

IMPACT OF TEACHING PRACTICE ON TEACHING COMPETENCE AND TEACHER ADJUSTMENT AMONG B.Ed TRAINEES

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Abstract

The purpose of present study was to investigate the impact of teaching practice on teaching competence and teacher adjustment among B.Ed trainees. 65 B.Ed trainees from Moga College of Education were experimented two times. Firstly for pre-test and secondly for post-test data analysis. General teaching competence scale by Passi and Lalitha (1994) and teacher adjustment inventory by Rashmiojha were used to collect the data. The results of the study showed positive impact of teaching practice to improve the teaching competence and have better teacher adjustment.

Key words:- Teaching competence, Teacher adjustment & Teaching practice

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. The developments of teaching competency among teachers necessitate a clear understanding of the term as well as the method for its assessment. With more than half a century of research in this area, there has been no consensus regarding the meaning of terms "teaching", 'competency' hence teaching competency itself. As regard the term teaching although defined in different ways (Bhattacharaya 1974), there has been a trend in perceiving the process analytically as constituting a host of activities (Brown 1975; Gage 1969). This analytical approach to perceive teaching has given a basis for innovations in teacher education, like micro teaching (Allen & Ryan 1969). The term competency has also been a debated term. It refers to the criteria that determine teacher effectiveness. Although the reviews of research on teacher effectiveness (Eble 1969) point out the futility of efforts in identifying teacher effectiveness criteria, the recent upsurge in research provides a cautious optimism (Rosen shine 1971). It can now be stated with fairly high confidence that pupil outcomes like pupil achievement, student liking may be taken as the criteria of teacher effectiveness (Flanders and simon 1969). But the term teaching competency as defined

by various authors includes more than mere teacher effects or pupil out comes. Based on the micro-criteria approach to study teaching (Gage 1963), teaching is perceived as a set of teaching skills where in a teaching skill is a set of teaching behavior that facilitate or bring about a specific instructional objective. In other words, teaching competence involves effective use of these various teaching skills.

OBJECTIVES

- To study impact of teaching practice on teaching competence among B.Ed female trainees.
- To study impact of teaching practice on teaching adjustment among B.Ed female trainees.

METHOD

SAMPLE

Stratified randomization technique of sampling was used in the present study. As it was not possible to cover the entire population of B.Ed trainees of Punjab, the sample of 65 B.Ed trainees was drawn from the Moga College of education for women, ghal Kalan of distt. Moga.

DESIGN

In order to find out the impact of teaching practice in teaching competence and teacher adjustment among B.Ed trainees, one group pre-test and post-test experimental design was employed.

MEASURES

- General teaching competence scale by Passi and

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Lalitha, 1994: it was used in the present study, as it is highly reliable and this schedule is widely used in the educational researches with regard to different teaching skills. The sum of the rating against all the 21 items constitutes the score on general teaching competency (GTC Score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

- Teacher adjustment inventory by Ojha: This inventory used in the present study, as it is designed to provide the assessment, the adjustment or mal adjustment of the teachers of both sexes. The scoring procedure of the present inventory is very simple. For scoring following table was considered.
- 1 mark is given for only no response. (1,2,3, 4,5,7,9,10,11,12,13,14,15,16,18,19,21,22,

24,27,30,31,32,33,34,35,37,38 and 39).

- 1 mark is given for only yes response (6,8,17,20,23,25,26,28,29,36 and 40).

PROCEDURE

One group pre-test and post-test experimental design was used. In the present study and scores of pre-test and post-test were analyzed through t-ratio techniques.

ANALYSIS AND INTERPRETATION OF DATA

As the design of the study was one group pre-test and post-test experimental design. For the collection of data, two questionnaires: TAQ and GTCS were filled by the students. First time the data was collected in November 2008 before the two teaching practices and second time in April 2009 after the two teaching practices.

T-RATIO ANALYSIS:-

Table 1: t-Ratio between teaching competency pre-scores and teaching competency post-scores due to impact of teaching practice.

Variables	Mean	S.D.	S.E.D.	T-ratio
Pre-test Scores	M1=52.61	16.437	2.1585	36.69
Post-test Scores	M2=131.81	5.9184		

t-ratio of teaching competency pre-test and post-test is 36.69 which is highly significant at the both the levels 0.05 and 0.01 of table C. The hypothesis I "There is no significant difference between the scores of pre-test and post-test of teaching competence". Asserts that there is no

significant difference between the mean of pre-test and post-test scores and the mean differences from both samples will be Zero. $M_{pop}(\text{pre-test}) - M_{pop}(\text{Post-test}) = 0$. But the mean difference are highly significant at both the levels 2.0 at 2.68 at 0.01 null hypothesis is rejected.

Table 2: t-Ratio between teacher adjustment pre-test scores and teacher adjustment post-test scores due to impact of teaching practice.

Variables	Mean	S.D.	S.E.D.	T-ratio
Pre-Test Scores	M1=18.95	3.5987	0.5509	16.95
Post-Test Scores	m2=28.29	2.6024		

t-ratio of teacher adjustment pre-test and post-test is 16.95 which is significant at both levels 0.05 and 0.01. The hypothesis 2 "There is no significant difference between the scores of pre-test and post-test of teacher adjustment" asserts that there is no significant difference between the mean of pre-test and post-test scores and the mean difference from both the samples will be Zero. $M_{pop}(\text{Pre-test}) - M_{pop}(\text{Post-test}) = 0$. But the mean differences are highly significant at both the levels 2.01 at 0.05 and 2.68 at 0.01 at df 64. So null hypothesis is rejected.

So, we can say that there is positive impact of teaching practice to improve the teaching competence and to have better teacher adjustment. The result concludes that both the null hypothesis are rejected and there is significant difference between the scores of pre-test and post-test. The gap shows the impact of both the Teaching practices.

EDUCATIONAL IMPLICATIONS

The results of the study show that there is significant impact of teaching practice upon teaching competence and teacher adjustment. There is

positive relation between teaching practice and teaching competence and also positive relation between teaching practice and teacher adjustment. It is thus suggested that appropriate and conducive environment should be developed and maintained. It is also suggested that special attention must be given in the educational colleges about the conduction of teaching practice, lesson plans, micro teaching and macro teaching skills. A sound teaching practice will also improve the over all personality of the B.Ed trainees.

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