



## **EFFECT OF SKILL DEVELOPMENT PROGRAMME ON TEACHING COMPETENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS**

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### **Abstract**

*The purpose of the present investigation was to study the effect of skill development programme on the teaching competence of pre-service secondary school teachers. The study was experimental in nature with a pre-test post-test control group design. The sample comprised 200 pre-service secondary school teachers belonging to government and self-financed colleges of education of Jalandhar district. The colleges were randomly assigned to the treatment. General Teaching Competency Scale by B.K. Passi and M. S. Lalitha was used as a measure of teaching competence. Data were analysed with the help of One Way Analysis of Covariance. Skill Development Programme based upon Microteaching was found to be superior to Traditional Method in fostering Teaching Competence when Pre-Teaching Competence was taken as a covariate*

**Keywords:** *Skill Development Programme · Micro-Teaching · Teaching Competence · Analysis of Covariance*



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### **INTRODUCTION**

Last few years have seen a large scale growth of teacher education institutions. Although this growth was necessary to achieve the target of Right to Education Act, this has undermined the teaching competence of teachers. National Curriculum Framework for Teacher Education (2009) remarked that the training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Further, the responsibility of regulating quality of teacher education through norms and

standards came to the NCTE (Maheshwari, n.d.), teacher education institutions are equally responsible for maintaining the quality of teacher training in general and teaching competence in specific. The student teachers lack teaching competency due to various reasons because,

- i. There is no consensus regarding the procedure followed in various aspects of student teaching and assessment of teacher behavior.
- ii. The teacher educators themselves are not clear about the specific objectives of training programme.
- iii. The Supervision of student teaching is haphazard, subjective, unsystematic and mostly unreliable.
- iv. There is no organized form of feedback regarding performance of student teachers as the remarks given by supervisors on lesson plans are automated.

In order to enhance the teaching competence of among pre-service secondary school teachers, there is need to adopt certain effective techniques that can develop teaching skills. Micro-teaching is one of the widely used teacher training technique for developing teaching skills. Micro-teaching can be used for enhancing the teaching competency of pre-service secondary school teachers. Previously, the effect of microteaching in developing general teaching competency and certain teachers factors was studied by George and Joseph (1978) George and Anand (1980), Bhattacharjee (1981) and Aggrawal (2015). However, more studies are required in the present scenario. Keeping this in mind, the present study was undertaken. The objective of the study was:

To compare the adjusted mean scores of Teaching Competence of Skill Development Programme and Traditional Method Groups by considering Pre- Teaching Competence as a covariate.

## **METHOD**

### **DESIGN**

There were two groups. One group was designated as experimental group and the other as control group. Of the available, the colleges of education were randomly assigned to the treatment. The experimental group students were taught with Skill Development Programme based upon microteaching (SDP) while the control group students continued with the routine activities and the traditional method (TM).

**SAMPLE**

The sample comprised 200 pre-service secondary school teachers, belonging to government and self-financed colleges of education of Jalandhar District of Punjab State (India).

**TOOLS**

General Teaching Competency Scale (GTCS) by B.K. Passi and M. S. Lalitha was used as a measure of teaching competence.

**PROCEDURE**

There were two groups. One group was designated as experimental group and the other as control group. The colleges were randomly assigned to the treatment. Both the groups were pre-tested by administering GTCS. The students of experimental group were given treatment through SDP based upon Micro-teaching (on five teaching skills). Each day one period was taken. On the other hand, no treatment was provided to the control group. The control group continued with the routine activities and the traditional method (TM) was used for teaching training. At the end of the treatment, both the groups were post - tested with the help of the same tool i.e. GTCS that was used for pre-testing.

**RESULTS AND DISCUSSION**

The second objective was to compare the adjusted mean scores of Teaching Competence of Skill Development Programme and Traditional Method Groups by considering Pre-Teaching Competence as a covariate. The data related to this objective were analysed with the help of Analysis of Covariance (ANCOVA).The results are given in the Table 1.

**Table 1: Summary of ANCOVA of Teaching Competence by considering Pre-Teaching Competence as Covariate**

<b>Source of Variance</b>	<b>SS<sub>v,x</sub></b>	<b>df</b>	<b>MSS<sub>v,x</sub></b>	<b>F<sub>v,x</sub></b>
Skill Development Programme	73452.73	1	73452.73	
Error	5256.32.90	197	26.68	2752.91**
Total		199		

\*\*Significant at 0.01 levels

From the Table 1, it can be seen that adjusted F-Value is 2752.91, which is significant at 0.01 levels with df=1/197. It indicates that the adjusted mean scores of Teaching Competence of SDP and TM Groups differ significantly when Pre-Teaching Competence was considered as covariate. In this context, the null hypothesis, namely, “There is no significant difference in the adjusted mean scores of Teaching Competence of Skill Development Programme and

Traditional Method Groups by considering Pre- Teaching Competence as covariate”, is rejected. Further, the adjusted mean score of Teaching Competence of SDP Group was 109.80, which is significantly higher than that of TM Group whose adjusted mean score of Teaching Competence was 70.30. It reflects that SDP was found to be significantly superior to the TM in enhancing Teaching Competence when both groups were matched with respect to Pre- Teaching Competence. It may, therefore, be said that the Skill Development Programme based upon Microteaching was found to be superior to Traditional Method in fostering Teaching Competence when Pre- Teaching Competence was taken as a covariate.

The finding of the study is supported by George and Joseph (1978), George and Anand (1980), Bhattacharjee (1981), and Aggrawal (2015). It may therefore, be said that SDP can be used along with other available strategies for fostering Teaching Competence of pre-service secondary school teachers.

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