

AN ANALYSIS OF THE EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED TEACHERS TRAINEES

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ABSTRACT

The main purpose of this study was to analyze of expected skills and acquired skills among B.Ed. trainees. This was the descriptive survey method. The sample of the study was 200 trainees lesson. Among those trainees 45 lessons from Boys and 155 lessons from Girls. The tool used in the study for data collection was opened and closed type questionnaire having five point rating scale developed by the investigator. Data was analyzed using mean and standard deviation. For significance testing t- test technique was applied.

Keywords: Boys and girls of B.Ed. trainees

INTRODUCTION

“Education is the basic tool for development of consciousness and reconstruction of society”- Mahatma Gandhiji.

This statement indicates that education is having power to change the society and built it towards in a desirable manner. For any kind of education we need a curriculum to achieve aims and objectives. But curriculum construction is totally depends upon the educationists. These educationists construct curriculum based on what they got experience through education. Hence it needs quality of teachers who are properly trained in training colleges.

Teacher training colleges are responsible for preparing good quality of teachers. Trainees are practicing so many skills in training colleges and try to transfer during practice teaching lessons. Micro teaching is one of the techniques where trainees practiced each skill and getting mastery over that skill then tried to transfer it in the integrated lessons. So the present study was conducted to analyze the expected skills and acquired skills among B.Ed. trainees during their teaching practice.

NEED FOR THE STUDY

In pre-service training preparing prospective teachers under the courses like B.Ed. and D.Ed., Many B.Ed. colleges mushroomed in and around the year 2005 and later. Previously there are 64 B.Ed. colleges throughout the state. Now under Ballari and Koppal districts only 16 B.Ed. Colleges are here. These two districts come under fully educationally backward area Hyderabad and Karnataka region. These two districts B.Ed. colleges affiliated to Vijayanagar Sri Krishnadevaraya University, Ballari.

In training colleges micro teaching technique helps lot to trainees for becoming a good teacher. Here trainees practicing so many skills and implementing in teaching practice. Teaching practice is the backbone of the training program. But many training colleges are neglecting this teaching practice. Teaching practice is a stage where trainees learn so many skills which are expected in the class room and implemented some skills which are acquired during the micro teaching technique. So the investigator keeping in the mind of expected skills and acquired skills among B.Ed. trainees this study was conducted.

OBJECTIVES OF THE STUDY

1. To compare expected skills and acquired skills among B.Ed. trainees with reference to gender.
2. To compare expected skills and acquired skills among B.Ed. trainees with reference to qualification.
3. To compare expected skills and acquired skills among B.Ed. trainees with reference to mode of school lessons.
4. To compare expected skills and acquired skills among B.Ed. trainees with reference to their locality.
5. To compare expected skills and acquired skills among B.Ed. trainees with reference to medium of instruction.

METHODOLOGY

This was the descriptive survey method for analysis of the expected skills and acquired skills among B.Ed. trainees.

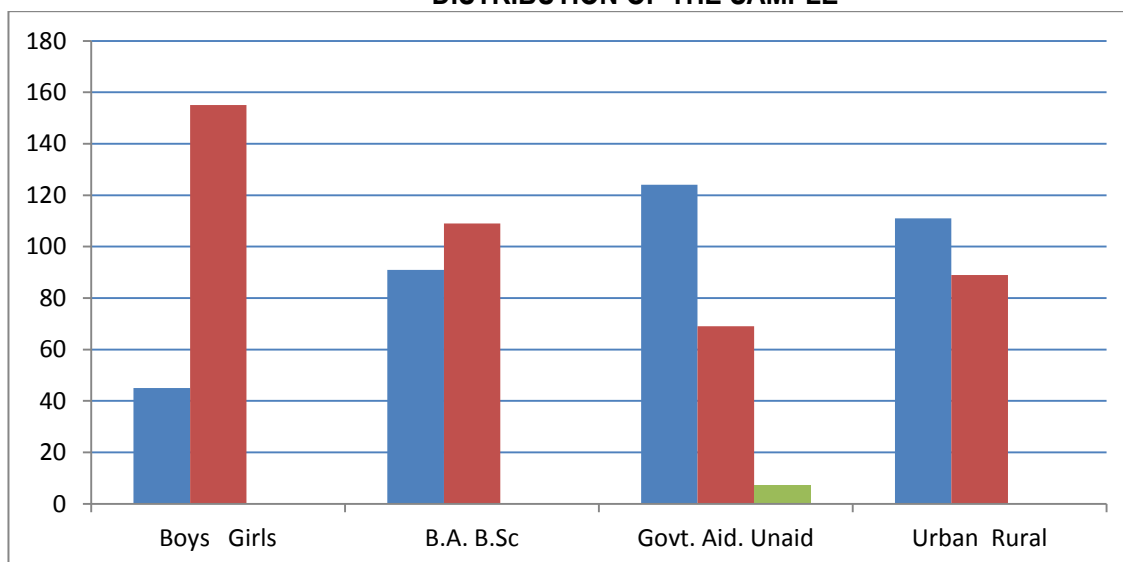
SAMPLE

The research was conducted for the B.Ed. trainees of aided and unaided colleges which are affiliated to Vijayanagar SriKrishnadevaraya University, Ballari, Karnataka. In this study, the investigator took a random sample of 200 trainees belongs to aided and unaided B.Ed. colleges in Ballari and Koppal districts of Karnataka.

Table 1
DISTRIBUTION OF THE SAMPLE

Sl.No.	Categories		Number
1	Gender	Boys	45
		Girls	155
2	Qualification	B.A	91
		B.Sc.	109
3	Mode of school lessons	Govt.	124
		Aided	69
		Unaided	7
4	Locality	Urban	111
		Rural	89

FIGURE 1
DISTRIBUTION OF THE SAMPLE



TOOLS

The tool was prepared by the investigator himself (five point rating scale to analyze expected skills and acquired skills among B.Ed. trainees). It is an opened and closed type questionnaire..

ANALYSIS AND DISCUSSION

TABLE 2
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS OF THE B.ED. TRAINEES BETWEEN BOYS AND GIRLS

Gender	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Boys	45	6191	137.57	19.69	0.373 t<p(1.97)
Girls	155	21134	136.34	18.58	

The obtained t-value 0.373 is less than the table value at 0.05 level, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between boys and girls” is accepted.

TABLE 3
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN B.A. AND B.SC., STUDENTS

Qualification	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
B.A	91	11994	131.8	19.87	6.21 t>p(1.97)
B.Sc.	109	15331	140.65	16.91	

The obtained t-value 6.21 is greater than the table value at 0.05 level, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between B.A and B.Sc. students” is rejected and alternative hypothesis “there is a significant relationship of expected skills and acquired skills among B.Ed. trainees between B.A and B.Sc. students” is accepted.

TABLE 4
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN GOVERNMENT AND AIDED SCHOOL LESSONS

Mode of school	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Govt.	124	16350	131.85	17.77	5.07 t>p(1.97)
Aided	69	9957	144.30	15.53	

The obtained t-value 5.07 is greater than the table value at 0.05 level, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between government and aided school lessons” is rejected and alternative hypothesis “there is a significant relationship of expected skills and acquired skills among B.Ed. trainees between government and aided school lessons” is accepted.

TABLE 5
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN UNAIDED AND AIDED SCHOOL LESSONS

Mode of school	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Unaided	7	1018	145.42	35.61	0.082 t<p(1.97) NS
Aided	69	9957	144.30	15.53	

The obtained t-value 0.082 is lesser than the table value at 0.05 level, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between unaided and aided school lessons” is accepted.

TABLE 6
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN GOVERNMENT AND UNAIDED SCHOOL LESSONS

School lessons	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Govt.	124	16350	131.85	17.77	1.00 t<p(1.97) NS
Unaided	7	1018	145.42	35.61	

The obtained t-value 1.00 is lesser than the table value at 0.05 levels, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between government and unaided school lessons” is accepted.

TABLE 7
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN URBAN AND RURAL STUDENTS.

Locality	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Urban	111	15379	138.54	19.33	1.64 t<p(1.97) NS
Rural	89	11946	134.22	17.92	

The obtained t-value 1.00 is lesser than the table value at 0.05 levels, so the null hypothesis “there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between urban and rural school lessons” is accepted.

TABLE 8
SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS OF EXPECTED SKILLS AND ACQUIRED SKILLS AMONG B.ED. TRAINEES BETWEEN MEDIUM OF INSTRUCTION KANNADA AND ENGLISH.

Medium	Number	Total score	Mean	Standard deviation	t- value at 0.05 level
Kannada	99	13686	138.24	20.11	1.2
English	101	13639	135.04	17.36	t<p(1.97) NS

The obtained t-value 1.2 is lesser than the table value at 0.05 levels, so the null hypothesis there is no significant relationship of expected skills and acquired skills among B.Ed. trainees between medium of instruction Kannada and English. is accepted.

FINDINGS OF THE STUDY

1. There is no significant relationship of expected skills and acquired skills among B.Ed. trainees between boys and girls.
2. There is a significant relationship of expected skills and acquired skills among B.Ed. trainees between B.A and B.Sc. students.
3. There is a significant relationship of expected skills and acquired skills among B.Ed. trainees between government and aided school lessons.
4. There is no significant relationship of expected skills and acquired skills among B.Ed. trainees between unaided and aided school lessons.
5. There is no significant relationship of expected skills and acquired skills among B.Ed. trainees between government and unaided school lessons.
6. There is no significant relationship of expected skills and acquired skills among B.Ed. trainees between urban and rural school lessons.
7. There is no significant relationship of expected skills and acquired skills among B.Ed. trainees between medium of instruction kannada and English.



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