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A study of relationship between perceived employability and general teaching competency of B.Ed. prospective teachers

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Abstract

Teacher Education program has been designed to prepare prospective teacher through information, knowledge and pedagogical skills to develop their abilities and behaviors towards the profession of education. As education (teaching) departments are primarily concerned with preparing quality teachers for public schools so training is the important process of acquiring specific skills to perform a job better. It helps the student to become qualified and proficient in doing teaching job better.

In the present study the researcher tried to find the relation between perceived employability and general teaching competency of prospective teachers enrolled in B.Ed. of HNB university only. The sample consist of 612 prospective teachers enrolled in B.Ed. The scale for Perceived employability scale (PES) by K.P. Naachimuthu and General Teaching competency scale (GTCS) by B.K. Passi and Mrs. M.S. Lalitha was used. The result were found with the help of Pearson's product moment co-efficient of co-relation.

Keywords: Perceived employability, employability skills, teaching competency, prospective teachers

Introduction

The education scenario in India country is now passing through an era of renovation and refinement. The school education as well as higher education is included in this rejuvenation with least consideration to teacher education. Aggarwal (1993) ^[1] stated that "Teacher Education comprised of all those competencies (knowledge, facts, skills and abilities), which deal with the teachers, life as a teacher." Acc. To Monroe encyclopedia of educational Research, "Teacher Education refers to the totality of educational Inputs, which contribute to the preparation of a personal for a teaching position in school"

The general objectives of teacher education to develop competencies and skills needed for becoming effective teachers. Enlightened, emancipated and empowered teachers lead to communities and nations in their march towards better and higher quality of life.

Teacher Education system is an important vehicle to improve the quality of education. It refers to the policies and procedures designed to equip prospective teachers with knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in classroom, schools and wider community. Teacher Education program has been designed to prepare prospective teacher through information, knowledge and pedagogical skills to develop their abilities and behaviors towards the profession of education. Teacher Education is a mean as well as end in itself. Quality of education depends on the quality of teaching. Competent, committed and dedicated teachers are the greatest assets for any educational institution. Teachers are the crucial agents for bringing out the desirable changes in the system.

Teacher Education requires to be more dynamic in order to progress with the technological revolution in society, the teacher education programs must be properly planned and designed at all levels so that it may produce extremely educated, scientific and logical minded, uncompromising on quality, innovative, courageous but sympathetic towards their students (Bennet, 2008).

B.Ed. training means professional training of would-be teachers which includes theoretical orientation as well as based and practical aspects related with teaching learning evaluation process. The main function of B.Ed. training is to provide appropriate inputs to the student teachers so that they acquire the necessary insight and skills which enable them to become effective teachers which Indian society needs so intensively.

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The quality of teacher education in turn influenced by a number of teaching profession, the standards that are set for entry into profession, the relevance of teacher education, teaching practice, quality of training and working environment of the teachers (Lewis, *et al*, 1999, Ryan & eyob, 2009). Universities and Institutes are increasingly focusing upon the employability credential their students. Acc to Hillage and Pollard (1998)^[4], employability is about having the capacity to gain individual employment, maintain employment and obtain new employment is required for the individual, employability depends upon:-

- Assets in terms of knowledge, skills and attitudes.
- The way these assets are used.
- Presentation of these assets to potential employers.

The qualities and skills that enable an individual to acquire and keep a job are called employability skills. Employability refers to an individual's perception of his or her possibilities of getting new, equal or better employment". In employability there are a linked set of various abilities called Employability Skills. Employability depends upon one's knowledge skills and attitudes how one uses those assets and how they present them to employers.

As education (teaching) departments are primarily concerned with preparing quality teachers for public schools so training is the important process of acquiring specific skills to perform a job better. It helps the student to become qualified and proficient in doing teaching job better. So the institution facilitates the students learning through training so that their modified behavior contributes to the attainment of the institution's goals and objectives.

If a student values for his course, then good understanding, self beliefs, good learning and reflection would less his insecurity and stress about that course. Self perceived beliefs also determine how well knowledge and skills are acquired in the first place. It is that belief that an individual can take action to enhance their own competence. Continuous experience improves employability. Employability is therefore, also about how we teach? What we teach?

A high quality teacher must possess three Cs, namely, Competence, Commitment and Confidence. These three characteristics can be acquired if we are able to increase the skill-level and will-level of the teachers. For effective teaching, good and competent teachers are needed. Competence is usually understood as quality performance. It is not constituted by discrete acts such as particular activities, habits or some specific knowledge. On the contrary, it is summation of specific behaviors and clustered activities. The competencies refer to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. A competent teacher is one who (a) has the skill of accurate perceptions of the classroom situation and the changes that occur with the classroom; (b) is aware of the teacher's role appropriate to different situation; and (c) possesses the personality skills allow him/her to adapt him/herself to different situations.

Need and Significance of study

In B.Ed., they generally learn basic strategies and more emphasis on theoretical rather than practical knowledge. Teaching competencies means skills or abilities of a teacher to facilitate behavioral changes in students. The competencies are changed with technologies and job

requirements. But due to lack of interpersonal skills and insufficient duration of practice training, they are unable to meet the requirement of workplace. Along with presentation skills, self-confidence, good communication skills with mastery of content forms significant role for getting the job. Perception of Employability is important for the individual in the context of modern market. Moreover, they realize that being employable can lead to having more security and control in their working life. It may be beneficial for the institutions to promote employability by offering employability enhancing activities, such as competency development or career advising. It also help to bring awareness and good understandings of the competency skills required for their employment. So purpose of the study is to gain insight into perception of prospective teachers regarding their course which they pursue, knowledge and skills gained through this course which are fit for getting a job and their growth in work.

Objectives

To study the relationship between perceived employability and general teaching competency of prospective teachers enrolled in government and self finance B.Ed. colleges.

Methods of Study

Normative Survey method was used for the present study. The present study deals with the interrelationship studies. Correlation studies under descriptive research determine the extent of relationship existing between variables.

Sampling

Simple random sampling is used in the present study. Sample has been drawn from various Colleges of Education affiliated to H.N.B. Garhwal (Central) University, Srinagar, Uttarakhand.

In this study sample

- (a) Total sample was 612 prospective teachers, 294 from government colleges and 318 from self-finance colleges.
- (b) To give the equal opportunities of the prospective teachers of govt. as well as self-finance colleges, 4 govt. colleges and 4 self-finance colleges was chosen for study.
- (c) Selection of colleges for collection of data was random.

Data Gathering Instruments

For this study, the researcher has selected the following standardized tools:-

- Perceived employability scale (PES) by K.P. Naachimuthu.
- General Teaching competency scale (GTCS) by B.K. Passi and Mrs. M.S. Lalitha.

Data Collection

The Study was conducted on prospective teachers of Education College affiliated to H.N.B. Garhwal University. Data was collected personally by the investigator for administration of tools.

Statistical Techniques Used

To find out the correlation between two variables the coefficient of correlation- Pearson's product moment coefficient of co-relation was employed.

Analysis and Interpretation

In order to arrive at some definite conclusions in this regarding the relationship between the all the variables of Perceived Employability and all the variables of General

Teaching Competency, co-efficient of correlation test was applied at 0.05 level of significance. The major results are presented in the following tables.

Table 1: Correlations of Perceived Employability with General Teaching Competency Variables of Government college prospective teachers.

S. N.	Variables of Perceived Employability	Value	Insecurity	Skill	Total Perceived Employability
	Variables of General Teaching Competency				
1.	Planning	.052	.082	.109	.117*
2.	Presentation	.089	.096	.069	.123*
3.	Closing	.113	.050	.086	.115*
4.	Evaluation	.208*	.095	.060	.171*
5.	Managerial	.107	.075	.036	.105
6.	General Teaching Competency	.123*	.108	.092	.256*

* Correlation is significant at the 0.05 level.

It shows that a low significant positive correlation between the Perceived Employability and General Teaching Competency of govt. college prospective teachers enrolled in B.Ed. at the 0.05 level of significance.

We can interpret that in govt. college prospective teachers perceive that they can easily can get employment if they are good in teaching skills, as they can represent themselves before the employer for getting a job. Perceived employability and competency is positively correlated.

Table 2: Correlation of Perceived Employability with General Teaching Competency Variables of Self-finance college prospective teachers.

S. N.	Variables of Perceived Employability	Value	Insecurity	Skill	Total Perceived Employability
	Variables of General Teaching Competency				
1.	Planning	.055	.089	.061	.107
2.	Presentation	-.016	.046	.091	.058
3.	Closing	.138*	.170*	.010	.176*
4.	Evaluation	.214*	.090	-.004	.170*
5.	Managerial	.189*	.106	-.082	.128*
6.	General Teaching Competency	.074	.105	.073	.133*

* Correlation is significant at the 0.05 level.

It shows that a very low significant positive correlation between the Perceived Employability and General Teaching Competency of self-finance prospective teachers enrolled in B.Ed. at the 0.05 level of significance.

Competency as compared to self-finance college prospective teachers. They perceive that these teaching behaviours has not much impact for getting the employment.

Govt. college prospective teachers show much correlation between the Perceived Employability and General Teaching

Conclusion

Table 3: Comparison of Perceived Employability and General Teaching Competency of Government and Self-finance Colleges.

Perceived Employability	Govt.-Self-finance	Significant Difference	G > SF
General Teaching Competency	Govt.-Self-finance	Significant Difference	G > SF

The table shows that there is significant difference in the Perceived Employability and General Teaching Competency of total prospective teachers of govt. and self-finance colleges enrolled in B.Ed. Thus we can conclude that Perceived Employability and General Teaching Competency can vary with the type of college. In Govt. colleges the perception about the course and the competency is better than self-finance college.

theoretically linked to development of competency level

So we can conclude

- All the variables of the Perceived Employability and all the variables of General Teaching Competency are positively correlated i.e. they are directly proportional to each other.
- If the competency is higher than their chance of employment in teaching is higher. They can easily get employment. The inclusion of teaching behaviors and skills into concepts of employability is of great importance and perceived employability has been

Implication of the Study

This study has following educational implications-

- The study helps to provide significant theoretical and practical contribution in the area of perception of prospective teachers about the quality of the program, their better employability and sustain their employment.
- The present research implies that perception of employability is important for the individual in the context of modern market. Moreover, they realize that being employable can lead to having more security and control in their working life. It may be beneficial for the institutions to promote employability by offering employability enhancing activities, such as competency development or career advising.
- It also help to bring awareness and good understandings of the competency skills required for their employment.

The present study will be useful in understanding of different domains of teaching competency. Help the prospective teachers to improve their competency in teaching by introspecting themselves.

In the final analysis we say that effective teachers will do their best wherever they study, what type of management under which they study hardly matters to them. Positive perception about their course, committed, competent and good performance only matters.

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