



**ORIGINAL RESEARCH PAPER**

**Education**

**EXPLORING THE PERSPECTIVES OF TEACHER TRAINEES ON THE TEACHING COMPETENCY OF TEACHER EDUCATORS**

**KEY WORDS:** Teaching Competency, National Education Policy 2020, Education

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**ABSTRACT**

Education is crucial to national growth. School education and teachers develop future generations. Thus, teacher education institutes and instructors matter more. National Education Policy 2020 also stressed the importance of teacher education institutions and educators in improving educator competency. Teachers get pedagogical training, skills, and knowledge at teacher education institutes to effectively teach and meet varied student needs. Teacher education improves education and fosters knowledgeable, active individuals who promote society. The Supreme Court-appointed J. S. Verma Commission (2012) criticized teacher education institutes' inadequate conditions and misconduct. Revitalizing these institutions is also suggested. The main stakeholder of teacher education institutions is teacher trainees; hence educators must have greater teaching competency. This research examines teacher trainees' views on teacher educators' teaching skills. The study variables are teacher educator stream and designation. Survey research is done to learn teacher trainees' opinions of their teacher educators' instruction. Researchers collected data using the rubric. Six government-funded Gujarati B.Ed. programs provided data for the researcher. This research examines teacher trainees' views on their teacher educators' teaching skills.

**INTRODUCTION**

Competency is the main element of any profession as if a professional is competent than he contributes a major role in the development of that particular profession. Teaching profession is the base for every profession therefore the level of competency of teachers and teacher educators is required to be at good level. Teachers having good competency can affect education system positively. They are rich in expertise, attitudes and skills. They prepare their students academically to make perfect them in their selected profession. They have a solid understanding of the subjects they teach, as well as a broad grasp of the material, concepts, and methodologies used in their profession. This in-depth subject matter expertise serves as the foundation for designing engaging lectures and activities that are tailored to their students' individual needs. Furthermore, they excel at pedagogy, seamlessly blending instructional strategies that foster active learning, critical thinking, and problem-solving skills in their pupils. Their skill includes evaluation, as they employ a number of methodologies and procedures to carefully examine student knowledge and growth. They use great communication skills to foster open, courteous, and collaborative interactions in the classroom and beyond, resulting in a supportive learning environment in which every student feels valued and capable of excelling.

National education policy 2020 emphasised on the requirement of markable teacher education institutions and therefore Integrated teacher Education Program is in focused. National professional standards for teachers (Draft) also emphasised on professionally competent teacher which includes teaching competency also. So, the quality of teachers and teacher educators are important for progress of students. Good instructors show a sharp ability to manage their classes effectively, creating clear objectives, procedures, and optimize teaching time. They are adaptable and flexible, easily altering their teaching methods to meet a variety of learning styles, skills, and new educational trends. They embrace technology as a potent tool for learning, utilizing digital tools and multimedia to improve education and engage students in meaningful ways. Culturally competent teachers recognize and appreciate the diversity of their students' backgrounds, including inclusive practices that promote equality and social justice in the classroom.

**Literature Review**

The researcher found many research papers and theme papers related to the study. But some most related reviews are

described. Selvi K (2010) explained about the framework for teachers in his study "teacher's competency". The framework for teaching competency of teachers are mentioned in nine areas i.e. research competency, field competency, social and cultural competency, lifelong learning competency, emotional competency, cultural competency, environmental competency, use of ICT competency and communication competency. These competencies are focused for improvement of teachers' performance. Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2015) discusses teacher capabilities for incorporating collaborative learning into the classroom. According to research, the quality of student interaction has a significant impact on the success of collaborative learning. In this study the main focus is on concentration of students and for that how teacher encourages students. The researcher prepared framework for ideal teaching position for collaborative learning. This framework includes monitor of students, organising activities related to student's engagement, support students, merge it and reflection on it. It is found that monitoring and support is required in students. So, teacher education should focus on that. Panti, N., & Wubbels, T. (2010) investigate teachers' perspectives of the value of competences and their consequences for teacher education. The study was meant to guarantee that the perspectives of teachers and teacher educators are heard when identifying the areas of knowledge that comprise a competent teacher. The responses of 370 teachers and teacher educators in Serbia were collected in the form of a questionnaire regarding the relevance of various aspects of teacher competency. The researcher found four components that influence teachers' views of competencies: values and child-rearing, awareness of the education system and contribution to its growth, subject knowledge, pedagogy, and curriculum; and self-evaluation and professional development. Raob, I., Al-Oshaibat, H., & Ong, S. L. (2012) The aim of the study is to investigate the factors of teacher competency in technology. Total 317 secondary school teachers are used from Thailand School. The researcher used frequencies and exploratory factor analysis in the study. Three major themes emerged from data collecting and analysis. The components explored were fundamental technology functioning, personal use of technology tools, and technology education. As a consequence, the findings of this study have ramifications for schools, encouraging instructors to embrace technology while also considering their expertise.

**Research Methodology**

Research methodology involves objectives of the study, Hypothesis of the study, variable of the study, research tool, data collection method and data analysis.

**Objectives of the Study:** There are three objectives of the study.

- To explore the levels of teaching competency of teacher educators in the view of teacher trainees
- To compare the levels of teaching competency with respect to designation of teacher educators in the view of teacher trainees
- To compare the levels of teaching competency with respect to stream of teacher educators in the view of teacher trainees

**Hypothesis of the Study**

- **Ho1:** There is no significant difference between the mean score of responses collected from teacher trainees with references to designation of teacher educators.
- **Ho2:** There is no significant difference between the mean score of responses collected from teacher trainees with references to stream of teacher educators.

**Variables of the Study**

The independent variable of the study are designation and stream of teacher educators and teaching competency is dependent variable.

**Research Tool and Data Collection**

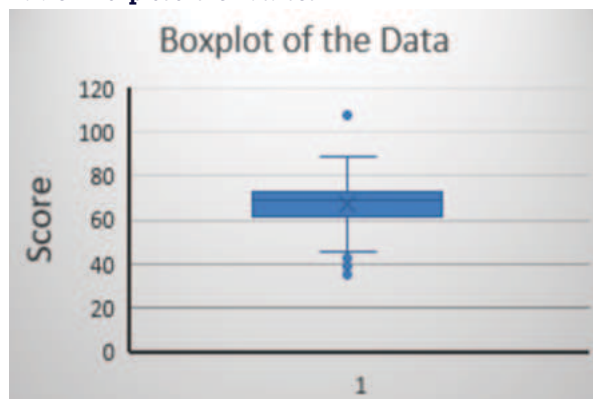
The researcher employed rubrics to gather data about teacher educators. The tool was sent to six government and grant-in-aid colleges in the Gujarat area where the B.Ed. program is being offered. The researcher obtained previous approval from the administration of that college. The tool was completed by teacher trainees to provide their opinions on the teaching ability of teacher educators.

**Data Analysis**

Total 360 teacher trainees responded in the tool. The researcher entered the data into an excel spreadsheet and performed the analysis using a data analysis tool pack.

**Objective 1:** Three levels emerged from the data analysis. The low-level score ranged from 35 to 62, the medium level from 63 to 73, and the high level ranged from 74 to 108. It shows that the gain score from 35 to 62, which was given by teacher trainees to the teacher educators, comes under the low level, the score from 63 to 73, given by teacher trainees to teacher educators, comes under the medium level, and the score from 74 to 108, given by teacher trainees to teacher educators, comes under the high level.

**Table-1 Boxplot of the Data Set**



According to the data analysis, teacher trainees evaluate 95 teacher educators (26.39 percent of the sample) as low, 179 teacher educators (49.72 percent of the sample) as medium, and 86 teacher educators (23.89 percent of the sample) as high.

**Table-2 Level Of Teacher Educators**

	Count	Percentage
Low	95	26.39
Medium	179	49.72
High	86	23.89
Total	360	

**Hypothesis Testing of Ho1:** Teacher trainees responded about total 335 assistant professor and 25 associate professors. The mean of teaching competency score of assistant professors was 66.81 and variance was 73.81 and for associate professor the mean of score was 68.8 and the variance was 59.75. The Hypothesis 1 was not rejected at 0.05 level as below in the table which shows that there is no difference found in assistant professor and associate professor in teaching competency in the view of teacher trainees.

**Table-3 Descriptive Statistics Of Designation Of Teacher Educators**

Designation (Assistant and Associate Professor)	
Degree of freedom	358
Numerator	-1.991044776
S12/2	0.220339379
S22/2	2.39
Sum	2.610339379
Square root	1.615654474
t statistic	-1.232345658
critical value	1.966612519
HO1	Not rejected at 0.05 level of significance

**Hypothesis Testing of Ho2:** Teacher trainees responded about about 360 teacher educators in which 240 belongs from general stream and 120 from science stream. The mean of teaching competency score of teacher educators from general stream was 66.15 and variance was 70.79 and for teacher educators from science stream was the mean of score was 68.53 and the variance was 74.01. The Hypothesis 2 was rejected at 0.05 level as mentioned below in the table which shows that there is difference found in general stream and science stream teacher educators in teaching competency in the view of teacher trainees and science teacher educators are more competent in teaching competency in comparison with general stream teacher educators.

**Table-4 Descriptive Statistics Of Stream Of Teacher Educators**

Stream (Science and General)	
Degree of freedom	358
Numerator	2.379166667
S12/2	0.294966803
S22/2	0.616797386
Sum	0.911764189
Square root	0.95486344
t statistic	2.491630287
critical value	1.966612519
HO2	Rejected at 0.05 level of significance

**Major Findings:** The major findings of the study is that the teacher educators are equal on the basis of designation in the view of teacher trainees. It is found that science stream teacher educators are good in teaching competency in the view of teacher trainees.

**CONCLUSION**

Teaching competency is important because it has a direct impact on the quality of education that students receive. Teachers who are competent not only have a thorough understanding of the subject matter that they teach, but also the pedagogical skills that are required to effectively communicate that knowledge. They can modify their methods

to accommodate a variety of learning styles, create inclusive and engaging classroom environments, and use assessment strategies that accurately measure the understanding of their students. A significant portion of the teaching profession is comprised of teachers and teacher educators who have a high degree of competency in teaching. This study gathered responses from teacher trainees on their respective teacher educators. Based on the findings of the study, it can be observed that the majority of teacher educators are associated with lower and medium levels, while only a small percentage of teacher educators are associated with higher levels. It is found that teacher educators from the scientific stream are more competent than those from the general stream.

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