



Comparative Study on the Teaching Competency between B.Ed and D.El.Ed Student-Teachers of Diet, Lunglei, Mizoram

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Abstract

The study was conducted to compare teaching competency of pre-service student-teachers of B.Ed and D.El.Ed of DIET, Lunglei, Mizoram, India. The study was conducted on Descriptive Survey Method. The sample for the study consisted of 150 student-teachers comprising of 100 samples from D.El.Ed program and 50 samples from the B.Ed program respectively. A standardized General teaching Competency Scale (GTCS-PBLM) designed by B.K Passi & M.S Lalitha was used to find out the level of teaching competency among the selected samples. Analysis of data was done by testing the hypothesis of significant differences among student-teachers between B.Ed student-teachers and D.El.Ed student-teachers of DIET Lunglei, Lunglei district, Mizoram. The study found that there is no significant difference on the level of teaching competency between B.Ed and D.El.Ed student-teachers. Data showed that in both D.El.Ed and B.Ed skill of Presentation scored the highest followed by skill of Planning. The teachers are expected to teach for understanding rather than merely rote learning. Therefore, the concept of good teaching has been gradually shifted from behaviorist to a more constructivist view. As per constructivist view teachers are expected to be more like a facilitator. The findings will be helpful for teacher educators to assess and introspect for necessary improvement.

Keywords: Teaching competency, B.Ed., D.El.Ed., student-teachers, DIET, lunglei

Introduction

Teaching is one of the most important components in any education system. The lack of skills, passion and enthusiasm in teaching is not only non-productive but also harmful for the education system. In today's world, the need for competency in teaching is even more demanding with the rapid changing world. In India, education was taken very seriously since the Vedic Ages, suited personnel were selected to undergo teacher's training before they can be engaged as teaching faculty. With the rise of the colonial empire, the past glory of Indian education system was somewhere lost. In Modern colonial India, the most significant initiatives taken was the Wood's despatch 1854. It made suggestions for the improvement of the education of teachers. Subsequently, various commissions and committees were adopted for improvement of teacher's competency and education as a whole in India. Today, teacher education institutions are being established all over the country, however, best talents are not yet drawn out as compare to first world countries. It is therefore, vital that more research and innovations need to be made in the field. DIET Lunglei is one of the eight DIETs in the state of Mizoram, India that offers in-service and pre-service teachers in Elementary Education for more than a decade.

According to 2011 Census the literacy rate of Mizoram is 91.33 percent and Lunglei is 98.27 which are higher than the National literacy rate (74.04). Bachelor course in Education i.e B.Ed was introduced in DIET Lunglei in 2018, it will be interesting to find out the competency of B.Ed student-teachers as compare to D.El.Ed student-teachers in which the course has been introduced in the institution since 1993.

Rationale of the Study

In an education system, the competency of teachers is one of the factors in determining school effectiveness and learning outcomes. Some of the related studies conducted in the area are "Professional competency and its impact on professional pleasure" (Bella Joseph, 1999) [9], "School Effectiveness and School Improvement" (Sorlie, 2011) [10], "Competencies in teacher education: Pre-service teachers" (Necla Koksall, 2013) [4], "Analysis of Elementary School Teacher Competency Based on Education Background" (Deitje Katuuk *et al*, 2019) [2], "Becoming better Teacher Microteaching Approach" (Passi & Lalitha, 1994) [1], "A study on Teaching Competency of Secondary School Teachers" (Passi B.K & Sharma SK, 1982) [11], "Teaching competency of secondary school teachers in relation to emotional intelligence" (Mandeep

Kaur, 2014) ^[12], “A study of teaching competency of secondary school teachers in relation to their educational qualification, stream, and type of school” (Dr. Jarrar Ahmad, Mohd. Ahmad Khan, 2016) ^[13], “A study of the Teacher Effectiveness under NGOPA BRCC, Champhai District, Mizoram” (Lushai Lalremruati & Dr. Fanai Lallianzuali, 2019) ^[14].

The above studies mentioned focuses mainly on variables such as gender, locality, educational qualifications etc., but there is minimal literatures on study related to comparing the teaching competency between two different courses in the same Institution. It is therefore interesting to find out whether competency will vary between two different classes of the same institution. The study will help in identifying the general standard of the student-teachers of DIET Lunglei.

Objectives: To compare the general teaching competency between B.Ed and D.El.Ed pre-service student-teachers.

Hypothesis: There is no significant difference in the general teaching competency between B.Ed and D.El.Ed pre-service student-teachers.

Sample of the Study: The study sample sizes consisted of 50 pre-service student-teachers of B.Ed and 100 pre-service student-teachers of D.El.Ed in the Academic Session 2019-2021.

Table 1: Distribution of Samples

S. No.	Student-Teachers	Male	Female	No. of Samples	Total Sample
1	D.El.Ed	45	55	100	150
2	B.Ed	29	21	50	

Table 2: Distribution of the Mean & SD of Teaching Skills (D.El.Ed)

Sl. No	Statistic	Planning	Presentation	Closing	Evaluation	Managerial	Total	Total Sample
1	Mean	21.67	57.67	10.8	10.2	10.39	111	100
2	SD	3.2	6.27	1.66	1.31	1.43	8.31	

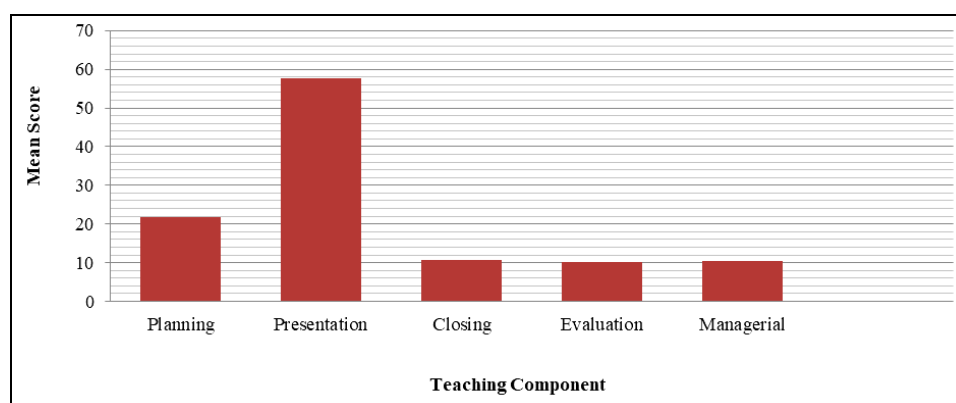


Fig 1: Showing mean score against teaching components

Table 3: Distribution of the Mean & SD of the Teaching Skills (B.Ed)

Sl. No.	Statistic	Planning	Presentation	Closing	Evaluation	Managerial	Total	Total
1	Mean	21.46	59.1	10.9	9.94	10.27	111.7	50
2	SD	3.29	3.52	1.72	1.45	1.37	11.36	

Tools Used

GTCS-PBLM manual designed by B.K Passi & M.S Lalitha was used. The observers give the scores to each item of the five skills i.e. Planning, Presentation, Closing, Evaluation and Managerial. It is a 7-point rating scale comprising of 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom. The maximum score possible is 147 and the minimum is 21. The scale has been used for doctoral research and the reported inter-observer reliability coefficients range from 0.85 to 0.91.

Statistical Tools

For analysing the Data, statistical tools like Means, Standard Deviation, t-Test, Z-score are used.

Procedure

GTCS-PBLM tool was administered to the samples. The observers give the scores to each item i.e. Planning, Presentation, Closing, Evaluation and Managerial. Due to Covid pandemic, student-teachers delivered lesson in online mode.

Analysis and Interpretation

For analyzing data, statistical techniques such as Mean, Standard Deviation, t-test and z-score were used among the variables. Based on the objectives formulated analysis of Data is done as shown in the followings:

Objective: To compare the general teaching competency between B.Ed and D.El.Ed pre-service student-teachers.

In order to find the level of teaching competency, the mean, standard deviation and z-score of the samples were calculated and then compared with a standardised z-score Norms.

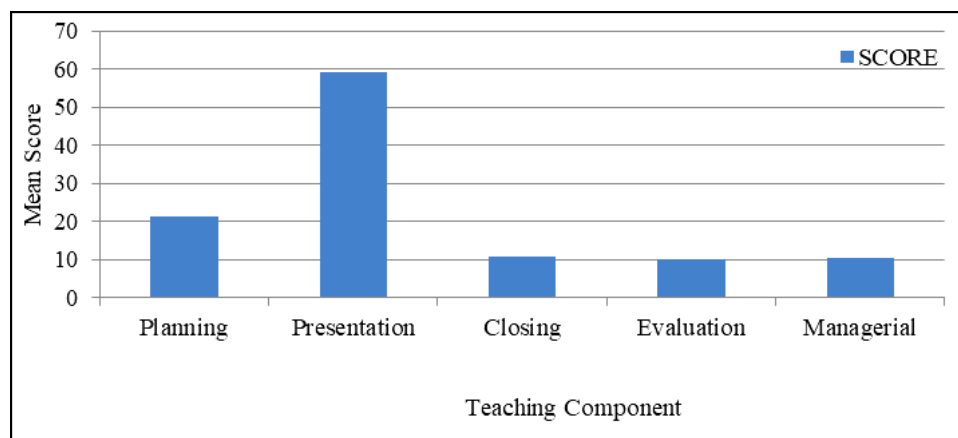


Fig 2: Showing mean score against teaching components

Table 4: Significance of difference between D.El.Ed and B.Ed Student-Teachers

Class	Sample	Mean	SD	df	t-statistic	t-critical	Significance Level
D.El.Ed	100	110.73	8.31	148	0.41	1.98	Not Significance (p<0.05)
B.Ed	50	111.71	3.95				

It is clear from the table that D.El.Ed and B.Ed Pre-service student-teachers are not differing significantly on the measure of Teaching Competency. The Mean score of D.El.Ed is 110.73 while the Mean score of B.Ed is 111.71, whereas the Standard Deviation of D.El.Ed is 8.31 while B.Ed is 3.95. When the t-test was applied to find out the no significance of difference between these two means, the value of “t” was found as 0.41 which is not significant at 0.05 level of significance and 148 degree of freedom. Therefore, we fail to reject the Null Hypothesis. This finding reveals that there is no significant different in the Teaching Competency of pre-service student-teachers of D.El.Ed and B.Ed

Results and Discussion

Based on the analysis of the data it may be concluded that there is no significant difference between D.El.Ed and B.Ed student-teachers. Histograms in Figures 1 & 2 shows that in both B.Ed and D.El.Ed, Skill of Presentation mean score is 59, skill of Planning is 20, and skills in Closing, Evaluation and Managerial are 10 respectively. It is clear from the results that competencies on Closing, Evaluation and Managerial need to be improved. According to the data obtained from School education department, Lunglei, Mizoram, India there are currently 205 Primary School, 155 Middle School, 58 High School and 3 Higher Secondary Schools in Lunglei District and DIET caters various in-service trainings for teachers in the district. It is vital that constructive and need based in-service and pre-service teachers training prevails for quality education. Due to Covid-19 pandemic, in-service training was conducted in online mode as well as collection of data for the study. Therefore, there is a high probability that the findings will not match to the level of competency in offline mode.

Conclusion

It can be concluded that the general teaching competencies between D.El.Ed student-teachers and B.Ed student-teachers of DIET Lunglei, Mizoram, India are fairly equal. However, it has to be noted that the quality of students can vary from one batch to another. Nevertheless, the general quality of teacher’s

education in Lunglei in particular or Mizoram state in general is good. There are eight DIETs in the state of Mizoram, India. All the eight DIETs in the state are functioning properly with regular pre-service and continuous in-service training programmes under the aegis of the state’s SCERT. It is important that frequent evaluation research should be done at various DIETs to cope with recent changes made in the field of education especially with the newly introduced National Education Policy

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