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“Effect Of Ses And Background Variables On Teaching Competency Of Teacher Trainees At Primary Level”

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Abstract:

The study was aimed to assess the teaching competency of primary school teacher trainees with respect to the effect of socio-economic status and their background variables. The objectives of the study were: 1. To find out whether different in sex teacher trainees would account for significant difference in their teaching competency. 2. To find out whether difference in type of college management would account for significant difference in their teaching competency. 3. To find out the relationship between teaching competency and socio-economic status of teacher trainees. 4. To find out the relationship between by competency and varying size of the family. 5. To find out the relationship between teaching competency and the medium of instruction studying by the teacher trainees. The study is descriptive study and followed teaching competency scale and SES scale to collect the data. The collected data was analyzed by using mean, SD, and t test. The study was found that: 1. There was no significant difference in teaching competency level of male and female teacher trainees of 3 TCH Training College in Bangalore Urban. 2. There was no significant difference in teaching competency level of private aided and private unaided college Teacher Trainees. 3. There was no significant difference in teaching competency level of teacher trainees belongs to joint family and Nuclear Family. 4. There was no significant difference in teaching competency level of teacher trainees belongs to small size family and middle size family. 5. There was no significant difference in teaching competency level of teacher trainees belongs to middle size family and larger size family. 6. There was no significant difference in teaching competency level of teacher trainees belongs small and large family. 7. There was no significant difference in teaching competency level of teacher trainees studying in Kannada medium and English medium. 8. There was no significant difference in teaching competency level of teacher trainees of High SES and Middle SES. 9. There was no significant difference in teaching competency level of teacher trainees of middle and low SES. 10. There was no significant difference in teaching competency level of teacher trainees of high and Low SES.

Key Words: SES, Teaching Competency, primary School teachers, Teacher Trainees.

Introduction:

The competency of teaching involves a number of desirable traits of teachers which would render them to better, more efficient and confident teaching in the classroom. This concept of performance or competency therefore includes such personality characteristics like accountability and responsibility as a teacher and also such efficiencies like mastery of the intent one is teaching, a sound technique of communication of which he knows his students and also it involves a dimension of one's ability to develop sound and good interpersonal relationship with colleagues and also with students. The teacher is also expected to perform as an evaluator in addition to being a teacher and hence the competency also.

Need For the Study:

There is a great need to pay more attention to teachers competency and implications of these effects for classroom teaching Flanders (1963) suggested that class –room teaching can easily be assured by observing the teacher in a classroom training many times selection of appropriate persons to the training profession school enrolment and demand for an ever –increasing level of educational achievement have participated an unprecedented need for effective and competent teacher in Indian schools.

There are several factors that would affect the teacher competency like Teaching experience, Type of School management, Socio- Economic Status, Sex of the Teacher, Medium of Instruction. There is need to explore the sense of effectiveness among teachers so that proper program may be developed in order to identify competent and in competent teachers. Hence, a study of the relationship between the teaching competency and socio –Economics Status of teacher Training Certainly provide a better insight into the dynamic teaching profession with this in view, the present investigation was undertaken.

Statement of the Problem

“EFFECT OF SES AND BACKGROUND VARIABLES ON TEACHING COMPETENCY OF TEACHER TRAINEES AT PRIMARY LEVEL”.

Objectives of the Study:

- To find out whether different in sex teacher trainees would account for significant difference in their teaching competency.
- To find out whether difference in type of college management would account for significant difference in their teaching competency.
- To find out the relationship between teaching competency and socio-economic status of teacher trainees.
- To find out the relationship between by competency and varying size of the family.
- To find out the relationship between teaching competency and the medium of instruction studying by the teacher trainees.

Method and Scope of the Study

In this study the teaching competency of teacher trainees was taken on the dependent variable the independent variables are

- Sex
- Socio Economic Status
- Medium of instruction
- Type of the Management
- Size of the Family
- Type of the family

The sample considered of 235 teacher training college teacher trainees.

Sampling:

In the present study stratified proportionate random sampling procedure was employed. The total number of teacher trainees of T.C.H. Training Colleges of Bangalore City constituted the population, proportionate for the study from private Aided and Private Un-aided, type of college management.

Statistical techniques used for the study:

The data were analyzed by using, Mean, Standard Deviation, and t-test.

Statement of the Hypotheses:

The major hypothesis of the study are as follows:

- Sex, type of the college management size of the family, Type of the family, medium of instruction level of SES does not account for significant difference in the teaching competency of training teachers of Bangalore City.
- There was no significant relationship between teaching competition and SES of teacher trainees of Bangalore City.

Limitations of the Study

The study has the following limitations

- It studies only the sample drawn from Bangalore city.
- Socio-Economic Status type of the family, size of the family, type of the college, medium of instruction that an considered for the study may not include all the variable that influence the teaching competency of secondary school teachers.
- This study confines with only Primary school teacher's trainees it has not considered the secondary school and college teachers.

Analysis of Data (Statistical techniques):

1.The size, mean, Standard Deviation, 't' value of male and female Teacher Trainees

Group	N	Mean	S. D	't' value	Level of significance
a) Male Teacher Trainees	76	70.17	8.04	0.98	Not significant
b) Female Teacher Trainees	169	71.16	5.47		

2.The Size, Mean, Standard Deviation, 't' value of Private Aided (Student) Trainees Teacher and Private Un-Aided (Student) Teacher Trainees

Group	N	Mean	S. D	't' value	Level of significance
a) Male Teacher Trainees	45	83.93	12.51	7.48	Significant
b) Female Teacher Trainees	201	69.13	4.87		

3.The Size, Mean, Standard Deviation, 't' value of Joint family and Nuclear family Teacher Trainees

Group	N	Mean	S. D	't' value	Level of significance
a) Joint family	38	72.94	11.83	14.0	Significant at 0.01 level
b) Nuclear family	208	100.55	6.97		

4.The Size, Mean, Standard Deviation, 't' value of Teacher belongs Small and Middle size family.

Group	N	Mean	S. D	't' value	Level of significance
a) Small Family	78	71.37	8.08	0.78	Not Significant
b) Middle Family	154	70.56	5.68		

5.The Size, Mean, Standard Deviation, 't' value of Teacher belongs Small and Middle size family.

Group	N	Mean	S. D	't' value	Level of significance
a) Small Family	78	71.37	8.08	0.78	Not Significant
b) Middle Family	154	70.56	5.68		

6.The Size, Mean, Standard Deviation, 't' value of Trainees belongs Middle size family and large size family.

Group	N	Mean	S. D	't' value	Level of significance
a) Middle Family	154	70.56	5.68	0.14	Not Significant
b) Large Family	14	71.29	19.05		

7.The Size, Mean, Standard Deviation, 't' value of Trainees belongs small size family and Large size family.

Group	N	Mean	S. D	't' value	Level of significance
a) small Family	78	71.37	8.08	0.015	Not Significant
b) Large Family	14	71.29	19.05		

8.The Size, Mean, Standard Deviation, 't' value of Teacher Trainees studying in English and Kannada Medium

Group	N	Mean	S. D	't' value	Level of significance
a) Kannada	165	71.29	5.55	0.52	Not Significant
b) English	81	70.80	7.86		

9. The Size, Mean, Standard Deviation, 't' value of Teacher belongs to families of High SES and Middle SES.

Group	N	Mean	S. D	't' value	Level of significance
a) High SES	68	70.25	8.51	1.6	Not Significant
b) Middle SES	105	72.22	7.04		

10. The Size, Mean, Standard Deviation, 't' value of Teacher Trainees belongs to families of High SES and Middle SES.

Group	N	Mean	S. D	't' value	Level of significance
a) Middle SES	105	72.22	7.04	1.84	Not Significant
b) Low SES	70	69.54	8.31		

11. The Size, Mean, Standard Deviation, 't' value of Teacher Trainees belongs to families of High SES and Low SES.

Group	N	Mean	S. D	't' value	Level of significance
a) High SES	68	70.25	8.51	0.5	Not Significant
b) Low SES	70	69.54	8.31		

12. The size, df and r-value of teaching competency and SES of Primary School Teacher Trainees

Group	N	df (N-2)	't' value	Level of significance
a) Teaching competency	235	232	0.10	Significant at 0.05 level
b) Socio-Economic Status				

Findings and Conclusions

Section I deals with results of its tests computed between dependent variable (Teaching competency) and different levels of independent variable.

- There was no significant difference in teaching competency level of male and female teacher trainees of 3 TCH Training College in Bangalore Urban.
- There was no significant difference in teaching competency level of private aided and private unaided college Teacher Trainees.
- There was no significant difference in teaching competency level of teacher trainees belongs to joint family and Nuclear Family.
- There was no significant difference in teaching competency level of teacher trainees belongs to small size family and middle size family.
- There was no significant difference in teaching competency level of teacher trainees belongs to middle size family and larger size family.
- There was no significant difference in teaching competency level of teacher trainees belongs small and large family.
- There was no significant difference in teaching competency level of teacher trainees studying in Kannada medium and English medium.
- There was no significant difference in teaching competency level of teacher trainees of High SES and Middle SES.
- There was no significant difference in teaching competency level of teacher trainees of middle and low SES.

- There was no significant difference in teaching competency level of teacher trainees of high and Low SES.

Educational Implications:

Within the various limitations the present study has been an attempt to predict effect of SES and few background variables on teaching competency of teacher trainees in Bangalore city.

The result of the present investigation points out that there is no significant difference in teaching competency level of male and female students and there is no teaching competency level of students belongs to different of size family, and studying in different medium of instructions (Kannada and English).

But there is a significant difference in teaching competency level of private aided and private unaided college teacher trainees and teacher trainees belong to type of the family.

This study helps to admit both male and female students for teacher training programme since they exhibit the same level of teaching competence.

This study also reveals that the Socio-Economic Status of Teacher Trainee does not affect to their teaching competency.

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