

Effectiveness of Training in Teaching Competency of Primary School Teachers

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Abstract

The present study aimed to know the effect of training of primary school teachers on their teaching competency. The study was of descriptive nature. Three hundred primary school teachers were taken as sample of the study. To measure teaching competency of primary school teachers General Teaching Competency Scale (GTCS) by B.K. Passi and M.S. Lalitha was administered. Data were analysed by using F-test and t-test. The results showed that in all the categories of trained teachers were more competent in teaching than teachers had no training. The present study suggests that it is essential to recruit only trained teachers in the schools and the training program of this type (pre-service and in-service) should be continue to enhance the teaching competency.

Keywords

Teaching Competency

Introduction

Education is a process of growth. The school as the most important agency of the education, directs the pupil's activities through its teacher. The most vital need are competent teachers who are interested in the welfare of the students.

The term competency encompasses many identifiable individual behaviors or skills that can be specified in the behavioral term and recommends the observable demonstration of a composite of the specific skills and knowledge. 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."

However, the term teaching competency as defined by Singh (2002) revealed that teaching competency would mean effective performance of all observable teacher behaviours that bring about desired pupil outcomes. Thus, in the competencies for teaching system, competency is used to describe professional ability, including both the ability to perform specific teaching functions and the ability to demonstrate acquire knowledge and higher-level conceptualizations. Under competencies some important activities are given for teachers related to planning, presentation, closing, evaluation and managerial aspects of teaching competency. Therefore, a teacher should

- Identify facts, concepts, principles in a school subjects and achieve perfect mastery techniques, and strategies for teaching the content. Conduct content analysis of the subject for meaningful teaching in the classroom.
- Know how to present the subject.
- Select, develop and use the existing material as per subject needs and use effectively the classical teaching learning materials like the blackboard, chart, models etc.
- Have the competencies of preparation, selection and use of evaluation tools and tests and identify students needed for remedial teaching programmes.
- Communicate the needs, problems and possible solutions relating to teaching discipline etc. to the headmaster and learn concept of budgeting of time, space and resources for providing optimum learning and teaching.

Teachers play a vital role in teaching learning process upon whose competency and efficiency the standard of education depends. But in India at primary level, World Bank (1997) reports "Many teachers often have little understanding of the material they teach, possess few teaching skills, and poorly motivated-qualities

reflected in primary students' learning achievement. Thus to increase the effectiveness of teaching force and achieve MLL (Minimum Levels of Learning) by children is the challenge of the next decade". So there is a need of raising the teaching competency of primary school teachers and also knowing the factors which are related with teaching competency.

Related Review

Yogendra Kumar and Rattan Lal (1980), Jangira and Mattoo (1981), Chathley (1984), Thakkar (1985), Kalyanpurkar (1986), Rajameenakshi (1988), Kaur (1988), Singh (1989), Gor (1992) and Shrestha (2003) reported that microteaching significantly improved teaching competency. Mishra (2007), Rana (2013) and Fakhra Aziz and Mahar Muhammad Saeed Akhtar (2014) concluded that trained teachers were more competent than teachers having no training. While Das (1997) found no significant difference between trained and untrained teachers. Therefore, the research findings indicate the need for the knowing the effect of training on teaching competency of primary school teachers.

Research Objective

To know the effect of training of primary school teachers on their teaching competency.

Hypothesis

In order to fulfill the objective of the study null hypothesis was formulated.

There is no significant difference in the teaching competency of primary school teachers on the basis of their trainings.

Methodology

Population and Sample

The present study was conducted through descriptive method. The population of the study was primary school teachers who were working in government and private unaided primary schools. The random sampling technique was adopted to select the schools. All the teachers of selected schools were taken as sample of the study. The sample comprised of 300 primary school teachers. Out of 300 teachers, 121 teachers had B.T.C training, 72 had B.Ed. training and only 3 teachers had L.T. training while the remaining 104 teachers were untrained.

Data Collection Tool

To measure teaching competency of primary school teachers, “General Teaching Competency Scale (GTCS)” constructed and standardized by B.K. Passi and M.S. Lalitha (1994) was used to measure teaching competency of primary school teachers. The scale has 21 items related to five major aspects of classroom teaching namely planning, presentation, closing, evaluation and managerial. It is a 7 point rating scale in which each item ranging from ‘1’ for ‘Not at all’ to ‘7’ for ‘very much’.

Reliability

This is an observation tool, the more appropriate type of reliability is the inter-observer reliability. This scale has been used for doctoral research (Joshi, 1977; Passi, 1977) and the reported inter observer reliability coefficient range from 0.85 to 0.91.

Validity

The scale has content and factorial validity.

Statistical Techniques

The data was analysed by using F-test (ANOVA) and t-test.

Results and Discussion

Means and standard deviation of teaching competency scores of four groups of primary school teachers classified as B.T.C., B.Ed., L.T. trained and untrained teachers has been presented in table-1. When the obtained mean scores of four groups of primary school teachers were analysed, it was observed that obtained mean scores of B.T.C., B.Ed., L.T. trained and untrained teachers were 103.75, 111.73, 107.66 and 92.10 respectively. This indicates that teaching competency of B.Ed. trained teachers were better than the B.T.C. trained, L.T. trained and untrained teachers.

Table 1 : Mean and Standard Deviation of Teaching Competency Scores of Primary School Teachers Classified According to their Type of Training

Aspects of Teaching Competency	B.T.C. Trained Teachers (N=121)		B.Ed. Trained Teachers (N=72)		L.T. Trained Teachers (N=03)		Untrained Teachers (N=104)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Planning	15.11	3.55	17.45	3.59	14.66	0.57	15.41	2.66
Presentation	57.10	13.88	61.09	11.98	61.66	6.02	47.67	11.82
Closing	9.57	1.93	10.38	1.69	9.66	0.57	9.40	1.64
Evaluation	10.10	2.02	10.22	1.71	9.33	2.08	8.88	1.66
Managerial	11.85	1.52	12.01	1.46	12.33	0.57	10.73	1.80
Overall Teaching Competency	103.75	21.09	111.73	18.70	107.66	8.50	92.10	15.86

Table-2 shows that one way ANOVA of teaching competency scores of the primary school teachers differed significantly on the different aspects of of teaching competency and also for overall teaching competency. As F was significant ‘t’ test was employed to find out significance of difference between the pairs of groups.

Table 2 : One Way ANOVA of Teaching Competency Scores of Primary School Teachers Among the Four Groups Based on Type of Training (B.T.C., B.Ed., L.T. Trained and Untrained Teachers)

Aspects of Teaching Competency	Sum of Squares (ss)		Mean Squares (ms)		‘F’ (df=3,296)
	Between	Within	Between	Within	
Planning	273.89	3166.14	91.29	10.69	8.53**
Presentation	8922.84	47823.47	2974.28	161.56	18.40**
Closing	45.02	932.32	15.00	3.15	4.76**
Evaluation	109.26	995.33	36.42	3.36	10.83**
Managerial	98.24	768.72	32.74	2.59	12.61**
Overall Teaching Competency	17441.27	104317.10	5813.76	352.42	16.49**

*Significant at 0.01 level of confidence

Table-3 indicates the significant difference in the mean of teaching competency scores of B.T.C. and B.Ed. trained primary school teachers. Data of table shows that both the groups (B.Ed. and B.T.C. trained) of teachers differed from each other in case of overall teaching competency and aspects planning, presentation and closing. It is clear from the findings that B.Ed. trained teachers had shown better planning, classroom presentation, closing and overall teaching competency than B.T.C. trained teachers.

Table 3 : Significant Difference in the Mean of Teaching Competency Scores of B.T.C. and B.Ed. Trained Primary School Teachers

Aspects of Teaching Competency	B.T.C. Trained Teachers (N=121)		B.Ed. Trained Teachers (N=72)		t-Values (df=191)
	Mean	S.D.	Mean	S.D.	
Planning	15.11	3.55	17.45	3.59	4.41**
Presentation	57.10	13.88	61.09	11.98	2.02*
Closing	9.57	1.93	10.38	1.69	2.94**
Evaluation	10.10	2.02	10.22	1.71	0.40
Managerial	11.85	1.52	12.01	1.46	0.68
Overall Teaching Competency	103.75	21.09	111.73	18.70	2.65**

* Significant at 0.05 level of confidence. ** Significant at 0.01 level of confidence

Table-4 Presents the significant difference in the mean of teaching competency scores of B.T.C. and L.T. trained primary school teachers. On comparing the mean of teaching competency scores of B.T.C. and L.T. trained primary school teachers, it was found that B.T.C. and L.T. trained teachers had almost similar overall teaching competency and aspects of teaching competency.

Table 4 : Significant Difference in the Mean of Teaching Competency Scores of B.T.C. and L.T. Trained Primary School Teachers

Aspects of Teaching Competency	B.T.C. Trained Teachers (N=121)		L.T. Trained Teachers (N=03)		t-Values (df=122)
	Mean	S.D.	Mean	S.D.	
Planning	15.11	3.55	14.66	0.57	0.21
Presentation	57.10	13.88	61.66	6.02	0.56
Closing	9.57	1.93	9.66	0.57	0.07
Evaluation	10.10	2.02	9.33	2.08	0.65
Managerial	11.85	1.52	12.33	0.57	0.53
Overall Teaching Competency	103.75	21.09	107.66	8.50	0.32

Table 5 indicates the significant difference in the mean of teaching competency scores of B.T.C. trained and untrained primary school teachers. Data displayed in the table reveals that untrained teachers were less competent than those who had B.T.C. training on overall teaching competency and presentation, evaluation, managerial aspects of teaching competency.

Table 5 : Significant Difference in the Mean of Teaching Competency Scores of B.T.C. Trained and Untrained Primary School Teachers

Aspects of Teaching Competency	B.T.C. Trained Teachers (N=121)		Untrained Teachers (N=104)		t-Values (df=122)
	Mean	S.D.	Mean	S.D.	
Planning	15.11	3.55	15.41	2.66	0.70
Presentation	57.10	13.88	47.67	11.82	5.43**
Closing	9.57	1.93	9.40	1.64	0.72
Evaluation	10.10	2.02	8.88	1.66	4.09**
Managerial	11.85	1.52	10.73	1.80	5.08**
Overall Teaching Competency	103.75	21.09	92.10	15.86	4.61**

** Significant at 0.01 level of confidence.

Table-6 presents the significant difference in the mean of teaching competency scores of B.Ed. and L.T. trained primary school teachers. From the analysis of the significant difference in the mean of teaching competency scores of B.Ed. and L.T. trained primary school teachers, it can be concluded that there was no significant difference between the mean scores of B.Ed. and L.T. trained primary school teachers on overall teaching competency and aspects of teaching competency.

Table 6 : Significant Difference in the Mean of Teaching Competency Scores of B.Ed. and L.T. Trained Primary School Teachers

Aspects of Teaching Competency	B.Ed. Trained Teachers (N=72)		L.T. Trained Teachers (N=03)		t-Values (df=73)
	Mean	S.D.	Mean	S.D.	
Planning	17.45	3.59	14.66	0.57	1.33
Presentation	61.09	11.98	61.66	6.02	0.08
Closing	10.38	1.69	9.66	0.57	0.73
Evaluation	10.22	1.71	9.33	2.08	0.87
Managerial	12.01	1.46	12.33	0.57	0.37
Overall Teaching Competency	111.73	18.70	107.66	8.50	0.37

Table-7 shows the significant difference in the mean of teaching competency scores of B.Ed. trained and untrained primary school teachers. The table reveals that in respect to different aspects as well as overall teaching competency, the B.Ed. trained teachers were found to have significantly high teaching competency in comparison to the untrained teachers.

Table 7 : Significant Difference in the Mean of Teaching Competency Scores of B.Ed. Trained and Untrained Primary School Teachers

Aspects of Teaching Competency	B.Ed. Trained Teachers (N=72)		Untrained Teachers (N=104)		t-Values (df=174)
	Mean	S.D.	Mean	S.D.	
Planning	17.45	3.59	15.41	2.66	4.33**
Presentation	61.09	11.98	47.67	11.82	7.36**
Closing	10.38	1.69	9.40	1.64	3.86**
Evaluation	10.22	1.71	8.88	1.66	5.17**
Managerial	12.01	1.46	10.73	1.80	5.00**
Overall Teaching Competency	111.73	18.70	92.10	15.86	7.49**

** Significant at 0.01 level of confidence.

Table-8 indicates the significant difference in the mean of teaching competency scores of L.T. trained and untrained primary school teachers. The comparison in the mean of teaching competency scores of L.T. trained and untrained primary school teachers presented that L.T. trained primary school teachers had scored significantly higher mean scores in comparison to untrained teachers on presentation aspect of teaching competency.

Table 8 : Significant Difference in the Mean of Teaching Competency Scores of L.T. Trained and Untrained Primary School Teachers

Aspects of Teaching Competency	L.T. Trained Teachers (N=03)		Untrained Teachers (N=104)		t-Values (df=105)
	Mean	S.D.	Mean	S.D.	
Planning	14.66	0.57	15.41	2.66	0.48
Presentation	61.66	6.02	47.67	11.82	2.03*
Closing	9.66	0.57	9.40	1.64	0.27
Evaluation	9.33	2.08	8.88	1.66	0.45
Managerial	12.33	0.57	10.73	1.80	1.53
Overall Teaching Competency	107.66	8.50	92.10	15.86	1.68

** Significant at 0.05 level of confidence.

The finding reveals that the B.Ed. trained teachers were more competent than B.T.C. trained and untrained teachers on the planning aspect of teaching competency. The reasons for this may be that objectives of the lesson would be clearly stated, relevant and attainable. Selected content would be accurately, logically and psychologically organized. Audio-visual material would be suited to both the students and the content and would be necessary for attaining the objectives.

Further B.T.C., B.Ed. and L.T. trained teachers were better than untrained teachers on presentation aspect. The causes behind this finding may be that device or technique while introducing the lesson would be appropriate, questions would be well structured and adequate in number, concepts and principles would be

explained with the help of appropriate vocabulary, concluding and fluent statements, concepts and principles would be illustrated with the help of relevant and interesting examples.

As finding indicates that B.T.C. and B.Ed. trained teachers were better than untrained teachers on the closing, evaluation and managerial aspects of teaching competency. Possibly, B.T.C. and B.Ed. trained teachers would consolidate main points of the lesson and link present knowledge with past and future knowledge. They recognized attending behaviour of pupils, asked questions for feedback, repeated or reteached with the help of more audio-visual aids, simple and interesting examples and rewarded pupils attending behaviour. Their classroom discipline was also maintained.

The other reasons of superiority of trained teachers may be

that teacher training has influenced very effectively to teaching competency. The reasons for this may be that in academic courses a person becomes familiar only with the theoretical aspects of the subject, whereas teaching is practical aspect, having different methods, techniques, strategies and tactics, which can not be learnt without training. In the training period a person knows 'how to teach' or 'how to present knowledge of the subject matter'. The trained teachers present their lesson according to psychology of students. The training institutes develop all the skills which makes a teacher competent.

The findings of the results show that training produced significant relation with teaching competency of the teachers. Thus, this finding is in accordance with the Yogendra Kumar and Rattan Lal (1980), Jangira and Mattoo (1981), Chathley (1984), Thakkar (1985), Kalyanpurkar (1986), Rajameenakshi (1988), Kaur (1988), Singh (1989), Gor (1992) and Shrestha (2003) reported that microteaching significantly improved teaching competency. Mishra (2007), Rana (2013) and Fakhra Aziz and Mahar Muhammad Saeed Akhtar (2014) also concluded that trained teachers were more competent than teachers having no training. While the findings of present study are not in line of logic of Das (1997) who found no significant difference between trained and untrained teachers. Therefore, the hypothesis. "There is no significant difference in the teaching competency of primary school teachers on the basis of their trainings" is rejected.

Educational Implications

As training had emerged as one of the relative factor of teaching competency. Therefore, it is essential to recruit only trained teachers in the schools. The teacher's training should be more effective. In the training (Pre-service and in-service) programmes priorities for teaching competency should be given. The pre-service training should acquaint the trainees with problems related students, school and society and prepare them to deal with problems effectively. Trainees should identify curricular and co-curricular activities that would develop teaching competency. Education department should organise different in-service training programmers of primary teachers i.e. refresher courses, seminars and workshops. Training during vacations or regular seminars should be organised regularly to make the teachers conversant with the latest innovations and methods of subject matter and solve their subject problems also. In the training period, trainees should be interested in learning each skills of teaching which can not be achieved without their interest and practices.

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