

## **IMPORTANCE OF TEACHING COMPETENCIES, PERSONALITY TRAITS, AND VALUES AMONG B.ED. TEACHERS TRAINEES**

**Mrs. Vandana Chaturvedi<sup>1</sup> & N .K. Koushik<sup>2</sup>, Ph. D.**

<sup>1</sup>Assistant Professor Department of Education RKDF University Bhopal, India

<sup>2</sup>Principal, Maharana Pratap College Ratibad ,Bhopal

---

**Abstract**

---

*This paper is devoted for analyzing three important factors responsible for development of teachers' trainees graduation level effective teaching. The conceptual and psychological factors how far influence teaching of the teachers trainees at graduation level are critically analyzed with different research finding in India and abroad. Operational definition and conceptual interrogations of the factors how far contribute perfection and understanding of teaching learning process with different psychologist views. In the modern developing society, man rarely performs dual role but modern development has created such situation for the women that she has to perform dual role. This situation has both negative and positive aspects. The view on above concepts how far helps to teachers for better teaching is a remarkable question trying to answer by this paper. This is known as teaching competence. In other words, teacher competence refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content. Any definition of teaching competence depends on teaching in a particular setting, the culture and values held in the community. Overall these above three factors are considered for teaching and teacher's interests with productive values are exercised.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **1.0.0 INTRODUCTION**

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teaching competence. In other words, teacher competence refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content. Any definition of teaching competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. The effectiveness or ineffectiveness of teaching is closely linked to teaching competence. Competent teacher would also create classroom conditions and climate, which

are conducive for student learning. Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. While the teacher would require all these dimensions to a reasonable extent, it is in the manifestation of these in an integrated manner that makes him effective in the classroom context.

### **1.2.0 Common Teaching Competencies**

**1) Competency I: Subject Matter Knowledge-** The effective early childhood, elementary, middle/secondary school teacher demonstrates knowledge of:

- a) The subject matter of Early Childhood, Elementary, Reading, Middle, or Secondary School education, including literature and the language arts, mathematics, science, social studies, the arts, health and physical education
- b) The physical, social emotional, intellectual and moral development of adolescents, both with and without special needs;
- c) Multidisciplinary structures, teaming and interdisciplinary planning;
- d) The relationships among the disciplines taught in the middle/secondary school.

**2) Competency II: Communication Skills. The effective teacher-**

- a) Communicates sensitively with language appropriate to students' ages, levels of development, gender, race, and ethnic, linguistic and socioeconomic backgrounds, as well as individual learning styles and needs;
- b) Interacts with students, families, and colleagues.

**3) Competency III: Instructional Practice. The effective teacher-**

- a) Understands typical and atypical human development and is familiar with principles of curriculum and instruction, including strategies for integrating special education students into regular classroom settings and developing and implementing individualized Educational Plans (IEPs);
- b) Teaches through diverse modes, including new technologies, reading and language arts as appropriate to age, learning style and developmental stage of the learner;
- c) makes curricular content relevant to the experiences of students from diverse racial, socioeconomic, linguistic and cultural backgrounds;
- d) Organizes and manages a classroom to support the growth and learning of diverse students;
- e) Uses methods that develop students' academic and social skills;
- f) Works effectively with families and community sources.

**4) Competency IV: Evaluation. The effective teacher-**

- a) Designs and uses various evaluative procedures to assess student learning;
- b) Evaluates his or her own teaching behavior, and uses the results to improve student learning.

**5) Competency V: Problem Solving. The effective teacher-**

- a) Thinks critically about teaching and learning;
- b) Fosters students' creative and analytical thinking skills.

**6) Competency VI: Equity. The effective teacher-**

- a) Deals equitably and responsibly with all learners;
- b) Understands the impact of western and non-western civilizations on contemporary American culture and uses this knowledge to develop appropriate strategies.

**7) Competency VII: Professionalism. The effective teacher-**

- a) Understands his or her legal and moral responsibilities;
- b) Learns from experience and supervision;
- c) Understands the impact of societal problems that can affect student learning.

**1.3.0 PERSONALITY**

Personality refers to "that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is to establish laws about, what different will do in all kinds of social and general environmental situations. Personality is concerned with all the behaviour of the individual both over and under I-lic skin." (R.B. Cattle)

**1.3.1 PERSONALITY TRAITS**

Personality traits defined in terms of sixteen personality factors as measured by personality questionnaire by Dr. R.B. Cattle (16 PFQ) which was adopted in Hindi (Indian Conditions) by Dr. S.D. Kapoor.

**1.4.0 VALUES**

Values play an important role in an individual's life. They are socially approved -desires or goals, conceptions or standard by which things are approved or disapproved. "According to its verbal meaning value signifies the importance and utility of a thing. According to E.S. Brightman, "In primary, sense value means what the individual likes, accept and enjoys."

### 1.5.0 CRITICAL VIEWS

The aim of the study was to identify desirable teaching competencies of a physics teacher considering the presage, process and product variables of competency. Two approaches, factor analysis as well as content analysis involving student's view were used to identify desirable competencies. He arrived at fourteen general teaching competencies. Some of them are competency of teachers' concern for pupils, competency in using audio-visual aids, competency of professional perception, logical exposition, competency in classroom management, competency in giving assignment, competency in initiating pupil participation etc. The Factorial Structure of Teaching Competencies among Secondary School Teachers are influence teaching. The aim of the study was to analyse the teaching competency of secondary school physics teachers of class IX. He reported the general teaching competency included competencies like competency in using audiovisual aids, competency in illustrating with numerous examples, competency in using variety of evaluation techniques, competency in evoking maximum involvement of students, competency in recognizing the attending behaviour, competency in achieving closure etc.

#### Review of Related Study

**Chowdhary K (1985)** conducted a study "A factorial study of teaching competencies of teachers teaching English at the secondary school level". The study revealed (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) Educational qualification and sex were found to be related to teacher competencies.

**Anuradha Joshi and Preethidhar Parja (1986)** in their study "Personality, a Correlate of Teaching Competency" attempted to study the personality characteristics of teacher trainees. They concluded that professionally competent teachers possess, so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature, reservedness and possession of high self-respect.

**Prakasham (1986)** studied effectiveness as a function of school organizational climate and teaching competency. In this study he observed -

- i. Teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness.
- ii. No significant difference was found in the teacher competency and teacher effectiveness of the teachers working in the government and non-government schools in global term.

iii. No significant difference was observed between male and female teachers on the tests of teaching competency.

**Goyal J.C, Pandey and Damayanti (1987)** conducted a study on “General teaching competency and attitude of economics teachers teaching at higher secondary level”. The major findings of their study are.

i. Majority of teachers possess average or below average teaching competency where as the number of teachers who possess above average teaching competency is very low.

### 1.6.0 CONCLUSION

It was found the with the study of with the objectives of Kambhampati Prasad (2007) studied about “The influence of competence of Teachers on their English Teaching Ability”. The major findings of his study are; 1) There is a high significant positive relationship between teaching competence of a teachers and their ability to teach English Language; 2) Teaching Aptitude of teachers and Teaching competence have significant positive correlation; 3) There is a significant positive relationship between motivation and competence; 4) There is a significant difference in teaching competence of male and 78 female teachers and 5) There is no significant relationship between teaching competency and academic qualification of teachers.

In the aforesaid context, the present researcher, therefore, discussed to study and compare the personality, values and teaching competencies of B.Ed. Teachers trainees.

### 1.7.0 BIBLIOGRAPHY

Agarwal, R.N. *Adjustment problem of pupils of Secondary Schools-Adjustment problems of Secondary School Pupils .as perceived and judged by parents, teacher and pupils themselves.* Edu., Agra University, 1970.

Ahluwalia, I., (1985): *A Study of Factors affecting Achievement Motivation, Ph.D, Psy., Agra U., Fourth Survey of Research in Education, 1983-88, Vol.I.*

Ahrnad, "A study of Relationship between values and modernity with special reference to college girls", *Second Survey of Research in Education, Buch, M.B., 1972-77.*

Aliaimo, Samuel Joseph, "A study of factors influencing value preferences in environmental problems of seventh through twelfth grade students". *Dissert. Abst. Int., Vol. 39, 1979, p. 5427.*

American Academy of Child and Adolescent Psychiatry. (2011). *Children with learning disabilities.* Retrieved June 26, 2012, from <http://www.aacap.org/page/ww?name=Children+With+Learning+Disabilities&ion=Factors+for+Families> [top]

American Speech-Language-Hearing Association. (n.d.). *Language-based learning disabilities.* Retrieved June 15, 2012, from <http://www.asha.org/public/speech/disorders/LBLD.htm> [top]

Anwana, Elder, U.J. and Cobbah, F.E. (1989) *Major Study Habits Among Secondary School students in Cross River/Akwa Ibom States of Nigeria, Journal of Indian Education, Vol. 15 (2), 28-37.*

- Barbara, H. H. and James, H.K. *Personality, Academic and Motivational Aspects of Student Preference for Grading Systems. Journal of Experimental Education, VoF 43, No. 3, 1975.*
- Berger, Morris Herbert, "The relationship for religious attitudes and values with personality adjustment" *Diss Abs. Int. Vol. 39, May-June, 1979, p. 7232.*
- Best, J.W. *Research in Education, N.J. Englewood Cliffs; Prentice Hall of India Pvt. Ltd., 1963.*
- Bhatia, Ranjana, (1987): *Evaluation of New B.Ed. Curriculum in the Colleges of Education Affiliated to the University of Bombay, Ph.D. Edu., Bom. U., Fourth Survey of Research in Education, 1983-88, Vol.II.*
- Bhide, L.G., (1987): *An Experimental Study of the Impact of the Teacher Education Programme on the Self-Concept of the Pupil-teachers, Ph.D. Edu., Nag.U., Fourth Survey of Research in Education, 1983-88, Vol.II.*
- Bhuduri, A. (1971) *A Comparative Study of Certain Psychological Characteristics of Over and Under Achievers in Higher Secondary School, D. Phil. Psy. Cal. U.*
- Biggs, J.B. (1967) *Cognitive Styles, Study Habits and Faculty - Choice, Australian Psychologist, 2(1).*
- Biggs, J.B. (1970) *Faculty Patterns in Study Behaviour, Australian Journal of Psychology, 22, 161-174.*
- Buch, M.B. (Ed.), *Third Survey of Research in Education, New Delhi, NCERT, 1991.*
- Buch, M.B. 9Ed.) *Fourth Survey of Research in Education. New Delhi, NCERT, 1991.*
- Carker, D.D.G. (1999) *The Relationship of Study Habits, Attitude and on Historically Black University. Dissertation Abstracts International, 2000, Vol. 60 (9), 3264-A.*
- Dash, J., (1985): *An Investigation into the Development of Teacher Education Programme in Orissa with reference to Motivation, Cost Structure and Quality, Ph.D. Edu., Utkal U., Fourth Survey of Research in Education, 1983-88, Vol.II.*
- Dikshit, H.P. (2003): *Growth of Open and Flexible Learning in India: Emerging Challenges and Prospects, Indian Journal of Open Learning, Vol.12(1)*
- Ganeshan, S. (2003): *Quality Control in Distance and Open Learning System: A Case Study of B.Ed. Programme of IGNOU, Journal of Distance Education, Vol.10(1), published by Directorate of Distance Education, Jammu.*
- Gopalacharyulu, R.V.V., (1984): *A Study of Relationship between certain Psycho-sociological Factors and Achievement of Student-teachers in Teacher Training Institutions of Andhra Pradesh, Ph.D. Edu., SVU, Fourth Survey of Research in Education, 1983-88, Vol.II.*
- International Dyslexia Association. (2008). *Dyslexia basics. Retrieved June 21, 2012, from <http://www.interdys.org/ewebeditpro5/upload/BasicsFactSheet.pdf> (PDF - 43 KB)* 
- [top]
- Jerath, J.M., (1979): *A study of Achievement Motivation and Its Personality Motivation and Ability Correlates, Ph.D. Psy., Pan. U., Fourth Survey of Research in Education, 1983-88, Vol.I.*
- Khan, Neelofar (2005): *Attendance in Personal Contact Programmes and Examination Performance of Distance Learners, Indian Journal of Open Learning, Vol.14(2).*
- Kumar, K., et.al., (1986): *Motivation of B.Ed. Correspondence Course Students, NCERT, Fourth Survey of Research in Education, 1983-88, Vol.II.*
- Learning Disabilities Association of America. (n.d.). *Dyscalculia. Retrieved June 15, 2012, from <http://ldaamerica.org/types-of-learning-disabilities/dyscalculia/>*
- Learning Disabilities Association of America. (n.d.). *Symptoms of learning disabilities. Retrieved June 15, 2012, from [http://www.ldaamerica.us/aboutld/parents/ld\\_basics/symptoms.asp](http://www.ldaamerica.us/aboutld/parents/ld_basics/symptoms.asp)* 
- [top]

- Mohanty, J. (2001): *Studies in Distance Education*, Deep & Deep Publications Pvt.Ltd., New Delhi. P.495-505.
- National Center for Learning Disabilities. (2010). What is dysgraphia? Retrieved June 21, 2012, from <http://www.nclد.org/ld-basics/ld-aamp-language/writing/dysgraphia> [top]
- National Institute of Neurological Disorders and Stroke. (2011). What is dyslexia? Retrieved June 26, 2012, from <http://www.ninds.nih.gov/disorders/dyslexia/dyslexia.htm> [top]
- Rastogi, "Intelligence and Intellectual Stimulation Received by Eight Grade Students Under Differing Styles of Junior High School Education in U.P." *A survey of Research in Education*, Agra University, 1967, p.204.
- Schwittman, D. (1982): *Time and learning indistance study*, *Distance Education*, 3 (1), 141-169.
- Woodley, A., Parlett, M. (1983): *Student dropout*, *Teaching at a Distance*, 24, 2-23.