

Construction and Standardization of “Teaching Competency Scale (TCS) of Prospective Teachers”

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Abstract

In the present article creation and consistency of the Teaching Competency Scale (TCS) for the Prospective Teachers for the research work has been discussed. By using the SPSS “Cronbach’s Alpha” technique was used to find out the reliability of the tool and finally out of 60 statements, 59 statements were retained in the final study. The face and content validity were found out with the help of the field experts.

Keywords: *Teaching Competency, Prospective Teachers.*

Introduction

Teaching is continuous process involving the teaching competency of the teacher and the classroom interaction between the teacher and the students. It is the fundamental and basic task to be carried out by the teacher. Teaching Competency is one of the vital factor influencing teaching learning process which sustain attention, create interest, curiosity, helps them to recall, improves one’s understanding ability and develops application skills of the students. It is described as one’s ability and a measure of one’s performance. The success of any education begins from the qualitative improvement of the teacher’s teaching competency and the competency skills development. The educator progress begins with the training of the teacher, which continues throughout the teaching career. If a competent teacher is prepared to always learn and enhance his teaching competency skills, the desirable teaching learning outcome can be attained by the students to a great extent.

The world is shifting rapidly, the factors influencing the quality of Educational field is also changing in terms of updated theoretical knowledge, techno pedagogical knowledge and classroom management. The modern theoretical concept of classroom management, latest teaching methods and techno pedagogical knowledge of the teachers can also reflect on the classroom environment and refining the existing teaching learning process. Enhancement of communication skill is also very important for a teacher to communicate with the student, colleagues, and Office staff, Head of the Institutions and parents of the students studying in their classroom. The teaching competencies can be enhanced by identifying student learning needs and interests according their age, level of study, subject matter given in the text books, available time, preparing lesson plans, preparing and using the teaching aids relevant to the topics to be covered in the class, providing learning experiences inside and outside the classroom environment, motivating the students to learn and participate in the activities pertinent to studies, conducting regular test, providing feedback, having a record of the students’ performance in academic and nonacademic activities. Teaching skill is an important factor in solving most educational problems (Shashi Shukla, 2014).

The quality of Teacher education in improving the standard of school Education plays a key role in the present scenario. The teaching competency and skills of the professional teachers help the learners to team up with good decisions, control their time effectively, react to one another, and decide the right contact strategy at the right time (Olga Nessipbayeva, 2012).

The restructuring teaching profession has been a main public discussion by creating a new change in the educational system. The different reorganization activities which took place on the Teacher Training system have made it difficult to get consistency in teacher education which will improve the basic instruction competencies (Suleyman Sadi Seferoglu, -2005).

Need and Significance of the study.

As per the NCTE norms, the duration of the B.Ed., course has been increased two years from 2015 onwards. As part of the B.Ed. program, students are sent for teaching practice for four months. In this professional training period, students should develop their social relations with peer groups, teachers, and their parents. It will help to achieve their goals and also it will develop their leadership skills.

Teachers in the 21st century are considered to have a wide range of teaching skills to meet the needs of the students. These competencies are used to make appropriate use of teaching skills in teaching and learning activities and to meet the needs of the students and to position themselves as excellent teachers.

Thereby, on understanding the changing scenario of educational process and new requirements of the teaching learning process, assessment of teaching competency of the student teachers undergoing teaching prospective teachers was felt by the investigator.

As no standardized tool was available, the teaching competency scale was constructed and standardized by the investigator for assessing the teaching competencies of the prospective teachers.

Conceptual framework of teaching competency of Prospective Teachers:

B.K.Passi and M.S.Lalitha defined that the teaching competency is effective performance of all observable teachers' behavior that brings about desired novice effects. Competencies are the composite skills, manners, or acquaintance that can be demonstrated by the learner and desired from explicit conceptualization of the favored outcomes of learning competencies through measurement of student learning through direct examination of the learners' behavior Halls & Jones (1976).

Definition of key terms used in this study

Teaching Competency: Teaching Competencies are the knowledge and skills acquired by the teacher that enable them to be flourishing in shipping out the teaching learning process in an successful way. To maximize the effectiveness of students learning, active participation with interest and enhance the expected learning outcomes, teachers must have expertise in a wide-ranging array of competencies in an especially complex situation where hundreds of serious decision have to be taken independently and based upon the instructions received from the Head of the Institutions every day.

Teaching competencies of the prospective teachers:

The investigator defines the "teaching competencies as the knowledge and skills acquired by the student-teacher during the teaching practice gathering".

Prospective Teachers: Prospective Teachers are those Student teachers who study B.Ed., second year in B.Ed., Colleges of Education.

Review of Related Literature:

Abdul, R. H., Mohd. Najib Ghafar and Lily Ting Hwa Li (2010) did a research work for studying the 'Teaching Competency Testing among Malaysian School Teachers'. This study reveals that all the teachers were skilled and there exist a significant relationship of gender, teaching experience, and specialization with their competency, whereas, academic qualification had found no significant influence on their teaching skill.

Kulkarni, U K (2011) did a research work for studying the "Relationship between teaching competency and attitude towards teaching of B. Ed trained teachers working on upgrading primary schools" The result of the study revealed a positive significant correlation between teaching competency and attitude towards teaching of male/female, rural/urban B. Ed trained teachers working on upgrading primary schools.

Sharbain, Islam H. Abu & Tan Kok (2012), conduct a study on "Pre-service Teachers' level of competence and their attitudes towards the teaching profession". The results found that the teachers' competency level had correlated strongly with their attitudes before and after training. The result has implication for teacher education program to uphold both skill and positive attitudes of pre-service teachers.

Ganaie, MY and Mudasir, Hafiz (2014) did a comparative study of teaching competency of secondary school teachers in district Srinagar. The study revealed that male secondary school teachers showed better teaching competency compared to female secondary school teachers.

Chauhan, Reeti and Gupta, Pratibha (2014) did a research work entitled "A study of teaching competency among teachers at secondary school level in Ghaziabad district." The outcomes indicate that the competency of female teachers is higher than the male teachers working in secondary schools. It was found that the competency of urban teachers is higher than the rural competency of experienced teachers is higher than inexperienced teachers but their competency has been found negligible positive.

Gokalp, Murat (2015), did a research work for studying the "Investigating classroom teaching competencies pre-service Elementary Mathematics teachers". The finding shows a significant and positive relationship between the sub-dimensions of pre-service teachers' teaching competencies. But a significant difference was found in competency scores in terms of different grade levels.

METHODOLOGY ADOPTED FOR THIS STUDY

DESCRIPTION OF THE TOOL

After review of related literature, the investigator found out that there were no standardized tools for assessing teaching competency of the prospective teacher.

Description of the teaching competency scale of prospective teachers:

With the help of extensive literature and the research supervisor, the research scholar selected 5 dimensions to construct the tool for assessing the teaching competency of the prospective teachers. The investigator constructed this tool on the basis of the literature review with regard to teaching competencies of the Prospective teachers and its dimensions are Personal efficiency, Organizing the curriculum, Effective teaching practices, Effective use of teaching aids, and Fostering a conducive environment for learning. Totally 59 statements were finalized on the basis of the dimensions of teaching competency. Dimensions of teaching

competency of prospective teachers: The teaching competency scale for prospective teachers consists of five dimensions, namely, Personal efficiency, Organizing the curriculum, Effective teaching practices, Effective use of teaching aids, and Fostering a conducive environment for learning. The 60 statements were arranged according to the dimensions such as Personal efficiency has fifteen (15) statements, Organizing the curriculum has 10 statements, Effective teaching practices has twenty (20) statements, Effective use of teaching aids has eight (8) statements, and Fostering a conducive environment for learning have seven (7) statements (table 1).

TABLE 1. DIMENSIONS - WISE DISTRIBUTION OF SELECTED ITEMS IN TEACHING COMPETENCY OF PROSPECTIVE TEACHERS.

S.No.	dimension	questionnaire	overall
1.	Personal efficiency	1-15	15
2.	Organizing the curriculum	16-25	10
3.	Effective teaching practices	26-45	20
4.	Effective use of teaching aids	46-53	8
5.	Fostering conducive environment for learning	54-60	7

Personal efficiency: The prospective teachers are expected to establish a strong trust bond between the head of the institution, fellow teachers, students, parents, and other stakeholders. The credibility matter must show the highest reading so that a strong influence on the students and others is possible so as to bring out the expected outcomes. The values of prospective teachers will have a strong influence; especially on the students. Character such as humanity, understanding, and the capability to guidance and offer corrective measures will have a strong impact on the students.

Organizing the curriculum: Defining the expected outcomes is the primary step in the process of effective learning. Once the outcome is defined, it is easy to totally rivet the entire teaching-learning process around it. The prospective teacher is expected to demonstrate thorough knowledge in the subject and prepare material diligently to support the learning. “Known to unknown” and “simple to complex” be the common policy for useful learning. Organizing the curriculum in tune with the rules stated will enable you to attain the set goals of learning.

Effective teaching practices: completing the syllabus and making the students exam-ready is the central goal for many teachers. However, understanding the background of the students, learning their interests and goals needs to be a prerequisite for designing the learning process. Behind and helping students to set significant goal will help them get fully involved in the process. Locale short, middle, and durable goals will help them work towards their goals in a meaningful way. Understanding the same, it becomes easy for the faculty to organize the teaching material accordingly.

Effective use of teaching aids: delivering the curriculum in an impactful manner requires strong uses of teaching aid skills on the part of the prospective teachers. The prospective teachers need to constantly inspire and motivate students to attain the expected outcomes. The teacher remains the central source of power from which the students draw energy during and after the course completion.

Fostering a conducive environment for learning: it is the responsibility of the faculty to effectively use the physical environment. Team and social responsibility need to be installed in the students as these values are relegated to the back seat in the current scenario. A climate that promotes fairness and mutual respect make learning a joyful and meaningful experience for the students. Establish the exact classroom regulations and actions will make all process sail easily.

Scoring Procedure: The tool consists of 60 statements that reflected the teaching competency of the prospective teachers. The respondents were asked to put a tick (√) mark against each statement under one of the three responses such as always, sometimes, and never. Each item has scored as 3 always, 2 sometimes, and 1 for never for all the favorable statements. The teaching competency scale of prospective teachers’ score of the subject gives the sum total of statement scores of all the 3 subscales. As a result, the range of scores is high from 1 to 180, showing the higher score of teaching competency of prospective teachers.

Reliability: A reliability coefficient measures the accuracy of a test or measuring instrument obtained by measuring the 130 responses by using the SPSS to find out the item total Cronbach’s alpha correlation of the 130 individuals screened twice and computing the correlation by the Cronbach’s alpha method. Therefore, the reliability, value is 0.964.

TABLE 2. STATEMENT ANALYSIS FOR TEACHING COMPETENCY SCALE OF PROSPECTIVE TEACHERS AND SELECTION OF STATEMENTS FOR FINAL STUDY.

Q.No	Item Total Correlation Screening - I	Item Total Correlation Screening - II	Item selected for final study
1	0.490	0.489	selected
2	0.599	0.599	selected
3	0.381	0.381	selected
4	0.462	0.463	selected
5	0.570	0.568	selected
6	0.434	0.434	selected
7	0.570	0.569	selected
8	0.574	0.574	selected
9	0.584	0.583	selected
10	0.352	0.353	selected
11	0.396	0.395	selected
12	0.459	0.456	selected
13	0.583	0.582	selected
14	0.429	0.431	selected
15	0.521	0.521	selected
16	0.495	0.496	selected
17	0.606	0.604	selected
18	0.533	0.533	selected
19	0.537	0.536	selected
20	0.509	0.508	selected
21	0.527	0.526	selected
22	0.553	0.551	selected
23	0.526	0.526	selected
24	0.690	0.690	selected
25	0.630	0.629	selected
26	0.681	0.680	selected
27	0.519	0.519	Selected
28	0.670	0.670	Selected
29	0.577	0.575	Selected
30	0.578	0.576	Selected
31	0.523	0.522	Selected
32	0.563	0.562	Selected
33	0.738	Item Removed	Item Removed
34	0.595	0.593	Selected
35	0.630	0.628	Selected
36	0.478	0.482	Selected
37	0.572	0.572	Selected
38	0.613	0.613	Selected

39	0.614	0.613	Selected
40	0.599	0.596	Selected
41	0.601	0.600	Selected
42	0.548	0.549	Selected
43	0.601	0.600	Selected
44	0.609	0.609	Selected
45	0.510	0.509	Selected
46	0.568	0.570	Selected
47	0.622	0.621	Selected
48	0.596	0.597	Selected
49	0.489	0.491	Selected
50	0.488	0.490	Selected
51	0.477	0.480	Selected
52	0.576	0.575	Selected
53	0.582	0.581	Selected
54	0.484	0.484	selected
55	0.505	0.503	selected
56	0.571	0.570	selected
57	0.585	0.586	selected
58	0.606	0.604	selected
59	0.633	0.633	selected
60	0.494	0.495	selected

Validity

Validity was established by circulating the roughly drafted teaching competency scale and carrying out all the suggestions specified by the Research experts in the field of Education.

Table 3 indicates the Dimension-wise details of the finalized tool.

TABLE 3. DIMENSIONS- WISE DISTRIBUTION OF SELECTED ITEMS IN TEACHING COMPETENCY OF PROSPECTIVE TEACHERS AND SELECTION OF STATEMENTS FOR FINAL STUDY.

S.No.	dimension	questionnaire	overall
1.	Personal efficiency	1 - 15	15
2.	Organizing the curriculum	16 - 25	10
3.	Effective teaching practices	26 - 44	19
4.	Effective use of teaching aids	45 - 52	8
5.	Fostering conducive environment for learning	53 - 59	7

Conclusion and discussion

The construction and standardization of the scale was found to be highly reliable and valid to measure the teaching competency of the prospective teachers towards the mentor. Hence, the standardized scale can be used for the main study by the investigator to measure the extent level of attitude of prospective teachers towards their mentor.

Teachers' education should be modified so that all teachers have the knowledge of the subject, competencies, to accommodate all aspects of the teacher's activities. Teachers have to understand their new role and the need for acquiring new competencies for the demand of our educational development. Teaching Competency leads the teacher to the path of success in the teaching profession. It also leads them to go forward to fulfill their objectives in a proper way for the all-round development of a student. Teachers

should receive regular in-service training which will allow them to develop themselves in teaching effectiveness and teaching competency.

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