



TEACHING COMPETENCE OF DISTANCE EDUCATION STUDENT TEACHERS

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Abstract:

Teaching is a skill and it is an art. It needs to be systematically learnt, mastered by practice, and reinforced by professional development. Successful teaching involves the use of a wide range of competence and without the use of those requisite competence teaching would bound to fail in achieving the instructional outcomes. This study investigates the teaching competence of distance education student teachers. A sample of 1000 student teachers doing B.Ed. training course in the distance mode of education in the 3 selected universities in Tamilnadu were selected using simple random sampling technique and they were provided with 'Teaching Competence Scale' prepared and validated by Moreno-Murcia, Torregrosa and Pedreño (2015). The collected survey was statistically analysed using IBM-SPSS software and the results reveal the following: The level of teaching competence of distance education student teachers is average. No significant difference was found in the teaching competence between the male and female; the rural and urban residence; the UG and PG qualified; and the arts and science subject specialization distance education student teachers.

Key Words: Teaching Competence, Distance Education & Student Teachers

Introduction:

Teaching is a complex professional activity (Keates, 2014). To be good at teaching, one needs to be competent in many skills. Finding out good teachers now-a-days becomes a rarity phenomenon and this can be observed by the number of out-going teaching/sent-out teachers from many private schools every year and recruiting new teachers. The reasons for this phenomenon may be many, but the primary reason could be attributed to dissatisfactory teaching performance and this suggests that teaching competence for the in-service and pre-service teachers is a must for shining and survival in the competitive world of employment and opportunities. Teachers are the builders of the nation and the nation depends on the teachers for its development. Knowledge and competence cultivation of the nation is based on the cultivation of knowledge and competences of University teachers (Blaskova, Blasko, Matuska & Szyrocka, 2015). In this context, the investigator feels the need to investigate the teaching competence of distance education student teachers as this could throw some flash of light to boost up the teaching skills of hundreds of student teachers who are and will be doing B.Ed. in the distance mode of education.

Review of Related Literature:

Nbina (2012) investigated the influence of teacher's competence on students' academic performance in senior secondary chemistry and found out that there is significant relationship between teachers' competence and students' academic performance in chemistry. Shukla (2014) studied relationship among professional commitment, job satisfaction and teaching competency among the primary school teachers in the city of Lucknow and found out that teaching competency has a greater role in deciding the job satisfaction of teachers, suggesting that teaching competence is a basic need to be satisfied in the teaching profession. Nair (2017) Studied the essential teaching competencies a teacher should possess to cater efficient and effective teaching and found out that knowledge and attitude have a positive significant relationship on teaching competence, suggesting that teachers should have sound knowledge and positive attitude to be competent in teaching. Ningtiyas and Jailani (2018) and skill examined the effect of training and found out that the trainings have a positive effect on the pedagogical skills of mathematics teachers.

Objectives:

- ✓ To find out the level of teaching competence of distance education student teachers.
- ✓ To find out whether there is any significant difference in the teaching competence between the male and female distance education student teachers.
- ✓ To find out whether there is any significant difference in the teaching competence between the rural and urban residence distance education student teachers.
- ✓ To find out whether there is any significant difference in the teaching competence between the UG and PG qualified distance education student teachers.

- ✓ To find out whether there is any significant difference in the teaching competence of distance education between the arts and science subject Student teachers.

Hypotheses:

- ✓ The level of teaching competence of distance education student teachers is low.
- ✓ There is no significant difference in the teaching competence between the male and female distance education student teachers.
- ✓ There is no significant difference in the teaching competence between the rural and urban residence distance education student teachers.
- ✓ There is no significant difference in the teaching competence between the UG and PG qualified distance education student teachers.
- ✓ There is no significant difference in the teaching competence of distance education between the arts and science subject Student teachers.

Methodology:

Descriptive Survey Method was used to conduct the study. For this research, 1,000 student teachers (444 Male & 556 Female) student teachers studying B.Ed. in the three selected universities in distance mode education, namely Annamalai University (425), Bharathidasan University (300) and Tamilnadu Open University (275) were selected samples using simple random sampling technique. ‘Teaching Competence Questionnaire’ developed and standardized by Moreno-Murcia, Torregrosa and Pedreño (2015) was used to find out the level of teaching competence of distant education student teachers. Data analysis was done using IBM-SPSS software to calculate Mean, Standard Deviation and 't'-test to find out the results of the study.

Data Analysis:

Hypothesis 1: The level of teaching competence of distance education student teachers is low.

Table 1: The level of teaching competence of distance education student teachers

Study Variable	Background Variable	Entire Sample		Mean	S.D
Attitude towards Teaching	----	1000		94.12	11.32
		Subsample			
	Gender	Male	444	94.26	11.61
		Female	556	94.01	11.09

The descriptive analysis of the above Table 1 shows that Teaching Competence of distance education of student teachers is average.

Hypothesis 2: There is no significant difference in the teaching competence between the male and female distance education student teachers.

Table 2: Mean Difference in the Teaching Competence of Distance Education Student Teachers based on Gender

Study Variable	Background Variable	Subsamples	N	Mean	S.D	't' value	Level of Significance
Teaching Competence	Gender	Male	444	94.26	11.61	0.355	Not Significant
		Female	556	94.01	11.09		

In order to find out the significant difference in teaching competence of distance education student teachers based on gender, the mean, standard deviation and 't' values were computed. The mean value of the male and female student teachers are found to be 94.26 and 94.01 respectively and the 't' value is 0.355. The obtained 't' value 0.355 is lesser than the Table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the teaching competence between the male and female of distance education student teachers.

Hypothesis 3: There is no significant difference in the teaching competence between the rural and urban resident distance education student teachers.

Table 3: Mean Difference in the Teaching Competence of Distance Education Student Teachers based on Residential Area

Study Variable	Background Variable	Subsamples	N	Mean	S.D	't' value	Level of Significance
Teaching Competence	Residence	Rural	488	94.38	11.75	0.697	Not Significant
		Urban	512	93.88	10.90		

In order to find out the significant difference in teaching competence based of distance education student teachers based on residential area, the mean, standard deviation and 't' values were computed. The mean value of the rural and urban distance education student teachers are found to be 94.38 and 93.88 respectively and the 't' value is 0.697. The obtained 't' value 0.697 is lesser than the Table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there no is significant difference in the Teaching competence between the rural and urban distance education student teachers.

Hypothesis 4: There is no significant difference in the teaching competence between the UG and PG qualified distance education student teachers.

Table 4: Mean Difference in the Teaching Competence of Distance Education Student Teachers based on Educational Qualification

Study Variable	Background Variable	Subsamples	N	Mean	S.D	't' value	Level of Significance
Teaching Competence	Educational Qualification	UG	535	94.24	11.60	0.371	Not Significant
		PG	465	93.98	11.00		

In order to find out the significant difference in teaching competence based on educational qualification of the distance education student teachers, the mean, standard deviation and 't' values were computed. The mean value of the UG and PG qualified distance education student teachers are found to be 94.24 and 93.98 respectively and the 't' value is 0.371. The obtained 't' value 0.371 is lesser than the Table value at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the teaching competence between the UG and PG educational qualified distance education student teachers.

Hypothesis 5: There is no significant difference in the teaching competence of distance education between the arts and science subject Student teachers.

Table 5: Mean Difference in the Teaching Competence of Distance Education Student Teachers based on Subject Specialization

Study Variable	Background Variable	Subsamples	N	Mean	S.D	't' value	Level of Significance
Teaching Competence	Subject Specialized	Arts	468	94.08	11.54	0.098	Not Significant
		Science	532	94.15	11.14		

In order to find out the significant difference in teaching competence of distance education student teachers based on subject specialization, the mean, standard deviation and 't' values were computed. The mean value of the Arts and science subject student teachers re found to be 94.08 and 94.15 respectively and the 't' value is 0.098. The obtained 't' value 0.098 is lesser than the Table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is no significant difference in the teaching competence between the arts and science subject distance education student teachers.

Major Findings:

- ✓ The level of teaching competence of distance education student teachers is average.
- ✓ Significant difference was not found in the teaching competence between the male and female distance education student teachers.
- ✓ Significant difference was not found in the teaching competence between the rural and urban resident distance education student teachers.
- ✓ Significant difference was not found in the teaching competence between the UG and PG qualified distance education student teachers.
- ✓ Significant difference was not found in the teaching competence of distance education between the arts and science subject Student teachers.

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