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COMPETENCY BASED EDUCATION AND ITS EFFECTS ON MICRO TEACHING PERFORMANCE AMONG TEACHER TRAINEES

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Abstract

Competency based education is a teaching and learning approach in which a performance-based learning process is used. It focuses on content mastery rather than mere content completion. It is an outcome-based approach, and it ensures proficiency in learning by students through demonstration of knowledge, skills, values, and attitudes. microteaching and competency-based education are pedagogical approaches that both aim to enhance effective teaching skills. As education shifts from traditional content-based approaches to competency-based models, it is essential to explore their impact on teacher preparation. This study explores the influence of competency-based education on the microteaching performance among teacher trainees, focusing on M.Ed. student teachers, B.Ed. student teachers, and D.El.Ed. student teachers. This study utilized a quantitative survey method to collect data from 50 M.Ed. student teachers, 75 B.Ed. student teachers, and 75 D.El. Ed. student teachers through a structured questionnaire. The results show that there is a significant difference in the effects of microteaching among the identified variables. M.Ed. trainees may perceive greater gains from CBE with reflective and advanced teaching practices than compared to B.Ed., trained teachers and D.El.Ed. trained teachers. The findings reveal that to improve microteaching performance among D.El. Ed., and B.Ed. trainees, tailored competency-based modules, increased hands-on activities, targeted workshops, and integration of technology can enhance their teaching competencies.

Keywords: Competency-based education, microteaching, student teachers, effects, teaching performance.

1. Introduction

In the changing paradigm of teacher education, the focus has shifted from traditional content delivery to competency-based approaches. It gave more importance to skill mastery and performance in real-world situations. Competency-based education offers a structured framework that clearly defines learning outcomes and enables teacher trainees to acquire essential teaching skills through active engagement, feedback, and self-paced learning. microteaching is a pedagogical approach for teacher preparation that provides a platform for trainees to practice and attain instructional skills in a simulated classroom environment.

Integrating competency-based education into microteaching enhances the quality of training, and it prepares trainees to meet the diverse classroom environment. It emphasizes mastery of individual skills such as lesson planning, questioning techniques, classroom management, and use of teaching aids through repeated practice and feedback. Competency-based education framework encourages self-paced individualized learning. It allows trainees to identify their strengths and weaknesses. It also fosters goal-oriented teaching, where trainees actively apply what they learn in simulated teaching situations, making microteaching more effective and outcome-driven. This study explores how the application of competency -based education influences microteaching performances among three different groups of teacher trainees- B.Ed., D.El.Ed., and M.Ed. The study overviews with the objectives of the National Education Policy 2020, which emphasizes competency-driven teacher training to improve educational quality across all levels.

2. Need for the Study

- To assess the impact of competency-based education on the development of microteaching skills among teacher trainees.
- To provide evidence-based insights into how different levels of trainees respond to CBE approaches.
- To enhance the practical teaching competencies of trainees through structured and outcome-based learning.



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- To promote reflective teaching practices and skill mastery in alignment with the goals of NEP 2020.
- To strengthen the design and delivery of teacher education programs by integrating competency-based frameworks.

3. Objectives of the Study

The primary objectives of this study are as follows:

- To evaluate the impact of competency-based education on the micro- teaching performance of B.Ed., D.El. Ed., and M.Ed. trainees.
- To compare the development of key teaching competencies among B.Ed., D.El. Ed., and M.Ed. student teachers exposed to competency-based education
- To analyze differences in microteaching performance across the three groups (B.Ed., M.Ed., and D.El. Ed.) under a competency-based framework.
- To assess the effect of the performance of teacher trainees towards on the implementation of CBE in micro teaching sessions.
- To recommend proper strategies for integrating CBE into microteaching practices among different levels of teacher education.

4. Variables of the Study

Dependent Variable:

- Micro Teaching Performance

Independent Variable:

- Competency-based education

5. Research Design

A **descriptive survey method** was adopted for this study. The research design consists of quantitative perception of competency-based education and its effects on microteaching among various levels of teacher trainees, that is, D.El.Ed. teacher trainees, B.Ed. teacher trainees, and M.Ed. teacher trainees.

6. Sample of the Study

The sample is made up of 75 B.Ed. trainee teachers, & 75 D.El.Ed. trainee teachers enrolled in one training college in **Wayanad District, Kerala**. And 50 M.Ed. trained teachers enrolled in one training college in **Calicut District, Kerala**.

- **B.Ed. trainee teachers: 75**
- **D.El. Ed trainee teachers:75**
- **M.Ed. trainee trachers:50**

7. Tools used for data collection

The primary tool used was a structured questionnaire developed on a five-point **Likert scale** ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured perception on competency-based education and its effect on microteaching teaching among different levels of teacher trainees.

8. Data Analysis and Interpretation

Descriptive Statistics: Mean Scores and Standard Deviations of Micro Teaching Performance under CBE Framework

Trainee Group	Number	Mean Score	Standard Deviation	Interpretation
D.El.Ed. Trainees	75	98.45	10.23	Average Performance, Developing Stage
B.Ed. Trainees	75	112.75	9.80	Good Performance,



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				Growing Competency
M.Ed. Trainees	50	124.30	8.45	High Performance, advanced competency

Interpretation:

D.El. Ed Trainees: shows the lowest mean score ($M=98.45$, $SD=10.23$); it means that they are trying to gain competencies.

B.Ed. Trainees attained a moderate to high level of performance ($M=112.75$, $SD=9.80$); it shows the effective improvement of microteaching skills under competency-based education.

M.Ed. Trainees achieved the highest mean score ($M=124.30$, $SD=8.45$); showing a strong performance of microteaching competencies after CBE revelation.

9. Key Findings

- **D.El. Ed, trainees'** performance is low compared to other training teachers.
- **B.Ed. Trainees** showed moderate improvement; they got more benefit from competency-based education.
- **M.Ed. trainees** showed higher performance than the other two-levels of trainees and developed the highest competency level.

10. Discussion

The findings of the study revealed that implementing competency-based education had a positive influence on the microteaching skills of teacher trainees. Among the three groups (M.Ed., B.Ed., and D.El.Ed.) M.Ed. trainees exhibited the highest level of microteaching performance because of their advanced training and greater development of pedagogical practices. B.Ed., trainees received slight improvement than D.El.Ed. trainees. Lower performance of D.El.Ed. trainees requires additional support and practices. These outcomes show the value of adopting CBE among teacher training programs. It increases the academic levels to strengthen teaching competencies properly.

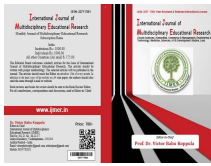
11. Conclusion

The study concludes that competency-based education is an effective approach for developing microteaching skills among teacher trainees. For capturing teaching competencies, feedback

CBE enables trainees to improve their instructional planning, presentation, and classroom management skills. The findings support the integration of CBE into teacher education programs to produce skilled, confident, and reflective educators. Implementing CBE ensures equitable skill development and improves teaching readiness among all levels of teacher trainees. NEP 2020 advocates for outcome-based teacher education and the development of essential teaching competencies through experiential learning.

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