Effect Of B.Ed. Programme On The Teaching Competence Of Prospective Teachers In Relation To Teaching Aptitude

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ABSTRACT

The Study was intended to investigate the effect of B.Ed. Programme on the Teaching Competence of Prospective Teachers in relation to their Teaching Aptitude. The study was conducted on 126 B.Ed. students. The experiment started with pre-test in first teaching practice, continued with exposure to B.Ed. Programme and concluded with post-test. General Teaching Competency Scale (2009) by Passi & Lalitha and Teaching Aptitude Test (2009) by Gakhar & Rajnish were used to collect data. Teaching Competence of Prospective Teachers has improved significantly as a result of exposure to B.Ed. programme. Group of Prospective Teachers having high Aptitude acquired more Teaching Competence as compared to group of Prospective Teachers having low Aptitude.

Key Words: Prospective Teachers, Pre-test, Post-test, Teaching Competence, Teaching Aptitude

Teaching is very important profession. It helps in nation building, manpower planning and human resource development. It is a skilled job and requires proper preparation and training. People entering this procession need to have appropriate personality traits and teaching competence so that they are able to play their role effectively.

TEACHING COMPETENCE:

Barr (1952) opined that, "Teacher basic competencies imply his role (a) as a director of learning (b) as a friend and counselor of pupils (c) as a member of group professional workers (d) as a citizens participating in various community activities". Snyder & Drummand (1988) defined competency as a complex set of relationship between one's intent and performances.

Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blasé & Blase, 2006). Good teaching depends on:

- Knowledge and technical competence in his/her area of specialization;
- Basic pedagogical knowledge and teaching skills;
• Positive attitude towards teaching profession;
• Knowledge of the subject and teaching resources;
• Critical thinking and problem solving skills;
• Knowledge of students and their learning; and
• Teaching and communication skills

Teachers’ training and professional development are considered essential mechanisms for deepening teachers’ content knowledge and developing their teaching practices in order to teach to high standards. A Teachers training programme is not effective if it does not help in developing the necessary skills in the trainees. So teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

Passi & Lalitha (1976) has given the following list of Teaching Skills in his book “Becoming Better Teacher; Micro-teaching Approach”: Writing instructional objectives, Introducing a lesson, Fluency in questioning, Probing questioning, Explaining, Illustrating with examples, Stimulus variation, Silence and non-verbal cues, Reinforcement. Increasing pupil participation, Using black board, Achieving Closure, Recognizing attending behavior

According to Sharma (2004), meaning of various teaching skills has been given as follows: Set Inductions, Stimulus variation, Probing Questions, Illustration, Lecture, Skill of explaining, Use of blackboard, Closure, Use of A.V. aids, Skills for class management, Recognizing Attending Behavior.

Skills are a backward looking description, and describe what a person has learned to do in the past. Abilities are a present description, and describe what a person can do now, including things which were not explicitly learned skills. Aptitudes are a forward looking description, and describe skills a person has the ability to learn in the future.

TEACHING APTITUDE:

According to Freeman (1971), an aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work. Carroll (1973) stated that aptitude reflects not a predilection for proficiency but rather a potential rate of acquisition by older learners, under optimal conditions of motivation, opportunity, and quality of instruction. He stated that although aptitude remains constant, the role played by aptitude in achievement can vary as the other variables vary. According to Aggarwal (1996), an aptitude is a set of conditions or set of characteristics as indicative of one’s potentialities of success or failure in a course or job or vocation. Lohithakshan (2002), Aptitude is a set of characteristics which is indicating the capacity to develop proficiency in some skills or subjects, after adequate training.

So the knowledge of individual's aptitude helps us to predict his future success in a particular field of activity, with appropriate training or experience. So it is safer to conclude that the aptitude of an individual at a particular moment is in all probability, dependent upon heredity and environment both.

REVIEW OF LITERATURE

Studies related to effect of teaching practice on Teaching Competence/Teacher Effectiveness

Bawa (1984) conducted a study and concluded that exposure to integration-based instruction helped teachers to increase their ability to integrate various teaching skills effectively. The integration instruction group not only consolidated its teaching competence but also
improved upon it. It did so in a significantly more effective manner as compared to those who taught on their own.

Shukla (2010) conducted an experimental study on one college of education affiliated to Gujarat University and found that student teachers having practice teaching of micro lessons are better than that of student teachers having practice teaching of simulated lessons.

Bolarfinwa (2010) concluded that teaching practice has never been a waste of time rather it has helped to inculcate the professional traits in student teachers, preparing them for the real classroom and school situation.

Studies related to teaching competency/teacher effectiveness in relation to teaching aptitude.


OBJECTIVES

1. To check the effectiveness of B.Ed. Programme in Developing Teaching Competence of Prospective Teachers.
2. To study the significance of difference between high and low Teaching Aptitude groups in the acquisition of Teaching Competence.

HYPOTHESES

H₀₁ No significant difference exists in the pre-test and post-test scores of Teaching Competence of Prospective Teachers.
H₀₂ There will be no significant difference between high and low Teaching Aptitude groups of Prospective Teachers in the acquisition of Teaching Competence.

EXPERIMENTAL DESIGN OF THE STUDY

One-Group Pretest-Posttest Experimental Research Design was used. In the first phase pre-test of both Teaching Competence Scale and Teaching Aptitude Test was given to the group. In the second phase the group was exposed to treatment by B.Ed. Programme (Demonstration Lesson, First Teaching Practice, Discussion Lesson, and Second Teaching Practice). In the third phase the group was given post-test of Teaching Competence Scale. The analysis was carried out on the gain scores only.

CONTROL: The present study being experimental in nature need to control the effect of confounding variables. The analysis was carried out on the gain scores and the study was conducted on only one college of Education.
Schematic lay out of the design-

<table>
<thead>
<tr>
<th>Phase</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase-I (Pre-test)</td>
<td>1. Teaching Competence Scale.</td>
</tr>
<tr>
<td></td>
<td>2. Teaching Aptitude Test</td>
</tr>
<tr>
<td></td>
<td>B.Ed. Programme (Demonstration Lesson, First Teaching</td>
</tr>
<tr>
<td></td>
<td>Practice, Discussion Lesson, and Second Teaching</td>
</tr>
<tr>
<td></td>
<td>Practice).</td>
</tr>
<tr>
<td>Phase-II (Treatment)</td>
<td>Teaching Competence Scale.</td>
</tr>
<tr>
<td>Phase-III (Post-test)</td>
<td></td>
</tr>
</tbody>
</table>

PROCEDURES

The study was conducted over 126 B.Ed. students. Experiment started with Demonstration Lesson followed by First Teaching Practice, Discussion Lesson, and Second Teaching Practice. Pre-test was done in first teaching practice and post test was done in the end of second teaching practice. The Gain score (Post-test score – Pre-test Score) was used for research purpose.

TOOLS

1. General Teaching Competency Scale (2009) by Passi and Lalitha
2. Teaching Aptitude Test (2009) by Gakhar and Rajnish

RESULTS:

Table 1 Significant difference in the pre-test and post-test scores of Teaching Competence of Prospective Teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill of Planning (Pre test)</td>
<td>126</td>
<td>14.32</td>
<td>2.16</td>
<td>2.56*</td>
</tr>
<tr>
<td>Skill of Planning (Post test)</td>
<td>126</td>
<td>18.08</td>
<td>1.71</td>
<td></td>
</tr>
<tr>
<td>Skill of Presentation (Pre test)</td>
<td>126</td>
<td>36.59</td>
<td>3.34</td>
<td>3.68**</td>
</tr>
<tr>
<td>Skill of Presentation (Post test)</td>
<td>126</td>
<td>46.26</td>
<td>4.45</td>
<td></td>
</tr>
<tr>
<td>Skill of Closing (Pre test)</td>
<td>126</td>
<td>6.95</td>
<td>0.98</td>
<td>4.03**</td>
</tr>
<tr>
<td>Skill of Closing (Post test)</td>
<td>126</td>
<td>9.64</td>
<td>1.03</td>
<td></td>
</tr>
<tr>
<td>Skill of Evaluation (Pre test)</td>
<td>126</td>
<td>6.99</td>
<td>0.91</td>
<td>8.20**</td>
</tr>
<tr>
<td>Skill of Evaluation (Post test)</td>
<td>126</td>
<td>9.91</td>
<td>1.20</td>
<td></td>
</tr>
<tr>
<td>Managerial Skill (Pre test)</td>
<td>126</td>
<td>7.08</td>
<td>9.64</td>
<td>7.68**</td>
</tr>
<tr>
<td>Managerial Skill (Post test)</td>
<td>126</td>
<td>10.06</td>
<td>1.08</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.2 reveals that mean values for Skill of Planning pre test and pest test are 14.32 and 18.08 respectively. The value of t-ratio is 2.56, which is significant at 0.05 level of significance. Mean values for Skill of Presentation pre test and pest test are 36.39 and 46.26 respectively. The value of t-ratio is 3.68, which is significant at 0.01 level of significance. Mean values for Skill of Closing pre test and pest test are 6.95 and 9.64 respectively. The value of t-ratio is 4.03, which is significant at 0.01 level of significance. Mean values for Skill of Evaluation pre test and pest test are 6.99 and 9.91 respectively. The value of t-ratio is 8.20, which is significant at 0.01 level of significance. Mean values for Managerial Skill pre test and pest test are 7.08 and 10.06 respectively. The value of t-ratio is 7.68, which is significant at 0.01 level of significance. The mean values for all the post test scores are significantly more as compared to that of pre test. Hypothesis H01 which states that “No significant difference exists in the pre-test and post-test scores of Teaching Competence of Prospective Teachers” is thus rejected.

The Prospected Teachers have developed their teaching skills as a result of their exposure to B.Ed. programme. Teaching Competence of Prospective Teachers has thus improved significantly. This finding is well supported by the studies conducted by Bawa (1984) and Bolarfinwa (2010)

Table 2 Significance of difference between High and Low Teaching Aptitude groups of Prospective Teachers in the acquisition of Teaching Competence

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill of Planning (Low Teaching A</td>
<td>34</td>
<td>3.41</td>
<td>2.86</td>
<td>2.13*</td>
</tr>
<tr>
<td>Group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Planning (High Teaching</td>
<td>34</td>
<td>4.21</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td>Group)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Skill of Presentation (Low Teach</td>
<td>34</td>
<td>6.94</td>
<td>4.28</td>
<td>2.12*</td>
</tr>
<tr>
<td>ing Aptitude Group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Presentation (High Teach</td>
<td>34</td>
<td>11.41</td>
<td>3.74</td>
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<tr>
<td>ing Aptitude Group)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Closing (Low Teaching A</td>
<td>34</td>
<td>2.12</td>
<td>0.91</td>
<td>6.98**</td>
</tr>
<tr>
<td>Group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Closing (High Teaching</td>
<td>34</td>
<td>3.15</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>Aptitude Group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Evaluation (Low Teachin</td>
<td>34</td>
<td>2.24</td>
<td>1.26</td>
<td>2.07*</td>
</tr>
<tr>
<td>ging Aptitude Group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of Evaluation (High Teachi</td>
<td>34</td>
<td>3.50</td>
<td>0.99</td>
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<tr>
<td>ng Aptitude Group)</td>
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</tr>
</tbody>
</table>
Table 2 reveals that mean values of Skill of Planning for Low Teaching Aptitude Group and High Teaching Aptitude Group are 3.41 and 4.21 respectively. The t-ratio for them is 2.13, which is significant at 0.05 level. Mean values of Skill of Presentation for Low Teaching Aptitude Group and High Teaching Aptitude Group are 6.94 and 11.41 respectively. The t-ratio for them is 2.12, which is significant at 0.05 level. Mean values of Skill of Closing for Low Teaching Aptitude Group and High Teaching Aptitude Group are 2.12 and 3.15 respectively. The t-ratio for them is 6.98, which is significant at 0.01 level. Mean values of Skill of Evaluation for Low Teaching Aptitude Group and High Teaching Aptitude Group are 2.24 and 3.50 respectively. The t-ratio for them is 2.07, which is significant at 0.05 level. Mean values of Managerial Skill for Low Teaching Aptitude Group and High Teaching Aptitude Group are 2.47 and 3.74 respectively. The t-ratio for them is 5.78, which is significant at 0.01 level. The mean values for the High Teaching Aptitude Group are significantly more as compared to that Low Teaching Aptitude Group. Hypothesis $H_0$ which states that “There will be no significant difference between high and low Teaching Aptitude groups of Prospective Teachers in the acquisition of Teaching Competence” is rejected.


The job of teaching requires certain basic abilities which may be seen as more meaningful for handling related teaching learning situation. The cognitive abilities which include perceptual clarity, organizational ability, environmental sensitivity and good language may be some of the basic abilities required to effectively perform the job of a teacher. A person in possession of such related abilities may be taken as having high aptitude for teaching Khatal (2010).

CONCLUSIONS

1. Teaching Competence of Prospective Teachers has improved significantly as a result of exposure to B.Ed. programme.
2. Group of Prospective Teachers having high Aptitude have acquired more Teaching Competence compared to group of Prospective Teachers having low Aptitude.

IMPLICATIONS

The results of the study show that the prospective Teachers gain Teaching Competence as a result of exposure to B.Ed. programme, it is thus suggested that a well planned and comprehensive B.Ed. programme is required for new entrants in the teaching field. The teachers having exposure of B.Ed. programs will be able to perform better in the field.

Aptitude is very important factor which according to the study plays significant role in the improvement of Teaching Competence. A comprehensive written test is suggested for admission.
to B.Ed. programme. Aptitude of the individuals needs to be checked in entrance test. Individuals having high Teaching Aptitude should be given admission to B.Ed. programme to check the misfits

**BIBLIOGRAPHY**


