

## TEACHING COMPETENCY OF B.ED. TRAINEES IN RELATION TO PERSONALITY

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### ABSTRACT

*In teacher education, programme training of teaching competencies is an important role to develop the B.Ed. trainees become effective teachers in the classroom. The personality of a teacher plays a significant role in developing good citizens. Personality and teaching competencies are interlinked. Hence the investigator selected this topic to analyze the correlation between teaching competency and personality of B.Ed. trainees. The researcher adopts the descriptive survey method and used a simple random sampling technique to collect data from the sample. The population of the study is 400 B.Ed. trainees who are studying B.Ed. in the colleges of education in Trichy district. The present study finds out there is a significant difference between the subgroups of B.Ed. trainees in their mean score of teaching competency with regard to gender and father occupation. This study also reveals that there is a significant highly positive correlation between teaching competency and personality of B.Ed. trainees.*

**Keywords:** Teaching Competency, B.Ed. Trainees, Personality.

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### Introduction

In the teacher education programme, teaching competencies are the necessary skills and abilities for teaching in a school. This competency is not only seen as a set of behaviour but also seen as the quality of a person at a certain stage of development in teaching. Therefore, information is asked to indicate the perceived competency of B.Ed. trainees, as the means of estimating what they perceive his / her level of capability as a comparison before and after teaching practice in the course of study. Thus, competency of B.Ed. trainees are the reflection of their perception of their abilities, development and their teaching practice.

Edmund Short (1985) attempted to clarify the confusion by presenting four different concepts of teaching competency. (i) Competence is taken as behaviour or performance of doing things independently for a purpose or intent. (ii) Competence is taken as a command of knowledge or skills involving appropriateness. (iii) Competence can be seen as the level of capability which involves a value judgment and (iv) Competence involves the quality of a person or state of being, including more than characteristic behaviours; performance, knowledge, skills, sufficiency and relevancy such as intent, or motives or attitudes or particular qualities. Therefore, teaching competence can exist in qualitative conceptions of teaching, developmental and contextual variations in the outcomes desired from teaching range from increased standardized objectives expressed in terms of performance, instructional skills and competence.

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### **Need and Significance of the Study**

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situations in life. Proper education will keep the child to understand society and to adjust with the social environment. It is in the school that a positive attitude towards life and work is developed. Personality development is the concern of every individual in society and of the world at large. The home is the first institution that forms the base for the child's character and personality. Next to home, the teacher is the strengthening and the basement of the child who helps to mould their personality. It is axiomatic that the younger generations of today, have a significant part to play in the development of the country. The influence of personality is highly determining the teaching competency of B.Ed. trainees with strong personalities can adjust to the environment and acquire better academic ability and creativity. Teaching competency is B.Ed. trainees teaching ability or preparedness to handle their class with successful classroom communication. So, the investigator proposes to study the variables of personality and teaching competency of the B.Ed. trainees. Hence, the problem of the present study is selected and entitled "Teaching Competency of B.Ed. Trainees in Relation to Personality".

### **Title of the Study**

The present study is entitled "Teaching Competency of B.Ed. Trainees in Relation to Personality".

### **Objectives of the Study**

The following are the objectives of the study.

- To find out the teaching competency of B.Ed. trainees.
- To find out the significant difference between the teaching competency and demographic variables of B.Ed. trainees.
- To find out the significant correlation between teaching competency and personality of B.Ed. trainees.

### **Hypotheses of the Study**

The following are the hypotheses of the study,

- There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to gender.
- There is no significant difference in the mean score of teaching competency among the various groups of B.Ed. trainees with regard to the father's educational qualification.
- There is no significant difference in the mean score of teaching competency among the various groups of B.Ed. trainees with regard to the father's occupation.
- There is no significant correlation between teaching competency and the personality of B.Ed. trainees.

### **Limitations of the Study**

Even though every attempt has been made to make the study more precise and objective as possible, the investigator in the present study noted a few limitations. The following are the important limitation. 1. The present study was restricted to B.Ed. trainees of Tiruchirappalli district only. 2. The present study was restricted to self-finance colleges of education only. 3. The investigator has attempted to collect data from a representative and manageable sample of 400 B.Ed. trainees only. 4. Questionnaire was the only tools used in the study.

### **Research Methodology**

The study was conducted through a descriptive survey method of research. The main objective of the present study is to investigate the teaching competency of B.Ed. trainees. The investigator has implemented the survey method in view of realizing the objectives of the study. The population meant for the study is the B.Ed. trainees of colleges of education. The investigator decided to collect data from the B.Ed. trainees undergoing B.Ed. course from various colleges of education in Tiruchirappalli district under Tamil Nadu Teacher Education University representatives of a sample of the population, the investigator collected a simple random sample of 400 B.Ed. trainees from different colleges of education affiliated with Tamil Nadu Teacher Education University. The main study consisted of 400 B.Ed. trainees from different colleges of education in Tamil Nadu Teacher Education University was selected by simple

random sampling technique, the researcher after obtaining prior permission from the principals of the colleges and personally administered the tool to B.Ed. trainees. During the time of answering the questionnaire by the B.Ed. trainees the investigator gave proper instructions to the respondents. There was good between the researcher and the respondents.

### Tools Used for the Study

The following tool was selected and used by the investigator in the present study: 1) The tool on teaching competency was developed and validated by the investigator. 2) personality traits inventory developed and validated by the investigator.

### Testing the Hypothesis

#### Hypothesis 1

There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to gender.

This hypothesis was tested using a t-test,

**Table 1**

	Variable	N	Mean	S.D	t-Value	Level of Significant
Gender	Male	139	250.3806	28.2800	0.652	Not significant
	Female	261	252.1299	26.25679		

Above table the obtained 't' value (0.652) is less than the table value (1.97) at the 0.05 level. It is clear that there is no significant difference between the male and female B.Ed. trainees in their teaching competency. Hence, the stated null hypothesis "There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to gender" is accepted. The female B.Ed. trainees are having higher teaching competency mean score than male B.Ed. trainees.

#### Hypothesis 2

There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to the type of family.

This hypothesis was tested using a t-test,

**Table 2**

	Background Variables	N	Mean	SD	t-Value	Level of Significance
Type of Family	Nuclear Family	262	251.6786	27.18810	0.254	Not Significant
	Joint Family	138	251.2232	26.39686		

Table 2, the obtained 't' value (0.254) is less than the table value (1.97) at the 0.05 level. It is clear that there is no significant difference between the nuclear family and the joint family of B.Ed. trainees in their teaching competency. Hence, the stated null hypothesis "There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to type of family" is accepted. The joint family B.Ed. trainees are having slightly teaching competency mean score than nuclear family B.Ed. trainees.

#### Hypothesis 3

There is no significant difference in the mean score of teaching competency among the groups of B.Ed. trainees with regard to the father's occupation.

This hypothesis was tested using an F-test,

**Table 3**

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	25427.109	4	6356.677	9.522	Significant
Within Group	263701.788	395	667.699		
Total	289128.898	399			

Table 3, it is indicating that the obtained 'F' is 9.522 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among farmers, coolie, government employees, private employees and self-employed fathers in their teaching competency. Hence the hypothesis stated that "There is no significant difference in the mean score of teaching competency among the groups of B.Ed. trainees with regard to father's occupation" is rejected. The means score in teaching competency is higher in coolie fathers than the other groups.

#### Hypothesis 4

There is no significant correlation between the teaching competency and personality of B.Ed. trainees.

This hypothesis was tested using Karl Pearson's Product Moment Coefficient of Correlation.

**Table 4**

<b>Correlations</b>		
	<b>Teaching Competency</b>	<b>Personality Traits</b>
Teaching Competency	1	0.596**
Personality Traits	0.596**	1

The above table shows that there is a highly positive correlation between teaching competency and the teaching competency of B.Ed. trainees. Hence the stated hypothesis "There is no significant correlation between the personality competency and personality traits of B.Ed. trainees" is rejected.

#### Findings of the Study

- There is a significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to gender.
- There is no significant difference in the mean score of teaching competency between the groups of B.Ed. trainees with regard to the type of family.
- There is a significant difference in the mean score of teaching competency among the various groups of B.Ed. trainees with regard to the father's occupation.
- There is a significant correlation between teaching competency and the personality traits of B.Ed. trainees.

#### Conclusion

The present study concludes that the demographic variables significantly differ in the B.Ed. trainees with regard to father occupation. The study also concludes that there exists a highly positive correlation between teaching competency and the personality of B.Ed. trainees. Teaching is a profession in which everybody can observe dedication and hard work. The teaching competency and personality of a teacher definitely should influence the education of the learners. The present study is an attempt to analyse the teaching competency and personality dimensions of B.Ed. trainees studying in the Tiruchirappalli district of Tamil Nadu. Information and communication technology and social media play a vital role in providing all sorts of information to B.Ed. trainees which can be transferred to the students in a better way. The investigator as a B.Ed. trainees provided suggestions based on the results of the study. Hence, the teacher education programmes inculcate the importance of instructional skills and insist on the development of personality characteristics among the teacher trainee.

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