

## **A STUDY OF THE INFLUENCE OF TEACHING PRACTICE ON THE TEACHING COMPETENCE OF THE PUPIL TEACHERS**

Ms. Monika Bansal\* & Ms. Garima Bansal\*\*

*\*Asst. Professor, M.C.P.S., Ghaziabad*

*\*\*Asst. Professor, Shiva Institute of Management Studies, Ghaziabad*

### **ABSTRACT**

The present study was conducted to study the Influence of Teaching Practice on the Teaching Competence of the Pupil Teachers. The total sample for present study comprised of 80 pupil teachers of Ghaziabad district, the general teaching competency scale by B.K. Passi and M.S. Lalitha has been used in the present study to measure the teaching competency, related to fine major aspect of classroom teaching namely planning, presentation, closing, evaluation and managerial skills. The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores of general teaching competence. The result revealed that the teaching practices have significantly influence on the planning, presentation, closing & evaluation skills but it does not have significantly influence on managerial skills.

### **INTRODUCTION:**

Teacher is a most significant catalytic agent of the society who influences the quality of education. A Nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching which depends on their tendency of learning. It is best expressed by **Rabindra Nath Tagore** in these words, "A teacher can never truly teach unless he is still learning himself. A Lamp can never light another lamp. Unless it continuous to burn its own flame".

Theory and practice in any professional training are interlinked; practice contributes to strengthen the understanding of theoretical aspects of the profession. As the major function of a teacher is to teach in the classroom, practice teacher plays an important role in developing desirable competencies in a teacher.

### **STATEMENT OF THE PROBLEM:**

The present study has been titled as "**A Study of the Influence of Teaching Practice on the Teaching Competence of the Pupil Teachers.**"

## **OBJECTIVES:**

The following objectives have been formulated for the present study:

### **1. To study the Influence of Teaching Practice on the Teaching Competence of the Pupil Teachers.**

#### **Minor Objectives:**

**1.1** To assess whether practice teaching bring out substantial changes in the planning skill of B.Ed. pupil-teachers

**1.2** To assess whether practice teaching bring out substantial changes in the presentation skill of B.Ed. pupil-teachers

**1.3** To assess whether practice teaching bring out substantial changes in the closing skills of B.Ed. pupil-teachers

**1.4** To assess whether practice teaching bring out substantial changes in the evaluation skill of B.Ed. pupil-teachers

**1.5** To assess whether practice teaching bring out substantial changes in the managerial skill of B.Ed. pupil-teachers

**1.6** To assess whether practice teaching bring out substantial changes in general teaching competence of B.Ed. pupil-teachers

## **HYPOTHESES;**

In order to achieve the foregoing objective following hypothesis has been formulated and tested:

### **1. That there is no significant influence of teaching practice on the teaching competence of the student-teachers.**

To test this hypothesis six **sub-hypothesis** have been constructed and analyzed.

1.1. That there is no significant influence of teaching practice in relation to the planning skills.

1.2. That there is no significant influence of teaching practice in relation to the presentation skills.

1.3. That there is no significant influence of teaching practice in relation to the closing skills.

1.4. That there is no significant influence of teaching practice in relation to the evaluation skills.

1.5. That there is no significant influence of teaching practice in relation to the managerial skills.

1.6. That there is no significant influence of teaching practice on general teaching competence of B.Ed. student-teachers.

#### **DELEMITATION:**

1. The study is delimited to only secondary teacher's training colleges.
2. It is confined to only one university i.e. Meerut University and has been delimited to 80 students of B.Ed. teacher's training institution of Ghaziabad.
3. It has been undertaken without taking into consideration such variables as sex, teaching experience, area, institution type and qualification etc.
4. The problems encountered by the pupils of the practicing school have not been covered.

#### **DEFINITION OF THE SPECIFIC TERMS:**

The terms used in this study are students teaching and teaching competence. The terms have been defined in order to facilitate understanding of the results.

##### **Teaching Practice**

Student teaching may be defined in the present study as the training provided to the pupil-teachers in B.Ed. training programme by the institution in which they were enrolled to enhance their teaching competence.

##### **Teaching Competence**

The belief on teacher's competence is not a sudden event, but it provides an axiom "without teachers, we are useless". This axiom reminds us all to think that teachers are certain people who have certain competency to guide students so that they will have certain competencies as needed wherever, whenever, and however they are and whatever they will do.

The definition of teaching competence given by B.K. Passi and M.S. Lalitha has been adopted for this research. According to them teaching competency is effective performance of all the observable teacher behaviour that about desired pupil outcomes. They are related to fine major respect of classroom teaching namely planning, presentation, closing, evaluation and managerial.

#### **METHOD AND PROCEDURE:**

To achieve the objective of this study pre and post data have been collected during the practice teaching of the B.Ed. college of Ghaziabad. The researcher selected the 80 students of B.Ed. College by random sampling method.

### **VARIABLES INVOLVED:**

In the present investigation two variables have been involved. Practice teaching as an independent variable and teaching competence as a dependent variable.

### **TOOLS:**

To measure the teaching competency, the general teaching competency scale by B.K. Passi and M.S. Lalitha has been used in the present study.

### **DATA COLLECTION & ORGANIZATION:**

The investigator made her best efforts to collect most reliable and valid data. After going through the general teaching competence scale, the investigator collected the required data of all the student-teachers using GTC scale at the beginning of the teaching practice. After 20 days of completion of the teaching practice, the investigator again collected the data from the final teaching practices of the student-teachers. The sum of the ratings against all the 21 items done carefully them it has been transferred to a master-sheet

### **STATISTICAL TECHNIQUES:**

In order to achieve the hypothesis t-test was computed after calculating and analyzed mean, S.D& r.

### **ANALYSIS OF DATA AND FINDINGS:**

**1.1 The first objective was to study the significant influence of teaching practice in relation to the planning skills.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores in planning skills and the result is given in table1.1.

**Table 1.1**

**Mean S.D. correlation & t-value of pre and post test scores in planning skills related to teaching practice.**

<b>Stages</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Coefficient of</b>	<b>Difference between</b>	<b>t-ratio</b>
---------------	----------	-------------	-----------	---------------------------	-------------------------------	----------------

				correlation	means	
Pre –test	78	10.41	0.21	0.29	4.18	8.03
Post- test	78	14.59	2.15			

t-value at 0.05 level of significance = 1.99 & at 0.01 level of significance = 2.64

From table 1.1 it is evident that the t-value is 8.03 which are significant. It reflects that the teaching practice significantly influences the teaching competence of the students in relation to planning skills. Thus null hypothesis that there is no significant influence of teaching practice in relation to the planning skills is rejected. Hence it may be inferred here that the teaching practice influences the teaching competence of the student teaching in relation to planning skills.

**1.2: The second objective was to study the significant influence of teaching practice in relation to the presentation skill.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores in presentation skills and the result is given in table 1.2.

**Table 1.2**

**Mean S.D. correlation & t-value of pre and post test scores in presentation skills related to teaching practice.**

Stages	N	Mean	SD	Co-efficient of correlation	Difference between Means	T-ratio
Pre – Test	78	34.75	3.99	0.18	12.82	2.44
Post –Test	78	47.96	4.20			

t-ratio at 0.05 level of significance = 1.99 & 0.01 level of significance = 2.64

From table 1.2 it is evident that the t-value is 2.44 which is significant at 0.05. It reflects that the teaching practice significantly influences the teaching competence of the students in relation to presentation skills. Thus null hypothesis that there is no significant influence of teaching practice in relation to the presentation skills is rejected. Hence it may be inferred here that the teaching practice influences the teaching competence of the student teaching in relation to presentation skills.

**1.3: The third objective was to study the significant influence of teaching practice in relation to the closing skill.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores in closing skills and the result is given in table 1.3.

**Table 1.3**

**Mean S.D. correlation & t-value of pre and post test scores in closing skills related to teaching practice.**

Stages	N	Mean	SD	Co-efficient of correlation	Difference between Means	T-ratio
Pre -Test	78	1.34	1.34	0.09	6.28	2.52
Post -Test	78	12.11	2.22			

t-value at 0.05 level of significance = 1.99 & 0.01 level of significance = 2.64

From table 1.3 it is evident that the t-value is 2.52 which is significant at 0.05. It reflects that the teaching practice significantly influences the teaching competence of the students in relation to closing skills. Thus null hypothesis that there is no significant influence of teaching practice in relation to the closing skills is rejected. Hence it may be inferred here that the teaching practice influences the teaching competence of the student teaching in relation to closing skills.

**1.4 : The fourth objective was to study the significant influence of teaching practice in relation to the evaluation skill.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores in evaluation skills and the result is given in table1.4.

**Table 1.4**

**Mean S.D. correlation & t-value of pre and post test scores in evaluation skills related to teaching practice.**

Stages	N	Mean	SD	Co-efficient of correlation	Difference between Means	T-ratio
Pre – Test	78	5.80	1.39	0.038	4.32	2.21
Post –Test	78	10.13	1.43			

t-value at 0.05 level of significance = 1.99 & 0.01 level of significance = 2.64

From table1.4 it is evident that the t-value is 2.21 which is significant at .05 level of significance. It reflects that the teaching practice significantly influences the teaching competence of the students in relation to evaluation skills. Thus null hypothesis that there is no significant influence of teaching practice in relation to the evaluation skills is rejected. Hence it may be inferred here that the teaching practice influences the teaching competence of the student teaching in relation to evaluation skills.

**1.5: The fifth objective was to study the significant influence of teaching practice in relation to the managerial skill.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores in managerial skills and the result is given in table1.4.

**Table 1.5**

**Mean S.D. correlation & t-value of pre and post test scores in managerial skills related to teaching practice.**

Stages	N	Mean	SD	Co-fficient of	Difference between	T-ratio

				correlation	Means	
Pre – Test	78	5.80	1.42	0.24	2.10	1.23
Post – Test	78	7.92	1.38			

t-ratio at 0.05 level of significance = 1.99 & 0.01 level of significance = 2.64

From table1.5 it is evident that the t-value is 1.23 which is not significant. It reflects that the teaching practice does not significantly influences the teaching competence of the students in relation to managerial skills. Thus null hypothesis that there is no significant influence of teaching practice in relation to the managerial skills is not rejected. Hence it may be inferred here that the teaching practice does not influences the teaching competence of the student teaching in relation to managerial skills.

**1.6 : The sixth objective was to study the significant influence of teaching practice on general teaching competence of B.Ed pupil teacher.** The data were analyzed with the help of mean S.D. correlation & t-value of pre and post test scores of general teaching competence test and the result is given in table1.6.

**Table 1.6**

**Mean S.D. and correlation of general teaching competence of the student-teacher scores related to teaching – practice**

Stages	N	Mean	SD	Co-efficient of correlation	Difference between Means	T-ratio
Pre – Test	78	62.63	5.24	0.06	30.16	3.94
Post – Test	78	92.72	5.88			

t-value at 0.05 level of significance = 1.99 & 0.01 level of significance = 2.64

From table1.6 it is evident that the t-value is 3.94 which are significant. It reflects that the teaching practice significantly influences the general teaching competence of the students. Thus null hypothesis that there is no significant influence of teaching practice on general teaching competence of B.Ed. student-teachers is rejected. Hence it may be inferred here that the teaching practice influences the teaching competence of the student teaching in relation to planning skills.



The results obtained in this study may be summarized as follows:

- 1. That the teaching practices significantly influence the planning skills.**
- 2. That teaching practice significantly influences on student's presentation skills.**
- 3. That the teaching practices significantly influence the student teachers teaching competence in relation to closing skills.**
- 4. That teaching practice significantly influence the student teacher's teaching competence in relation to evaluation skills.**
- 5. That the teaching practice does not significantly influence the student teachers teaching competence in relation to the managerial skills.**
- 6. That the teaching practices significantly influence the overall teaching competence of pupil teachers.**

The major finding of this study has been concluded that the teaching practice significantly influence the student teacher's teaching competence

#### **IMPLICATION OF THE FINDINGS:**

The findings of this investigation have following implications:

1. More time should be devoted in the college/ department by student teachers in learning and applying skills under mock conditions where feedback can be provided by their own classmates and lecturers. It has been observed that batch of students which had more practice in department performed confidently and in better way in comparison to group which had less preparatory time.
2. Teaching aids an important element in classroom proceeding most of time are prepared or arranged by student teacher. Some changes can be made by encouraging children of class to prepare charts / models in the classroom, either individually or in small groups. This practice can help in developing psychomotor skills as well as increases interaction level of student teacher and taught.
3. Before student teachers leave for practice schools a workshop can be held by faculty members of college for supervising teachers of the school. This can give insight to supervising teachers as what they have to keep in mind while observing student teachers in the class. It has been observed that comments of supervising teachers remain limited to use of various skills like Black board writing, way of introducing the chapter, the general behavior of students in the class, whether teaching aid is used or not and less emphasis is given on

gradual improvement of student teachers, new approaches adopted and stimulus variation whether being effectively used in class or not.

4. At the end of lesson plan, along with one supervisor's observation sheet, one more sheet should be included where student teacher can record his own observations, experiences, classroom environment, his extempore activities, improvisations of that particular day to reflect and for further improvement.

5. The teaching practice session should not have binding of completing the 40 lesson plans, rather emphasis should be on quality teaching, where student teacher has chance to reflect and improve.

6. Supervisor teachers of school should do a continuous evaluation of student teacher. Formative and summative both types of evaluation should be done. Every school should follow this practice. In some of the schools, teachers do not bother to record observations. Supervisor teacher should don the mantle of a mentor.

7. In teaching practice session which lasts to 3-4 weeks approximately, student teachers learn to develop the lesson, to be more confident to face a class of 50-60 students, create conducive environment and way to proceed in the classroom, but remain short in creativity, experimentation and initiatives. This trait can be cultivated if more time is given for practice, to think through situations and make decisions based on what they consider is best for children they are teaching. For that one novel suggestion is that at the end of their nine months training programme (B.Ed) after writing final exams, student teachers should go for two months internship to schools, where they work in close association and under guidance of senior teachers acting as mentors. In this period trainee teacher will be performing all the duties of a regular teacher which they are unable to do due to shortage of time and their other hectic engagements. After two months they can submit a certificate of successful completion of internship to college authorities, which can be attached to Marks card (result) of B.Ed.

8. Demonstration school attached to every teacher training institution, with all required material and resources for practice teaching. Pedagogical analysis of teaching subjects is sure to refine teaching and learning as it transforms the teacher's performance and develops competencies not covered by the method-cum content approach.

To bridge the gap between theory and practice, certain amendments are needed in ongoing practice. Above recommendations can embolden student teachers to put into practice pedagogy and interactive skills that has been learnt theoretically.

### **SUGGESTION FOR FURTHER RESEARCH:**

Several problems related with the study had emerged at the time of making the investigation. Attentions could not be paid to them as they would have deviated the researcher from the main objective of the study.

1. Studies using the variables like sex, experience and areas should be undertaken with regard to the present problem.
2. Investigations like the present one should be extended to other universities and areas for a more comprehensive study.
3. Attitudes of practicing school members toward student teaching in regard to teaching in regard to teaching competence could be measured.
4. Effect of teaching practice of teaching competence in relation to creatively, job satisfaction and a few situational or environmental variables (facilities provided by the institution, giving freedom for organizing co-curricular activities etc.) would throw more light on the teaching competence so it can also be taken in the future investigations.
5. Investigation regarding some selected dimensions or traits of teacher's competence viz. knowledge of subject matter, readiness for removing student's difficulties, knowledge of methodology, expression of subject matter, understanding of pupils, classroom management, sympathy and co-operation with pupils etc. can also be studied.

### **REFERENCES**

Bhargava Anupama (April 2009) Turkish Online Journal of Distance Education-TOJDE ISSN 1302-6488 Volume: 10 Number: 2 Article Teaching practice for student teachers of B.Ed programme

Dr Rahman Fazalur & Dr Muhammad Ajmal(March 2011), International Journal of Business and Social Science Vol. 2 No. 4;

Kaur,P. (2009). Teacher effectiveness in relation to self concept of secondary school teachers. Dissertation, Punjab University, Chandigarh. Journal of Education and Psychology, 43(1)

Lalitha, M.S., "An inquiry into classroom instruction," Unpublished doctoral dissertation, M.S. University of Baroda, 1997.

Mohanty Sunil Behari (Sep to dec 2008, vol 20, nos 3, 4) E journal of all India association for educational research, (ELAIAER).

National Curriculum Framework 2005 all India competition on innovative practices and experiments in education for schools and teacher education institutions.

Pawar Anand (July 2011), University news, a weekly Journal of higher education, vol.49 no.28, ISSN- 0566-2257, pp14-17.

Schecter, S. & Parkhurst, S. (1993). Ideological divergences in a teacher research group. American educational research journal, 30, 771-798.

\*\*\*\*\*