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A Study Of Evaluation Of Teaching Competencies Of Teacher Trainees During Test Lessons

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Abstract:
Practice teaching aims at placing the trainees in a position where they learn to use their theoretical knowledge effectively and in a confident manner, for communicating the contents of his subject in classroom situation as well as in curricular activities, in and outside the classroom situation. Practice teaching also provides the best situation for assessing the mastery of knowledge and skills required of an effective teacher. Teacher Competency is knowledge, attitude, skills and self perceptions of the products that derive from the mix of these behaviours resulting in constant patterns of behaviour leading to the attainment of predicted outcomes.

Economics is an essential part of social studies. It has a very close relationship with social sciences. It has a deep relationship with the practical aspect of human life.

Opinion of Tubewell in Importance of Economics in the curriculum indicates that in case of developing countries it is only a premature flowering of economics which is responsible for its separation from practical life. It is essential to study what goes on in the classroom and how they are related with achieving the objectives. The effectiveness of the teachers counts a great deal in translating objectives into learning outcomes in the pupils. As such teacher's teaching competency plays a vital role in the entire teaching-learning process.

Keywords: teaching competency, economics education

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**A STUDY OF EVALUATION OF TEACHING COMPETENCIES OF TEACHER
TRAINEES DURING TEST LESSONS**

Payal Bhatia

Introduction

No professional training is complete without practicum and the same is true of teacher education. It is the compulsory item of all teachers training programme for developing skill and professional competence for novice teacher in the making. This professional preparation course where theory and practice are combined together is known as **practice teaching / student teaching/ practicum etc.** It aims at placing the trainees in a position where they learn to use their theoretical knowledge effectively and in a confident manner, for communicating the contents of his subject in classroom situation as well as in curricular activities, in and outside the classroom situation. During this period the student teachers get actively engaged in extensive direct experience in a school under the guidance of the staff of teacher's college and cooperating school to learn the dimensions of the profession of teaching and to acquire competencies required for entering the teaching profession. Practice teaching also provides the best situation for assessing the mastery of knowledge and skills required of an effective teacher. Thus we can call it as a "key-phase" of the total teacher education program.

Teaching Competency

Good (1973) defines Competency and Teaching separately, teaching is narrowly the act of instructing in an educational institution and competencies are those skills, concepts and an attitudes needed by all workers regardless of their occupational or specific jobs. Therefore, combining these two definitions the following definition can be arrived:

"Teaching Competency is those skills, concepts and attitudes needed by the teachers for the act of instructing in an educational institution."

Wilson (1973), " Teacher Competency is knowledge, attitude, skills and self perceptions of the products that derive from the mix of these behaviors resulting in constant patterns of behavior leading to the attainment of predicted outcomes."

Hoyle (1969), " A Competent teacher is one who:(1) has the skill to form accurate perceptions of the classroom situations and the changes that occur within the classroom; (2) is aware of the

teacher roles which are appropriate to different situations, and (3) possesses the personality skills which allow him to adopt to changing situations.”

Thus from the above discussion it can be understood ‘teacher-competence’ as teacher behaviors that produce intended effects. It is the ability of a teacher manifested through a set of overt teacher classroom behavior. In other words, it is a set of observable teacher behaviors that bring about pupil learning. So ‘teaching-competency’ would mean: *Effective performance of all observable teacher behaviors that bring about desired prospective teacher teaching outcomes.*

Difference between Skill and Competency:

| Skill | Competency |
|---|---|
| Ease and precision in the science and art of doing. | Combination of knowledge, attitude and skills taught as an integrated whole. |
| Specific to certain type of situation. | Generic and broader applicability. |
| Prepare an individual for a given task or procedure for job i.e. behavior modeling. | Prepares an individual for many task, jobs and for a life i.e. behavior modification. |
| Often taught without background, theory or understanding. | Foundation for building of skills. |
| Low transfer to situations different from those dealt during training. | Higher transfer of training from work shop to work place due to universal nature of competence. |

(Adopted from Srivastava, 1999)

Meaning of Economics Education

Economics has become the center of various activities. Each and every subject is viewed from its economical angle because one always like subjects who fetch more money in one’s future life. Economics has both practical and economic value.

1. Helpful in tackling economic problems
2. Means of livelihood

3. Enrichment of knowledge
4. Helps to bring about practical activity
5. Helps in developing liberal economic attitude
6. International outlook
7. Economic interdependence (Saxsena, 2007)

Types of Economics Teaching Competencies

1. Cognitive based teaching competencies
2. Performances based teaching competencies
3. Affect based teaching competencies
4. Consequence based teaching competencies

1. Cognitive based teaching competencies for Economics Teaching:

1. Lesson Introduction

- Focus on topic
- Task to be covered
- Utility of studying topic in the context of practical situation

2. Development of lesson

- Analyze content of economics, plan for recent data regarding Census, budget of government (income sources of govt. and expenditure of govt. for a year) economic growth from various sources and correlate with content point
- Plan for appropriate teaching method/technique for teaching micro/macro

Economics content-

- (i) Case study
- (ii) Problem solving
- (iii) Brain storming
- (iv) Dramatization
- (v) Group discussion
- (vi) Assignment as a method

- Collect data regarding Census, budget of government (income sources of govt. and expenditure of govt. for a year) economic growth from various sources and correlate with content point
- Organize group activity related to content point of economics
- Provide opportunities for applying acquired knowledge
- Prepare and use appropriate teaching aid- chart, Diagram, pictorial presentation on economic content,
- Budget time according to task and importance of objective
- collect information from day to day source related to economics and correlate with topic
- present economics content in logical and sequential order by keeping in mind minimum level of learning from std.8to10 social science portion

2. Performance based teaching competencies

1. Explaining by correlating with practical life example
2. Using appropriate beginning and concluding statement
(Economics has practical utility so teacher can start with Advertisement, story, by showing documentary film and other visual aids)
3. covering essential content point
4. continuity in narration
5. language appropriate to the level of students
6. deliver question with proper speed
7. handling of pupils response
8. write issues and main points of content on black board
9. Draw neat diagrams
10. interpret data of economics appropriately

3. Affect based teaching competencies

- Pupils participation
- Using pupils own ideas in discussion
- Pupil physical participation- industrial visit experience, case study on condition like poverty, market structure, demand, supply
- classroom management
 - I. Ensure pupils work
 - II. Give clear direction for application of economics theory into practice

4. Consequence based teaching competencies

-closure of lesson

1. Review major point of lesson
2. Provide meaningful task leading to integration of skills
3. Identification of learning difficulties
4. Ensure understanding of teaching points

Rationale:

The quality of Education is influenced by Physical facilities, qualified and competent teachers, curriculum and instructional materials, support materials and equipments, teaching-learning strategies, comprehensive and continuous evaluation and the effective management. By improving the quality of each one of these elements, we can hope to bring about significant improvement in the overall quality of Education. Teaching Competency is one of the most important determinants of quality education. Due to Liberalization, Privatization, Globalization world has become like global village. Lots of business opportunities are expanding in different sectors. In the changing economical scenario in India in particular and all over the world in general, the Indian economic education at school level is exposed to many challenges like global competition, technological up gradation, quality enhancement, cost consciousness, new combination of the cost of production etc. The schools are now realizing the growing disparities between what they impart to economic students and employment market. **Sarkaria (2005)** commerce is one of a few practical subjects, which is being taught theoretically. So it is very essential to study what is expected and in practice as per the Economics teaching is concern. **Santhanam (1972)** found differences in presentation according to the nature of the subject and **Bawane (1999)** found gap between expected and practiced teaching competencies among primary school teachers. The teacher becomes the pivot around whom the whole educational process moves on. So there is a need to study and enhance the teaching competencies of Economics trainee teachers.

Plan and Procedure:

Statement of the problem: A study of evaluation of the teaching competencies of economics method teacher trainees during test lesson.

Objectives of the Study : To evaluate teaching competencies of teacher trainees.

Explanation of the term:

Teaching Competency for Economics:

In the present study teaching competencies for Economics have been referred to attitude and knowledge possessed and skills exhibited in the teaching Economics. They fall under four functional areas namely Planning, Presentation, Pupils' participation and Evaluation.

Delimitation of the study: The present study is limited to 1 Gujarati medium and 1 English medium B.Ed. colleges of Surat city affiliated to V.N.S.G. University.

Population: The population of the present study constitutes all B.Ed. colleges of Gujarat affiliated to V.N.S.G University.

Sample:

- **Sampling of B. Ed. colleges:** The investigator had taken 2 colleges, (1 English medium and another Gujarati medium college) for the collection of data in the subject of economics only.
- **Sampling of trainees:** For the sampling of the trainees the first 17 trainees from Gujarati medium (economics method) and 15 from English medium were selected .So the 32 total trainees were selected for investigation in the field of economics.

Tools: In the present study the IGNOU rating scale was used as a tool. IGNOU'S rating scale is a comprehensive tool and it is used for evaluation of practice teaching of IGNOU teacher trainees. It is general teaching competency measurement scale.

The components of the tools are as follows:

1. Appropriateness of instructional objectives.
2. Proper organization of content
3. Creating situations for introducing the lesson
4. Effective introduction of lesson
5. Questions properly structured
6. Questions well delivered and distributed

7. Pupil responses properly handled
8. Explanation clear and concrete
9. Used appropriate examples for illustrations
10. Used appropriate teaching aids for illustrations
11. Varied stimuli for securing and sustaining pupil attention
12. Used appropriate verbal and non verbal reinforcers
13. Appropriate pacing of lesson
14. Innovations
15. Conclusion of the lesson

Data collection: Investigator personally visited the B.Ed. colleges for collection of data.

Data analysis:

Data obtained by the rating scale was analyzed by calculating the readings quantitatively.

Analysis and interpretation:

I Investigator has selected two colleges for the study. After the analysis 5 teachers were graded D (1.5-2.5), 14 teachers were graded C (2.5- 3.5), 13 teachers were graded B (3.5 – 4.5).

Analysis and interpretation of data obtained through standardized rating scale of IGNOU

Appropriateness of instructional objectives:

The trainees were very clear with the objectives of their teaching. They had set their objectives with relation to their outcome of the students.9 out of the 32 teachers had an average clarity of the objectives.

Proper organization of content:

Most of the teachers had a logical sequence of the content matter. The psychological needs of the pupils were taken care by the teachers when they organized the content .Only 5 trainees out of the 32 trainees did not have proper organization of the content

Creating situations for introducing the lesson:

As most of trainees created a friendly situation by greeting the students, they could create a situation for teaching.4 out the 32 trainees could not effectively create situation for teaching.

Effective introduction of lesson:

Almost all the trainees started their introduction by story or situation narration which helps for an effective introduction. A few of them started with pictorial presentation and dramatization which also helped for effective presentation. 18 trainees started with situation narration, 6 with dramatization, 8 with picture presentation.

Questions properly structured:

7 out of the 32 trainees had ambiguous formation of question, 11 had average formation of question and the 14 had properly structured the questions.

Questions well delivered and distribute:

4 trainees had not delivered and distributed the questions properly. 28 of them had delivered the questions properly and distributed the questions equally among all the students.

Pupil responses properly handled:

9 trainees did not handle the pupil response properly. The remaining 23 of them could handle pupil responses well.

Explanation clear and concrete:

7 trainees explanation was not very clear. 2 were very good at their explanation. 23 trainees could explain their content properly.

Used appropriate examples for illustrations:

Out of the 32 trainees 6 of them did not use appropriate examples for their content. 26 of them were good at giving illustrations and examples for their content.

Used appropriate teaching aids for illustrations:

All the trainees had used teaching aids for their presentation. They used charts pictures, LCD projector to present their pictures or black board to draw the pictures. Out of them 5 failed to use proper teaching aids for their presentation. Out of the 32, 6 teachers use LCD, 4 of them used black-board and 22 of them used charts as their teaching aid.

Varied stimuli for securing and sustaining pupil attention:

5 of the trainees failed to use varied stimuli to sustain pupil attention.

Used appropriate verbal and non verbal reinforces:

27 trainees used proper verbal and non verbal reinforces to get responses from the pupils. 5 of them did not use reinforces. Most of them use verbal reinforces to secure responses from pupils.

Appropriate pacing of lesson:

1 of the trainees was very fast with the content presentation, 3 were very slow and the remaining 28 were almost appropriate with their pace of the lesson.

Innovations:

4 of them used LCD projector for their presentation which was an innovative form of teaching. The remaining 28 had their usual method of presentation. There was nothing innovative method in their presentation.

Conclusion of the lesson

4 Trainees failed to finish the content in time. 11 of them did not ask adequate recapitulation questions and the rest 17 trainees concluded their content in time with appropriate revision.

Major findings

- Teacher trainees did not use proper use of technology like the LCD projector or the transparency sheets for their presentation.
- They mostly used the lecture method for their explanation and used less of discussion method.
- Teacher trainees did not use illustrations related to current affairs to make it easy for students to understand it.
- Teacher trainees were interested in completing the content without giving it a logical closure
- Evaluation done did not have anything innovative and interesting.
- Some Teacher trainees failed to gain class attention and control.

- Majority Teacher trainees did not use methods to develop the reasoning ability of the pupils. They did not ask questions of critical reasoning
- The evaluation had mostly knowledge based questions than understanding and skill based question.

Suggestions:

- The teaching should be learner centered rather than teacher centered.
- The learning should be explorative, inquiry based and based on discussion and dialogue among the peer group of the students and with the teacher.
- Encourage variety not homogeneity of learning styles.
- There should be more emphasis on process on learning than the process of teaching.
- The teaching should not be more of mechanical type but should be based on understanding and intelligence
- The subject of economics could be made interesting by continuously relating it with current affairs and scenario.
- Examples and illustrations should be more practical and current based.
- The class room teaching should be supplemented with real life situations.
- Motivations should be given for the use of latest technology for the teaching purpose, like transparency sheets, use of LCD projector, PPT presentation to make teaching more effective.

Conclusion:

Teaching learning at knowledge, understanding and application level which is commonly practiced in schools implies that we still are lacking behind in effective teaching learning process. If this still situation continues then it will be difficult to fulfill the expectations from the various higher education programmes as it is essential to develop higher order cognitive abilities of analysis, synthesis, evaluation and creativity in the students to achieve the goal of producing competent skilled force. We need to ensure proper teacher training and strengthen infrastructure for better use of modern technology for effective teaching learning process. Thus in other words higher education in economics subject to be provided must enable students to tackle

intellectually sophisticated challenges, integrate multiple ideas and facts to undertake difficult economic problems and to find effective and creative solutions to all dilemmas.

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