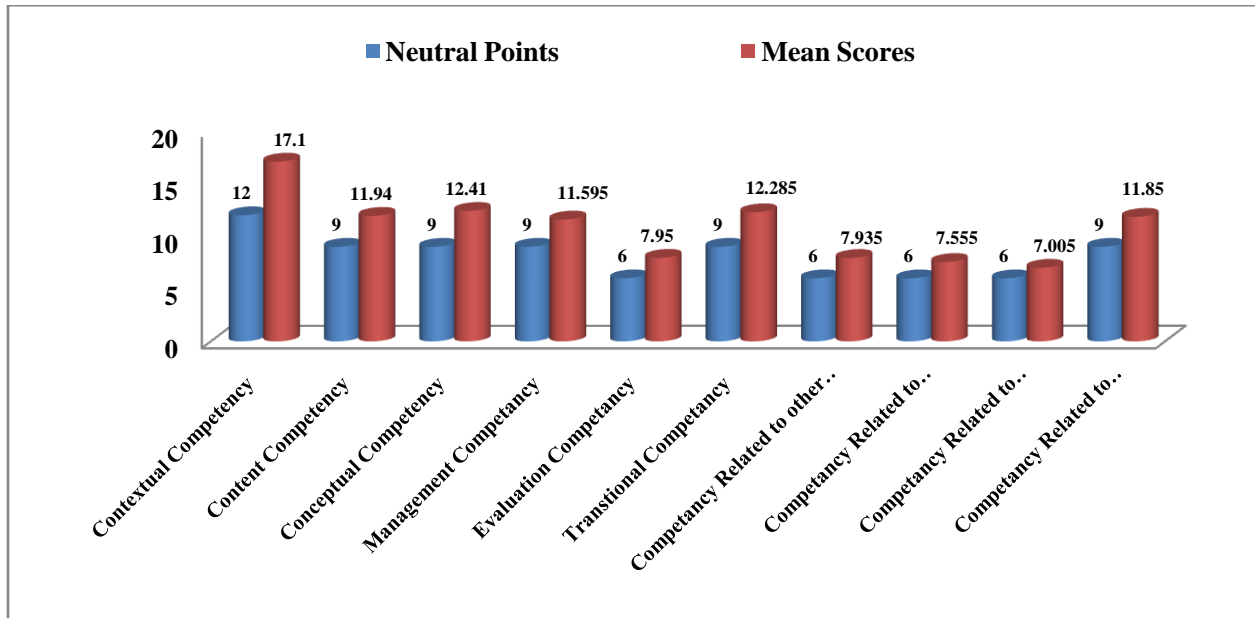
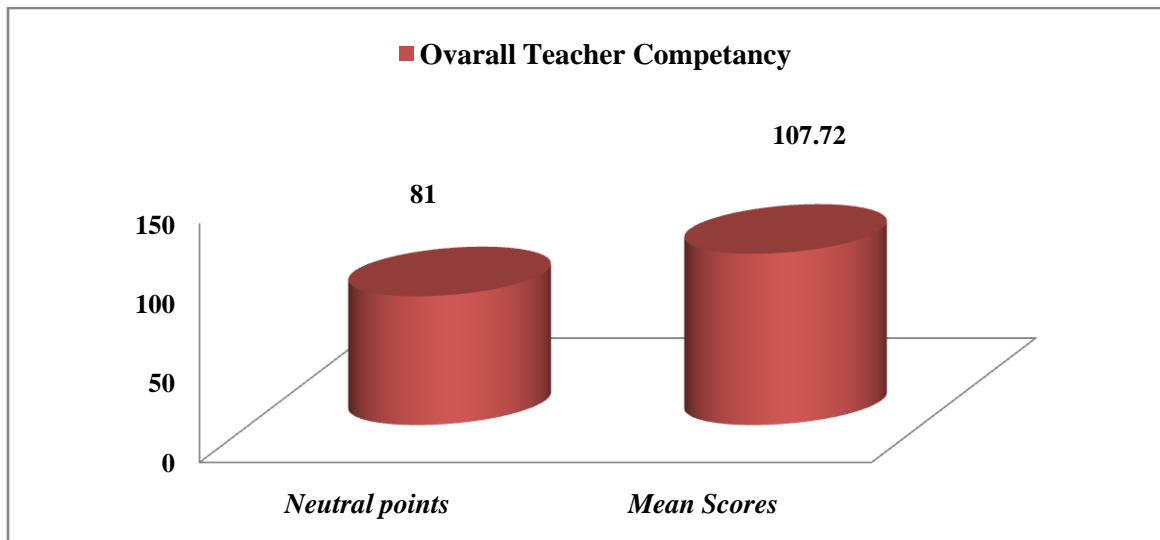


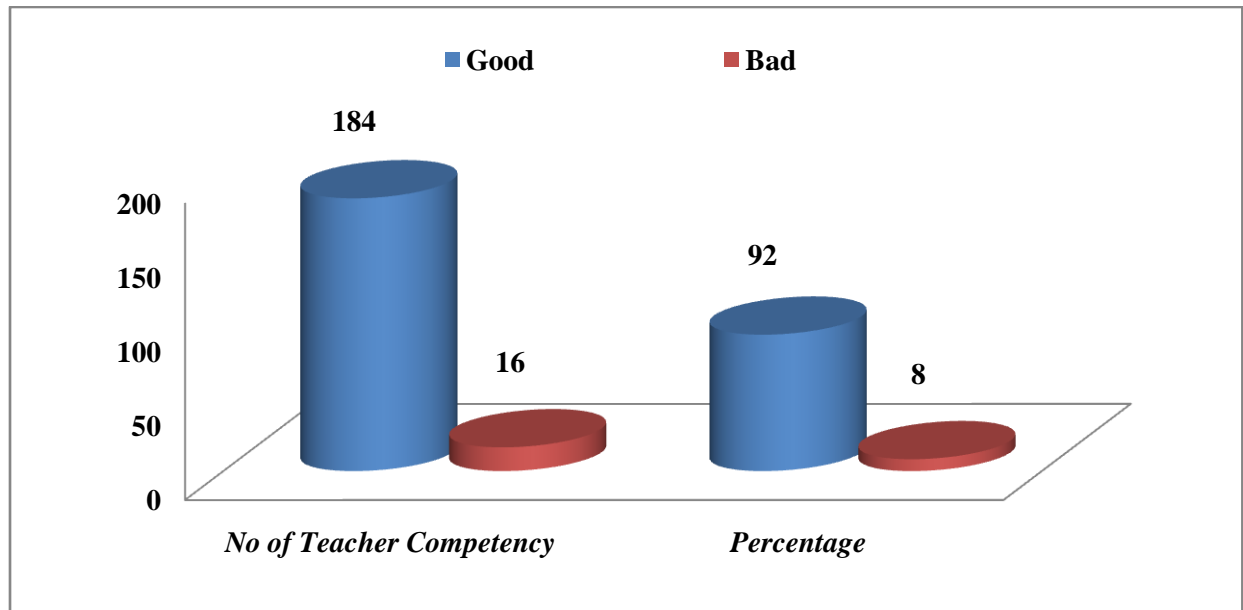
Figure No- 2: Shows the Natural Point and the Obtained Mean Score among the B.Ed. Trainee Teachers in respect to their Overall Teacher Competency



From the Table no-2, it is also seen that out of total 200 B.Ed. Trainee Teachers **184 (92.00%)** Trainee Teachers (B.Ed.) fall above the Neutral Point i.e. **81** and only **16 (8%)** B.Ed.

Trainee Teachers fall below the Neutral Point i.e. **81** (Showing the Figure no-2). Therefore, from the observation, it can be suppositional that the majority of B.Ed. Trainee Teachers are possessed good level of Teacher Competency.

Figure-3 Histogram shows the number and Percentages of Good and Bad level of Teacher Competency among the B.Ed. Teacher Trainee



6. Major Findings of the Study:

The major findings of this study are as follows:

1. The Level of Teacher Competency among the B.Ed. Trainee Teachers who practice in their teaching in different Secondary School is statistically good.
2. It is also concluded that the majority among B.Ed. Trainee Teachers are possessed good level of Teacher Competency.

7. Conclusion:

To examine the level of Teacher Competency among the B.Ed. Trainee Teachers, the present investigators point out that trainee teachers in respect to the Contextual Competency, Content Competency, Conceptual Competency, Management Competency, Evaluation Competency, Transactional Competency, Competency Related to other Educational Activities, Competency Related to develop Teaching Learning Materials, Competency Related to Working with Parents, and Competency Related to Community and Other Agencies is to be statistically good. On the

other hand it was observed that 92.00% Trainee Teachers (B.Ed.) fall above the Neutral Point and 8% Trainee Teachers (B.Ed.) fall below the Neutral Point.

In the age of 21st century this is the significant need to develop the teacher competency and in this process the programme of B.Ed. plays a vital role. As a teacher he/she must develop his/her teaching competency to progress the quality of school students. Today this is the vital matter and for that we need a strong organization. In this study the investigators try to point out the Teacher Competency among the B.Ed. Trainee Teachers and lastly this is clear that the level of Teacher Competency of the B.Ed. Trainee Teachers', who practice in their teaching in different secondary schools, is statistically good. The trainee teachers should be provided more opportunities and flexibilities to develop their better competency so that they can make a classroom environment more effective.

References:

1. Allimuthu, N., Annadurai, R., & Muthupandi, P. (2018). A Study of Teaching Competency among B.Ed. Trainees, *Shanlax International Journal of Education*, 1-3.
2. Goklap, M. (2016). Investigating Classroom Teaching Competencies of Pre service Elementary Mathematics Teachers, *Eurasia Journal of Mathematics, Science & Technology Education*, 1-2.
3. Kulshrestha, K. A., & Pandey, K. (2013). Teachers Training and Professional Competencies, *Voice of Research*, 1 (4), 1-4.
4. Kumar, V. S. M. (2013). The Influence of Teacher's Professional Competence on Students' Achievement, *IOSR Journal of Engineering (IOSRJEN)*, 3 (11), 1-4.
5. Prathiba. (2016). Effectiveness of Training in Teaching Competency of Primary School Teachers, *International Journal of Advanced Research in Education & Technology (IJARET)*, 3(3), P 1-2.
6. Salvik, M. (2008). Teacher competency, Institute of education and communication, *University of Life Science*.
7. Sekar, A. K. (2016). Teaching Competency of B.Ed. Female Teacher Trainees, *An International Indexed, Refereed & Peer Reviewed Bi-Annual Journal in Education*, 3(2) 1-3
8. Dave, H. R. (1998). Model of Teacher Competency.
9. www.teachercompetency.com
10. www.google.com.