RELATIONSHIP BETWEEN TEACHER VALUE BEHAVIOR AND TEACHING COMPETENCY AMONG THE SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study focused on the relationship between Teacher value behavior and teaching competency among the secondary school teachers in Vizianagaram District, Andhra Pradesh, India. Teacher Value behavior is the character, values and qualities of behavior and the teaching competency is the various teaching skills exhibited by the teacher in Teaching learning process. So both the factors are essential for the teacher to mould the behavior of the student and also to equip the students with much subject knowledge.   The data were collected from 194 secondary school teachers working in 27 secondary schools in Vizianagaram District, by using the 'Teacher value behavior scale' and 'Teacher competency scales'. Both these tools were developed and standardized by Pakalapati (2004). The data were analyzed by using the statistical procedures like means, standard deviations, critical ratio values and r-values. The results were discussed according to the significant values obtained. Based on the results certain conclusions were drawn. On overall observation of the study, some implications were mentioned.

Key words: Teacher Value Behavior, Teaching Competency and Secondary School Teachers.

INTRODUCTION:

 The term teacher value behavior in this study is refers to some practices of the teacher that are followed by some values and qualities of behavior. The previous studies have established that once teacher is oriented to these values during the teaching learning process, the values will get transmitted to his students.

 Teaching competency is the competency in planning the lesson, presentation of the lesson, ending or closing the teaching, evaluation of his students' capacities and managing and maintaining discipline in the classroom. The teaching competency might be called as teacher

effectiveness, teacher performance, teaching process and teacher activity. All these terms are interrelated with one meaning in different connotation.

Grewal (1976) identified that the main predictors of teacher effectiveness were home, health, social, emotional and total adjustment, dominance, submission and verbal and non-verbal intelligence.

Gupta (1976) found that high effective teachers were more affect, more intelligent, having more ego strength, more sergeant, more self-sentiment, less guilt prone and less radical.

Sing (1976) reported that most prominent needs of superior teachers were nurturance, achievement, counteraction and aggression. Bhagoliwal (1982) found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking. Wali (1985) reported professional dignity, altruistic temper, professional involvement, democratic temper and family background were correlated with teacher effectiveness.

Jain (1977) studied the intelligence, creativity and interests were characteristically inter-related in promotion of proficiency of teaching. Deva (1966) reported that personality was the most important and intelligence is the least important in predicting success in student teaching. Dosaih (1956) using teacher trainees as sample reported that imagination and maturity were indicative of success in the teaching profession. Mathew (1980) attempted to identify desirable teaching competencies of a physics teacher in the context of certain presage, process and product variables.

Roy (1980) in his study 'factors and processes involved in the development of values' identified that the standard of adolescent values like tolerance, obedience, religious, devotion, honesty and altruism were lower than expected and the development of the value system was positively related to the process of socialization, values developed with the advancement of age and grade, the role of conscience increased with age and grade.

Mutha (1980) in his study found that sex, professional training, nature of schooling and income level were significantly associated with the teacher effectiveness. The effective teachers had

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significantly higher scores on intelligence than the ineffective teachers. The effective teachers had higher scores on anxiety than the ineffective teachers.

PROBLEM:

The problem chosen for the study was the relationship between teacher value behavior and teaching competency among the secondary school teachers in Vizianagaram District, Andhra Pradesh, India.

VARIABLES OF THE STUDY:

The variables like Sex (Male and Female) Locality (Rural and Urban), Designation (B.Ed., Asst. and Secondary grade Teacher), Age (Below 35 years and above 35 years), Experience (Below 15 years and above 15 years), Medium of instruction (English and Telugu) and Marital Status (Married and unmarried) were adopted for the study.

OBJECTIVES:

1) To study about the teacher value behavior of secondary school teachers among different socio-demographic variables.
2) To study about the teaching competencies of secondary school teachers among different socio-demographic variables.
3) To study about the relationship between teacher value behavior and teaching competency of secondary school teachers.

HYPOTHESES:

1) There is no significant difference between the categories of sex, locality, designation, age, experience, medium of instruction and marital status in teacher value behavior.
2) There is no significant difference between the categories of sex, locality, designation, age, experience, medium of instruction and marital status in teaching competency.
3) There is no significant relationship between teacher value behavior and teaching competency.

TOOLS USED:

Two standardized tools were used in the present study. The teacher value behavior scale was developed and standardized by Pakalapati (2004) for this study the tool initially consists of 33 items with five dimensions viz. work centered, learner centered, professional centered, adjustment centered and emotional centered. In order to re-standardize the scale, a pilot study with a tryout of 100 samples was taken and item analyses were conducted for upper 27% and lower 27% of the sample. On overall items, three items whose values are below 1.96 were discarded and 30 items were retained for the present study. The scoring procedure for each item options are strongly agree (SA), agree (A) undecided (UN), disagree (D) and strongly disagree (SD) and the scores 5, 4, 3, 2 and 1 mark respectively for positive items. All the 30 items of the scale are positive and all items measuring the total score lies in between 30-150.

The second scale i.e. teaching competency scale was also developed by Pakalapati (2004). The tool initially consists of 60 items with the dimensions viz., planning, presentation, closing, evaluation and managerial factors. The scale was again re-standardize with a pilot study by a tryout of 100 samples was taken and item analyses were conducted for upper 27% and lower 27% of the sample. After item analyses one item whose value is below 1.96 was discarded and 59 items were retained for the study. The items consists of five options of Marking viz. strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) and the scoring procedure 5-1 marks for positive items and 1-5 marks for the negative items respectively for each item. The score lies in between 59-295 for total questionnaire.

ADMINISTRATION OF THE TEST:

The questionnaires were administrated to the secondary school teachers working in and around Vizianagaram district from 27 schools. The preliminary information of the teachers along with the questionnaires was collected after completion. Likewise the test was administered to 194 secondary school teachers.

SAMPLE:

The final sample consists of 194 secondary school teachers with the bifurcation of 126 male and female, 54 rural and 140 urban, 106B.Ed Assistants and 88 secondary grade teachers, 98 teachers are below 35 years and 96 teachers above 35 years of age, 113 teachers below 15 years of experience and 81 teachers above 15 years of experience, 70 English Medium and 124 Telugu medium teachers and 146 married and 48 unmarried teachers. The sample was collected by way of random sampling method.

STATISTICAL PROCEDURES:

The statistical procedures like means, standard deviations, critical ratios and co-efficient of correlation were calculated to test various hypotheses of the study. The statistical procedures were adopted from Guilford (1978) and Garret (1971).

RESULTS AND DISCUSSION:

Table – 1

Comparison of Variables in the Teacher value behavior

S.No.	Variable	Category	N	Mean	SD	CR-Value
1	Sex	Male	126	129.80	17.31	2.02*
		Female	68	135.78	20.78	
2.	Locality	Rural	54	128.71	21.95	2.34*
		Urban	140	136.48	17.35	
3.	Designation	B.Ed. Asst.	106	134.79	19.23	
		Secondary Asst.	88	125.89	21.18	3.40**

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4.	Age	Below 35 yrs	98	129.68	20.23	1.31
		Above 35 yrs	96	133.49	20.25	
5.	Experience	Below 15 yrs	113	125.08	18.47	1.99*
		Above 15 yrs	81	130.57	19.27	
6.	Medium	English	70	125.45	21.58	
		Telugu	124	131.52	19.49	1.95
7.	Marital Status	Married	146	128.63	18.68	1.71
		Un-married	48	134.67	21.96	

*p< 0.05   ** P< 0.01

The means, standard deviations and critical ratio values of teacher value behavior across sex, locality, designation, age, experience, medium and marital status were tabulated in Table-1. It is evident that there are significant differences were found between male and female, rural and urban, B.Ed Asst. and secondary Asst., Below 15 years and above 15 years experienced teachers. So the null hypotheses framed on sex, locality, designation, and experience was rejected. The variables age, medium of instruction and marital status were not differed significantly. So the null hypotheses framed on age, medium and marital status was accepted.

Table – 2

Comparison of Variables their Teaching competency

S.No.	Variable	Category	N	Mean	SD	CR-Value
1	Sex	Male	126	204.18	46.31	2.49*
		Female	68	184.78	53.78	
2.	Locality	Rural	54	198.91	51.95	2.12*

		Urban	140	215.98	45.15	
3.	Designation	B.Ed. Asst.	106	207.99	45.23	
		Secondary Asst.	88	194.36	49.78	1.97*
4.	Age	Below 35 yrs	98	198.61	47.61	2.02*
		Above 35 yrs	96	212.39	46.95	
5.	Experience	Below 15 yrs	113	205.08	43.47	1.53
		Above 15 yrs	81	194.57	49.27	
6.	Medium	English	70	204.67	51.58	
		Telugu	124	193.41	44.13	1.53
7.	Marital Status	Married	146	210.54	44.18	2.00*
		Un-married	48	194.31	49.96	

*p< 0.05

The means, standard deviations and the critical ratio values of teaching competency across sex, locality, designation, age, experience, medium and marital status were tabulated in Table -2. It is evident that there are significant differences were found between male and female, rural and urban, B.Ed. Asst. and Secondary Asst., below 35 years and above 35 years, married and un-married teachers. So the null hypotheses framed on sex, locality, designation, age and marital status was rejected. The variables experience and medium of instruction were not differed significantly. So the null hypotheses framed on experience and medium of instruction were accepted.

Table – 3

Relationship between Teacher value behavior and Teaching competency

S.No.	Category of variable	N	Df = (N-2)	r	Remarks
1.	Teacher value behavior				
2.	Teaching competency	194	192	0.65**	> 0.01 Level

The co-efficient of correlation value of teacher value behavior and teaching competency was tabulated in Table:3. It can be observed that the higher teacher value behavior, greater will be in their teaching competency. It is further stated that the theoretical assumption that the teacher value behavior and teaching competency are independent and interdependent. So the null hypothesis is rejected and there is significant relationship between teacher value behavior and teaching competency.

CONCLUSIONS:

1. There were significant differences between male and female, rural and urban, B.Ed Asst. and Secondary Asst., Below 15 years and above 15 years experienced teachers in their teacher value behavior.

2. There were significant differences between male and female, rural and urban, B.Ed. Asst. and Secondary Asst. below 35 years and above 35 years of age, and married and un-married teachers in their teaching competency.

3. There is significant and positive relationship between teacher value behavior and teaching competency.

EDUCATIONAL IMPLICATIONS:

- It is required to probe the causes of differentiation between the teachers and enhance better performance among the secondary school teachers to enrich their quality in teaching and their value behavior.

- It is the right time to inculcate the values through education among the young generation. This is possible only with the right teachers and right kind of teaching as recommended by various committees and commissions so as to enrich the qualitative teaching and learning process.

- It is an alarming fact to give a special training and orientation to the teachers to re-organize the present system where ever it needs modification.

- The higher value behavior of teachers leads of higher teaching competencies. So teaching community has to enhance and practice the value behavior with right attitude.

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