



## Effect of demographic, psychological and social factor on teaching competency of the B. Ed. & D.TED. Trainee Teachers of Aurangabad city

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### Abstract

According to Carrol (1995), the demographics provide the policy makers with the opportunity to greatly influence the complexion of the nations teaching workforce for a generation. Therefore, the demographic information offers corrective measures to the policy makers to deal with the national teaching workforce. The effects of general education and the respective demography are closely associated. As a matter of fact, demography is the physical study of these circumstances which influence the quality of education. Without having full cognizance of the people, the targeted themes of education are very difficult to pursue. Howard and Nicholas (1991) state that competency is the ability to cope with a certain class of problems encountered during the job. A fully competent teacher is one who can cope successfully with any professional problem. Edwards, *et al.* (1996) state that set of core competencies, which are felt to be necessary for having a successful economy in the immediate future. Hence the present study helps in finding the way for strategy makers to achieve the national goals.

**Keywords:** demographic, psychological social factors, teaching competency.

### Introduction

Education implies to the structuralisation of the socio – psychological thematic and ethical values of the individuals and groups in a manner which helps to capacitate them for acquiring the complete cognizance of life. In all teaching learning activities, the teacher is the pivot. It is therefore incumbent on the state programmer to produce the qualitative teachers who have commitment to the profession. There is no measure of doubt that the teacher is the centre point of the educational activities. There is no denying the fact that with the added advance of civilization, there are many disciplines for all the communities to follow in order to meet the social, political and economic requirements to teach any area of education. This message is well stated by NCERT in Education for Values in Schools – A Framework Howard and Nicholas (1991) state that competency is the ability to cope with a certain class of problems encountered during the job. A fully competent teacher is one who can cope successfully with any professional problem, Educards, *et al.* (1996) state that the set of core competencies which are felt to be necessary for having successful economy in the immediate future. These core competencies include things such as the need for abstract thinking, (intelligence), the ability to solve problems, the

capacity to work in teams, the ability to communicate effectively etc. Apart from this demographic characteristics like intelligence, personality, sex, and socio – economic characteristics also effect on the role model or a teacher.

Education International hopes to promote an improvement in teachers' working conditions that will lead to higher quality education, and also speaks out against the growing lack of respect and appreciation for teachers. Such working conditions are risk factors for teachers, with results such as absenteeism, a lack of professional achievement and involvement, burnout and job dissatisfaction. In turn, these negative aspects, along with other personal and contextual factors, can lead to the non-adaptation of students, in other words, truancy, negative attitudes towards schools, dropping out, behavioural disorders and so on. These feelings of unease in the students also affect teachers and can create a negative loop that, if left unchecked can push teachers from initial job dissatisfaction to develop somatic symptoms, depression, and anxiety. The present study deals with the effect of demographic psychological and social status on teaching competency of the trainee teachers.

“Education is the systematic instruction and training given especially to the young, in preparation of life”.

**Objectives**

- To study the demographic status of the B.Ed, & D.TEd trainee teachers.
- To study the psychological status of the B.ed, & D.TEd trainee teachers.
- To study the social status of the B.Ed, & D.TEd trainee teachers.
- To study the teaching competency of the B.Ed, & D.Ed trainee teachers.
- To study the correlation between Intelligence, Emotional and social status of the B.Ed, & D.TEd trainee teachers with teaching competency.
- To make suitable recommendations for the improvement of the teaching competency of the teachers.

**Population**

Trainee Teachers at D.T.Ed. & B.Ed. (Male & Female) of Aurangabad city.

**Sample**

30 D.TEd trainee Teachers from Model DTED College & Azeem DTED College and 30 B.Ed. trainee teachers from Marathwada College are included in the study.

**Methodology of research**

Researcher has used survey method of research.

**Tools of data collection**

The General teaching competency scale prepared by B.K Passi & M.S Lalitha was used for the observation of the lessons of trainee teachers. The Ravens Progressive metrics were used to find out the Intelligence level of the students. The questionnaire consists of teacher’s demographic information like gender, urban rural, Income, & teachers interest in teaching, behaviour, Emotional status, classroom management and communication etc.

**Data analysis & interpretation**

**Table 1:** Table showing Teaching competency of B. Ed & D. TEd trainee teachers

| Trainee teachers | Mean   | SD    | SEM   | CR   |
|------------------|--------|-------|-------|------|
| B. Ed            | 108.83 | 10.14 | 03.55 | 2.62 |
| D. Ted           | 99.50  | 16.60 |       |      |

The calculated critical ratio is 2.62 which is greater than 1.96.hence difference is significant at 0.05 level of confidence. Therefore it is inferred that D.TEd. trainee teachers are more competent than B.Ed. trainee teachers.

**Table 2:** Table showing Teaching competency of Male & female B.Ed & D.TEd trainee teachers

| Trainee teachers | Mean   | SD    | SEM   | CR   |
|------------------|--------|-------|-------|------|
| Male             | 99.83  | 16.14 | 03.55 | 3.10 |
| Female           | 126.50 | 11.61 |       |      |

The calculated critical ratio is 3.10 which are greater than 1.96.hence difference is significant at 0.05 level of confidence. Therefore it is inferred that female trainee teachers are more

competent than male trainee teachers.

**Table 3:** Table showing Correlation between Intelligence & Teaching Competency

| Parameters                          | Correlation | p-value |
|-------------------------------------|-------------|---------|
| Intelligence Vs Teaching Competency | 0.75        | 0.008   |

Intelligence Vs Teaching Competency Significance level ( $p \leq 0.05$ )

The Pearson’s r values of 0.756\* indicate that there is a significant high correlation between Intelligence and Teaching Competency.

**Table 4:** Table showing Correlation between Emotional status & Teaching Competency.

| Parameters                              | Correlation | p-value |
|---|-------------|---------|
| Emotional status Vs Teaching Competency | 0.45        | 0.003   |

Emotional status Vs Teaching Competency Significance level ( $p \leq 0.05$ )

The Pearson’s r values of 0.456\* indicate that there is a significant moderate correlation between Emotional status and teaching competency.

**Table 5:** Table showing Correlation between social status & teaching competency.

| Parameters                           | Correlation | p-value |
|--------------------------------------|-------------|---------|
| Social status Vs Teaching Competency | 0.25        | 0.00    |

Social status Vs Teaching Competency Significance level ( $p \leq 0.05$ )

The Pearson’s r values of 0.256\* indicate that there is a significant low correlation between social status and teaching competency.

**Discussion**

The teacher can handle the demographic hurdles by using teaching competencies. At any level, he can exercise his individual experiences to impart knowledge to the students. It is evident that girls are becoming more concentrated on the assigned course of study than the boys. Inspire of the fact, the male students can boast of having proper teaching environment. The results of urban male and female students are more satisfactory than those of rural areas. The teachers of urban and rural areas are both; enthusiastic and confident and make their presence sure as required by the teaching discipline. Poverty is often equated with social stagnation. The students of low income feel it impossible to make both ends meet. They cannot afford to pay full attention to their academic, social and moral growth. Not only a great proportion of low income group students suffer a setback in their intellectual attainment but this also causes deterioration in standard of education. Material difficulties do not allow the suffering and low income students to engage themselves in relevant studies. Mostly it is the teachers’ competencies which cover up these demographic factors through teachers’ trainings. It is envisaged to impart skill to the teachers but the personal capabilities are most beneficial in this connection. Lesson planning and questioning make the lessons interesting. Most of the teachers

plan their lessons. During the lesson, teachers use questioning techniques. This art helps the teachers to understand the problems of students as well as to evaluate their teaching methodologies. It is no more rhetoric but a reality that the destiny of the nations is shaped in the classrooms. Teachers satisfy the students and make the classroom climate pleasant but they have no teaching aids to make the classroom climate nurturing and nourishing

### **Suggestions**

#### **i. Paraphernalia of progressive Teacher**

Teachers are like banks and the students are like surging tide of fresh and crystal clear water. Where this heavenly water soars, the nourishing of teaching learning atmosphere takes place. It is no doubt that the destiny of a nation is shaped in the classrooms. It is the teacher's tongue that opens the secrets of nature. There is a direct link between the achievement of the student and the methodology of the teacher. A secondary school teacher must be oriented with the following teaching skills:

#### **Comprehensive sense of subject**

- The utmost skill of a teacher makes it mandatory that he should have full mastery of the subject that he is supposed to teach the learners. Hussain (1999) stated that quality oriented teachers must be academically well trained in the subjects he teaches.
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#### **ii. Latest equipment**

The modern philosophy of teaching lays great emphasis on the changes which are taking place around the world. It is common knowledge that the physical feature of life is going on transformation with the advent of time. It is therefore necessary for the teacher to keep the students abreast of the latest approaches to instruct his disciples.

#### **iii. Concrete approaches**

There are many objectives of teaching among various designs of education. There are concrete grounds on which the students must be instructed. No teacher can poor look the surging demands of education.

#### **iv. Order of educational items**

The teacher should keep in mind the semantics of learning and follow accordingly. There must be orderly arrangements in the subject of study; the teacher should be observing following.

#### **v. Interest oriented learning**

In order to effectively interest the students according to their levels, the teacher should use appropriate techniques which might arouse interest in them. Passive teaching can discourage the learners on their way to learning.

#### **vi. Across the board treatment**

The teacher is supposed to be a role model before the students. He must observe the essential values in the class room so that

he might propagate the equalization of human race.

#### **vii. General estimation**

The teacher should adopt his teaching techniques in a way in which he could effectively judge the progressive learning.

#### **viii. Co-curricular activities**

The teacher is supposed to encourage the learner to make their explorations and readings other than the curriculum. But the things which he recommends for the students to carry out should be pertinent to the level and taste of students.

#### **ix. Classroom discipline**

Without discipline, no serious activity can be performed. There is no denying the fact that the teacher should be kind as well as soft but the discipline cannot be sacrificed in any way.

#### **x. Evaluating techniques**

A pains-taking and committed teacher uses question and answer technique to evaluate the achievement of the lesson as well as his own teaching. It is considered the touch stone which helps the teacher to assess the individuals. The teacher may change his method of teaching for effective learning because evaluation is the only way that leads the teacher to the attainment of the students.

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