

How Interested Student Teachers Do Selects Their Teaching Competencies Related To 21st Century

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Abstract: *The present study tries to find out the teaching competencies developed by the student teachers those who are interested in teaching profession. The sample consisted of student teachers from various colleges of Tamilnadu. Random sampling technique was used to collect data. Teaching Interest Scale and Teaching Competency Scale constructed and standardized by the researcher was used to collect the data. Correlation and regression analysis were conducted on the data. The result of data analysis revealed that there was a strong positive relationship between Teaching Interest and Teaching Competencies of student teachers. And also found that among the eight teaching competencies related to 21st century, the interested student teachers select competencies related to learner, collaborator, risk taker, adopter and leader.*

Key words: *Student teachers, Teaching Competencies, Teaching interest.*

I. Introduction

Teaching Competency plays a vital role in professional success of the every teacher. During the teacher preparation process competency development was given prime importance. The educational atmosphere of the 21st century claims not only technological knowledge but also recommends cluster of certain knowledge, skill and attitude. Andrew Churches gives in his blog Educational orgamy the following teaching competencies for 21st teachers. They are the adopter, Visionary, Collaborator, Risk taker, Learner, Communicator, Model and Leader. Teaching interest is a motivating factor to climb on the professional ladder. The teaching itself and related factors pushes to develop teaching competencies and reside in the teaching profession. Fob nature, financial nature, Career opportunity, Family improvement, Social responsibility, Welfare facility, Inspiration and Outcome are the some of the factors influencing teaching interest of the student teachers.

Need of the study

Teaching interest alone cannot decide the professional success. Teaching competencies are essential to withstand in the job market. India is a developing country and marching towards techno-based educational environment and adopts constructivism in her educational facet. **So the researcher wants to know the preferred teaching competencies of the interested student teachers.**

Research Objectives

1. To find the relationship between Teaching Interest and Teaching Competencies of student teachers.
2. To find whether the Teaching Interest of the student teacher has influence on their selection to Teaching Competencies.

Hypothesis of the study

1. There is no significant relationship between Teaching Interest and Teaching Competencies of student teachers.
2. There is no significant influence of teaching interest on selection of teaching competencies.

II. Materials and Methods

Normative Survey Method has been used. By using Random Sampling Technique 622 student teachers are selected from Tamilnadu and used as subjects of this study. Teaching Competency Scale and Teaching Interest Scale constructed and standardized by the researchers has been utilized to collect the data from the above mentioned sample of the study. The Teaching Interest Scale comprises of eight sub scales viz; Fob nature, financial nature, Career opportunity, Family improvement, Social responsibility, Welfare facility, Inspiration and Outcome. Teaching competency scale comprises of eight sub scales namely adopters, visionaries, collaborators, risk takers, learners, leaders, communicators and model. Pearson correlation technique and stepwise regression is used to test the hypothesis.

III. Analysis and Interpretation

The correlation between Teaching Interest and Teaching Competencies of student teachers has been calculated and stepwise regression is run in the SPSS IBM19 to find the predictors.

Table.1. Coefficient of Correlation between Teaching Interest and Teaching Competency Sub scales.

	TI	adopter	visionary	model	communicator	collaborator	leader	learner	Risk taker
TI		.33**	.30**	.38**	.28**	.48**	.42**	.51**	.33**
adopter			.43**	.50**	.42**	.38**	.33**	.35**	.24**
visionary				.49**	.39**	.36**	.34**	.33**	.17**
model					.50**	.50**	.44**	.46**	.25**
communicator						.47**	.45**	.37**	.25**
collaborator							.59**	.51**	.33**
leader								.52**	.31**
learner									.35**
risk taker									

** . Correlation is significant at the 0.01 level

The coefficient of correlation between Teaching Interest and Teaching Competency sub scales-Adaptor, Visionary, Collaborator, Risk taker, Learner, Communicator, Model and The Leader is found to be 0.33, 0.30, 0.38, 0.28, 0.48, 0.42, 0.51 and 0.33. It is significant at 0.01 levels. Hence it is concluded that there is significant positive relationship between **Teaching Interest** and teaching competency sub scale of student teachers.

The sub scales of teaching competency like Adaptor, Visionary, Collaborator, Risk taker, Learner, Communicator, Model and The Leader were used in a stepwise multiple regression analysis to predict teaching interest. The prediction model contained five of the eight predictors and was reached in five steps with 3 variables removed. The model was statistically significant, **F (5,616) = 66.08, p < .001, and accounted for approximately 35%** of the variance of teaching interest ($R^2=0.349$, Adjusted $R^2=0.344$). Teaching interest is primarily predicted by the higher levels of learner, collaborator, risk taker and to the lesser extent by adopter and leader. The raw and standardized regression coefficient of predictors together with their correlation with

Table 2. Stepwise Regression Result Between Teaching Interest And Sub Scales Of Teaching Competency

Model	b	SE-b	Beta	Pearson r	Sr ²	Structure coefficient
(Constant)	68.872	6.788				
learner	1.209	.175	.285	.510	0.051	0.863
collaborator	.981	.192	.221	.483	0.028	0.817
risk taker	.413	.156	.095	.326	0.007	0.551
adopter	.301	.118	.092	.325	0.007	0.550
leader	.356	.180	.085	.423	0.004	0.716

Note. The dependent variable teaching interest. $R^2= 0.349$, Adjusted $R^2= 0.344$
 Sr² is squared semi-partial correlation. * p < .05

Teaching interest, their squared semi-partial correlations, and their structure coefficients are shown in table.2. The learner received the strongest weight in model followed by collaborator, risk taker, adopter and leader. Leader received the lowest weight of the five weights. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The learner, collaborator, risk taker, leader and adopter uniquely accounted for approximately 5%, 3%, 1%, 1% and 1% of the teaching interest. Inspection of the structure coefficient suggests that, the learner, collaborator and risk taker were relatively strong indicators of teaching interest adopter and leader were moderate indicator of teaching interest. **Thus we can conclude that student teachers having teaching interest selects teaching competencies related to learner, collaborator, risk taker, adopter and leader.**

IV. Discussion

The present study examines the association between Teaching interest and teaching competencies preferred by the student teachers and strong positive correlation is found. Teacher's competence greatly influences the performance of mathematics students (Hamilton-Ekeke, J. 2013). There is positive relationship between teacher education variables and nearly graduates' intention to enter the teaching profession. Furthermore, this intention proves an imperative predictor of graduates' actual entrance to teaching profession (Rots, I., Aelterman, A., Devos, G. and Vlerick, P. 2010). Higher salaries are essential to attracting people in teaching (Mangieri, J. N., & Kemper, R.E. 1984). Positive and significant relationship between teaching competence and attitude towards teaching (Kulkarni, U.K. 2011). Positive correlation between the teachers' competency level, four dimensions and job performance (Xu, A., and , Ye, L. 2014). The contribution of all the teaching competencies simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process (Hakim, A. 2015).

The regression analysis of the present study shows that student teachers having teaching interest selects teaching competencies related to learner, collaborator, risk taker, adopter and leader. Regression analysis found that the best predictors for interest in teaching science at the end of the course were ratings of course activities as fun followed by the participants' initial interest in science (Bulunuz, M. 2007). Personal competencies like confident, intelligent, friendly, polite, patient, honest are the top five competencies (Bhargava, A. and Pathy, M. 2011). Teachers' educational competency, social competency and technological competency were positively related to their innovative teaching performance (Zhu C., Wang D., Cai Y. H. & Engels, N. 2013). Subject knowledge, teaching skills, and lecturer attitude have significant positive influence on students' academic performance (Muzenda, A. 2013). Teachers' independent thinking, persistence, courage, and sensitivity to problems are elements that should be tackled in teacher education programs (Zhu, C., and Wang, D., 2014).

V. Conclusion

Teaching Interest and dimensions of teaching competencies of student teachers were correlated. Teaching Interest and teaching competency of student teachers are equally influence each other. **Interested student teachers** are developing the **teaching competencies** related to **learner, collaborator, risk taker, adopter and leader**. Interested student teachers are willing to learn and update their knowledge now and then. They are ready to collaborate with other stake holders of education. They show risk taking behavior to teach any type of students. They are easily adapted to the environment where they are living. They are powerful in leading their students in their education process.

Student teachers are **not interested** to develop competencies related to **visionary, communicator and model**. Interested student teachers are not having futuristic perspectives and focus only on present day context. So many workshops and awareness program may be conducted to improve student teachers futuristic perspectives. Students are the future of the society, and going to build their nation. So the prospective teachers must be helped to develop their own **vision and mission** in congruence with teaching professional ethics and national goal. The interested student teachers are not focusing their attention in developing communication skills. Proper communication is essential for the futuristic teacher. The teacher education institutions must develop certain **communication training program** to match the needs of their student teachers. Teaching is not preaching but teachers are real living model for their students **in cultivating human values, adhere to ethical principles, following good nutrition and maintain good health**. This part is obviously poor in student teachers. So the teacher education institutions are more responsible in **developing values, innovative goals and self expressing skills among its future teachers**, who is going to shape the real India for next century.

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