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## ***ERIC Projects Completed***

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# **Effect of Self Regulatory Strategies on Enhancing Teaching Competence among B.Ed Students**

### **Project Investigator**

BEGUM, A. J. (2009)

**Objectives:** (i) To identify the important components and principles of Self Regulation (SR). (ii) To identify the important Self Regulatory Strategies (SRS) which can enhance the teaching competencies (TC). (iii) To identify the specific teaching competencies which are very essential for successful effective teaching. (iv) To find out the relationship between SRS and specific teaching competencies. (v) To evolve a model to enhance to the TC of B.Ed trainees. (vi) To assess the level of SR and application SRS of B.Ed teacher trainees. (vii) To implement the model evolve in order to enhance the TC of B.Ed teacher trainees through the application of SRS. (viii) To assess the application of SRS among the B.Ed teacher trainees after intervention. (ix) To assess TC after intervention. (x) To find out the relationship between application of SRS and TC. (xi) To identify the specific SRS, which enhance specific TC.

**Methodology:** A sample of 40 teacher trainees of eight subjects (English, Tamil, Science, Biological science, History, Economics, Mathematics and Commerce) from KEVI college of teacher education, Salem Tamil Nadu were selected under quota sampling method (Kothatri, 2005). The independent variables, selected for the present study were teachers' age, gender, education qualification, major subject, years of teaching experience, type of school and locality of school while dependent variable was teaching competence of teacher trainees.

**Tools used:** A Questionnaire and Attitude Scale for B.Ed teacher trainees and Teaching Competency Assessing Tool developed and standardised by the investigator. Tools used in the study had content validity.

**Findings:** (i) The B.Ed teacher trainees improved in all the dimensions namely planning, monitoring and evaluation of self regulatory strategies in the post assessment then the pre assessment. (ii) The teaching competency of the teacher trainees improved significantly in post assessment of teaching competency than the Pre assessment. All the components of teaching competency shown significant improvement. (iii) Teacher trainees of Physical Science subject scored highest in the evaluation aspect of self regulation. Teacher trainees of History subject scored highest in the monitoring aspect of self regulation. Teacher trainees of Mathematics subject scored highest in the planning aspect of self regulation. (iv) Teacher trainees of Tamil subject scored highest in the four dimensions of teaching competency, such as mobilisations of resources, planning curriculum, developing leadership quality and motivating pupils. (v) Teacher trainees of English subject significantly improved in the four dimensions of teaching competence such as motivating colleagues, evaluation and remedial skills and planning curriculum. (vi) Teacher trainees of Mathematics subject has shown considerable improvement in four dimensions of teaching competence such as mobilisation of resources, planning curriculum, identification of pupils' talents and needs and classroom management. (vii) Teacher trainees of Physical Science subject have improved in the four dimensions of teaching competence such as mobilisation of resources, planning curriculum, motivating pupil and initialisation of curriculum. (viii) Teacher trainees of Biological Science subject have significantly improved in the four dimensions of teaching competence such as developing leadership quality, planning curriculum, motivating colleagues and initialisation curriculum. (ix) Teacher trainees of History subject has shown considerable improvement in the three dimensions of teaching competence such as identification of pupils' talents, classroom management and motivating pupils. (x) Teacher trainees of Commerce subject has shown considerable enhancement in the three dimensions of teaching competence such as developing leadership quality, motivating colleagues and interschool relations. (xi) Teacher trainees of Economics subject have shown considerable enhancement in the three dimensions of teaching competence such as, mobilisation of resources, identification of pupils' talents and evaluation and remedial skills. (xii) In the overall performance of teacher trainees of Mathematics subject has shown highest performance in the teaching competence from all the other teacher trainees of different subjects and age groups.