

RNI No. TNENG / 2012 / 46685

ISSN No. 2277-3398

SRI SARADA JOURNAL OF FRONTIERS OF KNOWLEDGE

Volume - II Issue - 2

Quarterly

June 2013

Price : Individual Rs. 50.00 Institution Rs. 75.00



SRI SARADA COLLEGE OF EDUCATION
(AUTONOMOUS)

Reaccredited by NAAC with "A" Grade
Affiliated to Tamil Nadu Teachers Education University, Chennai,
Fairlands, Salem - 636 016, Tamilnadu, INDIA.

INDEX

S.No.	Title of the Article	Page No.
1.	Teaching Competency of Visually Impaired Teachers - Dr. G. Victoria Naomi, Mrs. M. Revathi	1
2.	E-Resources in Education - Mr. N. S. Thangadurai and Dr. B. Saminathan	9
3.	Righting Writing Wrongs through Multimedia –‘Blends in English’ among D.T.Ed. students - Dr. N.Vasuki	13
4.	Great Thinkers on Swami Vivekananda	18
5.	Rabindranath Tagore on Education	24

Teaching Competency of Visually Impaired Teachers

Dr. G. Victoria Naomi

Mrs. M. Revathi

Abstract

Gertrude Berger (1970) stated that the visually impaired teachers also need to take the responsibility for performing all the duties as regular classroom teachers. Earlier studies indicate that visually impaired teachers are capable of performing as effectively in the classroom as the sighted teachers. The present study was aimed at exploring the visually impaired teachers working in schools and in Higher Education Programmes and to assess their teaching competency. A sample of 60 teachers with 30 each from schools and higher education programme was selected. The results revealed that a majority of the teachers showed teaching competency at moderate level. Gender did not influence teaching competency. Teaching Competency and type of working environment (School /Higher education Programme) did not influence. Another interesting finding was that application of technology had positive correlation influencing use of a variety of teaching methods, better Student Evaluation Procedure and Independency in teaching and movement. The authors in this paper highlight relevant supporting literature and a detailed method of administering this study.

Employment of Visually Impaired Persons – An Overview

It was very many years ago that most blind people who were employed in a small group of occupations. Some examples of such jobs include piano tuning, sewing, winding brooms,

and operating vending stands in Federal facilities. While a number of blind people are still successfully employed in these occupations, the 1980s and 1990s have been a time when many blind people have sought and found employment in various other fields.

Visually Impaired teachers appear in literature from both Indian and Chinese antiquity. Legal and charitable provisions existed and a few blind persons played a role in epic history, while most blind Asians probably lived quite constricted lives. The 'official' starting dates for formal blind schools are 1874 in China and 1886 in India, but in fact there was well documented educational work with blind people from the 1830s onward and of blind people teaching others to read from the 1850s onward in both countries. (M. Miles, West Midlands, UK). Gertrude Berger (1970) stated that visually impaired teachers also need to do the responsibilities for performing all the duties of a regular classroom teacher.

The blind college teacher is capable of performing as effectively in the classroom as the sighted teacher. He or she can engage in the same activities and achieve the same educational goals. However, in order to function effectively, the blind teacher must develop creative, innovative, and sometimes unusual methods and techniques for performing those same classroom activities and achieving typical educational goals (Alonso 1987, McCauley 1961, Shalinsky 1983).

Today, we note most of the visually impaired persons prefer teaching position and claim 1% reservation allotted to them in Government sector. There was a great need felt to find out their teaching competency in the inclusive setup. Hence a study was planned with the following objectives:

1. To explore the visually impaired teachers working in schools and in higher education programme
2. To assess the teaching competency involving the sub skills viz i) Mastery of Subject, ii) Teaching Method, iii) Strategy for Student Progress, iv) Self Improvement Strategy, v) Classroom Management, vi) Responsibility for Discipline, vii) Use of Technology, viii) Independency, and ix) Student Evaluation Procedure.
3. To compare the mean scores of teaching competency of visually impaired teachers with respect to Gender and type of working place (College / University and School).
4. To find out the relationship between Mastery of Subject and Teaching Method, Use of Technology and Teaching Method, Use of Technology and Independency, Use of Technology and Student Evaluation, and Use of Technology and Classroom Orientation.

Review of Studies

Gertrude Berger (1970) stated that the visually impaired teacher's ability to perform independently augmented by his recognition and

that shared responsibilities support strong socialization process. He concluded that by studying the teaching methods of blind teachers "they are establishing a socialized atmosphere which contributes to discipline and dimensions they need for confrontation. In teaching method, the blind persons well lead the sighted".

"Strategies used by visually impaired teachers of students with visual impairments to manage the visual demands of their professional role" by Corn. A and Erin J (2003), studied visually impaired teachers, teaching students with visual impairments. They were interviewed and observed to determine the strategies they have developed to address issues of transportation, access to information, assessment, and instructional responsibilities. They reported that while barriers to assessment could be overcome, transportation and planning presented the greatest challenges.

Crudden, A. and McBroom, L. (1999) reported that a national mail survey of 176 employed persons who are blind or have low vision found that employment barriers included attitudes of employers and the general public; transportation problems; and lack of access to print, adaptive equipment, and accommodations. Strategies to overcome barriers appear to be addressed on an individual basis, rather than from a macro or policy perspective.

A thorough review of literature revealed that there was hardly any study pursued on the competence of visually impaired teachers in Indian context and hence this attempts to explore the competence of visually impaired teachers in inclusive setup.

Method

Area

The area selected for the study included Coimbatore and Chennai districts of Tamil Nadu.

Sample

The present study adopted purposive sampling technique to select the sample. The sample comprised of visually impaired teachers from Schools and College/University. Gender issues were considered and both male and female teachers were equally selected. There were 60 teachers, 30 from Schools and the other 30 from higher education institutions.

Design

Descriptive survey design was adopted, which included selection, surveys and fact-finding enquiries of different kinds. The present state of affairs was discussed.

Variables

The Variables selected for the study are given in Table I

Tools

The investigator developed a tool for measuring teaching competency. A five point rating scale was used to measure the competency of Teaching and Managing Classroom. Teaching Competency measurement was divided into 9 sub skills which are: i) Mastery of Subject, ii) Teaching Method, iii) Strategy for Student Progress, iv) Self Improvement Strategy, v) Classroom Management, vi) Responsibility for Discipline,

vii) Use of Technology, viii) Independency, and ix) Student Evaluation.

Each sub-skill consisted of 5 items and thus making a total of 45 items. The rating was done on 'Always'(4 Score), 'Most of the Times'(3 Score), 'Some Times'(2 Score), 'Rarely'(One Score), and 'Never'(Zero Score) The maximum score assigned was 180.

Data Collection Procedure

The study was conducted in three phases.

In the first phase the investigator made a survey to identify visually impaired teachers working in various schools and Colleges/ University in Coimbatore and Chennai districts of Tamilnadu.

In phase two the investigator administered the Rating Scale to 30 selected visually impaired teachers working in Schools

In third phase the investigator administered the rating scale to 30 visually impaired teachers working in College / University to assess their competency. The investigator carried out the assessment as direct interview with the sample selected.

Data Analysis

Qualitative Analysis was used to assess the components of teaching competency involved in a Teaching competency Skills.

t- test was used to find the difference in the teaching competency with respect to gender and type of working place (School/ Higher Education).

To analyze the relationship between teaching competencies with other components, Pearson's correlation coefficient was used.

Results

Result 1 : Assessment of Teaching Competency

A qualitative analysis was done to find out the teaching competency skills of visually impaired teachers.

The grouping tool Mean + or - 0.5 S.D classification was used for group respondents to represent the level of visually impaired teachers' competency as 'Low', 'Moderate' and 'High'.

Table - 2 presents the teaching competency levels for each sub skill.

Table no. 2 clearly presents that a majority of the teachers were in the moderate level in their teaching skills. Considering the skill in Mastery of Subject only 23% achieved high level. In skills in the Use of Technology, nearly 17% showed higher performance and in Evaluation 45%, 40% and 15% showed low, moderate and high level.

Result 2 : Teaching Competency of Male and Female Teachers

From Table III, it is evident that the t-value is 0.56 with $df = 58$ which is not significant. It indicates that the teaching competency of male and female teachers do not differ significantly. Therefore it is concluded that male and female teachers had same level of competency.

Result 3: Teaching competency of School and College/ University visually impaired teachers.

From Table IV, it is evident that the t-value is 1.35 with $df = 58$ is not significant. It indicates that the teaching competency of College/ University and School teachers does not differ significantly. It means that both group of teachers performed equally.

Result 4: Teaching competency of visually impaired teachers from Coimbatore and Chennai Districts of Tamil Nadu.

From Table V it is evident that the t-value is 0.64 with $df = 58$ which is not significant. It indicates that the teaching competency of teachers of Coimbatore and Chennai Districts does not differ significantly. It means that both group of teachers performed to the same extent.

Result 5: Correlation

Result 5.1: Correlation between Mastery of Subject and Teaching Method

Pearson's Correlation Co-efficient was used to identify the correlation between Mastery of Subject and Teaching Method.

Table 6 indicates Mastery of subject and Teaching Method has positive correlation. It is concluded that those who have mastery in subject, their method of teaching is better than those lack Mastery in Subject.

Use of Technology and variety of Teaching Method has positive correlation. Therefore it is concluded that those who apply technology, seem to be using various teaching methods.

The coefficient correlation is 0.32 which is significant 0.05 level between use of Technology and Evaluation Method. Positive correlation indicates that those who use technology showed better performance in Student Evaluation procedures.

Use of Technology and Independency in teaching and independent movement has positive correlation indicating that those who use technology, has high independency than those who do not use of technology.

Discussion

On analyzing the data for teaching competency of Visually Impaired Teachers, it was found that a majority of teachers were in the moderate category. The present study is in line with the study by Edward Huntingioun's (1973), who found that visually impaired teachers were rated as average by school personnel in 27 of 32 schools in the study.

The t- test analyses to find the differences in the teaching competency of male and female teachers in the study showed no significant difference. This finding is consistent with the study conducted by Barot Pathik Dilipbhai (2011), revealing that gender doesn't influence the professional efficiency of the secondary school teachers.

As many studies indicated that application of technology enhances the work performance of the visually impaired persons, the present study revealed that Use of Technology has positive correlation with a Variety of Teaching Method, better Student Evaluation Procedure and Independency in Teaching and Movement. These findings are in line with the results of

Williams, Wendy and Elizabeth (2003), who reported that Use of Technologies compensate for the information access limitations of the blind and visually impaired and promise eventual empowerment. The findings are substantiated by Crudden (2002).

Competence is a crucial component that has significant implications while the instructional process is organized. There are challenges for the Visually Impaired teachers in order to execute the role effectively, but they can be overcome with the innovative and creative teaching techniques. For most of the problems, technology is the solution. Technological revolution for the print and mobility accessibility for Visually Impaired persons would pave avenues for the Teaching Profession, which is a promising job. Many studies state that visually impaired teachers are as competent as sighted teachers. This study stands evidence to that.

References

1. Bengisu, M., Izbirak, G., & Mackieh, A. (2008). Work-related challenges for individuals who are visually impaired in Turkey. *Journal of Visual Impairment & Blindness*, 102, 284-294
2. Deborah Kendrick, (1998). *Teachers Who Are Blind or Visually Impaired*, New York: AFB press,
3. Gallagher, William F., Ed. (1969). *Employment of Qualified Blind Teachers in Teaching Positions in the Public School Systems at Both the Elementary and the Secondary Grade Levels*. Report of the Regional Training Institute. The Lighthouse, New York.

4. Golub, D. B. (2003). Exploration of factors that contribute to a successful work experience for adults who are visually impaired. *Journal of Visual Impairment & Blindness*, 97, 774-778
5. Hagemoser, S. D. (1996). The relationship of personality traits to the employment status of persons who are blind. *Journal of Visual Impairment & Blindness*, 90, 134-144
6. Herse, P., & Yapp, M. (1999). Workplace based management of retinitis pigmentosa: A case report. *Journal of Visual Impairment & Blindness*, 93, 38-40
7. Kirchner, C., Johnson, G., & Harkins, D. (1997). Research to improve vocational rehabilitation: Employment barriers and strategies for clients who are blind or visually impaired. *Journal of Visual Impairment & Blindness*, 91(4), 377-392
8. La Grow, S. J. (2004). Factors that affect the employment status of working-age adults with visual impairments in New Zealand. *Journal of Visual Impairment & Blindness*, 98, 546-559
9. Leonard, R., D'Allura, T., Horowitz, A. (1999). Factors associated with employment among persons who have vision impairment: A follow-up of vocational placement referrals. *Journal of Vocational Rehabilitation*, 12(1), 33-43
10. Leonard, R. (2002). Predictors of Job-Seeking Behavior Among Persons With Visual Impairments. *Journal of Visual Impairment & Blindness*, 96, 635-644
11. Lewis, S., Corn, A. L., Erin, J. N., & Holbrook, C. (2003). Strategies used by visually impaired teachers of students with visual impairments to manage the visual demands of their professional roles. *Journal of Visual Impairment and Blindness*, 97, 157-168
12. Moore, J. E., Wolffe, K. E., & McDonnall, M. C. (2010). Employment considerations of individuals with low vision. In A. L. Corn & J. N. Erin (Eds.), *Foundations of Low Vision*, 2nd ed. New York: AFB Press.
13. Shaw, A., Gold, D., & Wolffe, K. (2001). Employment-related experiences of youths who are visually impaired: How are these youths faring?. *Journal of Visual Impairment & Blindness*, 101, 7-21
14. Wolffe, K. E., Roessler, R. T., Schriener, K. F. (1992). Employment concerns of people with blindness or visual impairments. *Journal of Visual Impairment & Blindness*, 86(4), 185-187

Dr. G. Victoria Naomi

is Associate Professor,
Department of Special Education
Avinashilingam Institute of Home Science and
Higher Education
Institution for Women,
Coimbatore, Tamil Nadu

Mrs. M. Revathi

is Research Assistant
in the same institution.

Table - I**Variables**

Variables	Levels
i) Independent Variable a) Gender b) Type of Educational Programme	i) Male ii) Female i) School ii) Higher Education Programme
ii) Dependent Variable a) Teaching Competency Skills	i) Mastery of Subject ii) Variety of Teaching Methods iii) Strategy for Student Progress iv) Self Improvement Strategy v) Classroom Orientation vi) Responsibility for Discipline vii) Use of Technology viii) Independency Student Evaluation

Table - II**Assessment of Teaching Competency**

S.N	Teaching Competency Skills	Level		
		Low (%)	Moderate (%)	High (%)
1.	Mastery of Subject	36.7	40.0	23.3
2.	Varity of Teaching Method	41.7	38.3	20
3.	Strategy for Student Progress	30	50	20
4.	Self Improvement Strategy	36.7	41.7	21.7
5.	Classroom Orientation	41.7	30	28.3
6.	Responsibility for Discipline	38.3	40	21.7
7.	Use of Technology	35	48.3	16.7
8.	Independency	36.7	40	23.3
9.	Evaluation	45	40	15

Table - III
Mean, SD and t – value of Teaching Competency with respect to Gender

Test Item	Gender	Mean	df	SD	t-value
Teaching Competency	Male	112.77	29	17.59	0.56Ns
	Female	110.37	29	15.33	

Ns: Not significant

Table - IV
Mean, SD, and t-value of teaching competency of school and college/university teacher

Test Item	Institution of Teachers	Mean	df	SD	t-value
Teaching Competency	College/University	114.40	29	16.33	1.35Ns
	School	108.73	29	16.25	

Table - V
Mean, SD, and t-value of teaching competency of Teachers with respect to Districts

Test Item	Districts	Mean	df	SD	t-value
Teaching Competency	Coimbatore	112.93	29	15.08	0.64Ns
	Chennai	110.20	29	17.78	

Ns: Not significant

Correlation between the variables

Table – VI

Item	Mastery of subject	Use of Technology
Variety of Teaching Method	0.42 **	0.36 **
Student Evaluation		0.32 *
Independency		0.6 **

** Significant at the 0.01 level., * Significant at the 0.05 level.