

TEACHING COMPETENCY OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

Research
Paper

ABSTRACT

The present study aims at investigating the teaching competency of primary school teachers in relation to their locus of control. The sample consists of 400 primary school teachers from Tirunelveli district. A Teaching competency scale, a Locus of control scale and a Personal information form were used for collecting the data. The survey method was used for the study. The data was analysed using percentage analysis, 't' test and correlation. The results revealed that there is significant difference in teaching competency between primary school teachers with reference to gender. There is no significant relationship between teaching competency and locus of control of primary school teachers with reference to gender and locality of school.

INTRODUCTION

Primary education is understood as a basic stage education which is either a self-contained phase or one which forms part of a longer cycle of general education. Naik (1982), an eminent educator observed, "The progress of primary education is an index of the general, social and economic development of the country as a whole". Primary education plays an important role in laying proper foundation of a child's cultural, emotional, intellectual, moral, physical, social and spiritual development. The teachers are responsible for the realizations of the students.

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the skeleton without flesh and blood, a shadow without substance. Rabindranath Tagore has defined the term teacher comprehensively: "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. A teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats what students can only load their minds, he can not quicken their minds."

Effective teaching requires a feeling of satisfaction. On the other hand a feeling of dissatisfaction affects one's efficiency, one's thinking, and emotional reactions, in fact the totality of one's behaviour.

Competency means adequacy and sufficiency.

Teacher competencies (plural form of competency) are the skills, knowledge, values which a teacher possesses; they are the tools of teaching. Only the teacher who possesses all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teach in that situation.

SIGNIFICANCE OF THE STUDY

The attitudes of students are changing rapidly day – by – day, and the methods of teaching technologies are also changing continuously. So, in order to meet the present state of students' attitudes, the teacher should adopt new methods and techniques in teaching. If a teacher is effective in his classrooms, he will bring the students up to the expected levels in every educational area.

Teaching involves a conceptual understanding of how people learn and the ability to translate this understanding into constructing and delivering learning opportunities to diverse audiences. Teaching competency plays a vital role in teachers. If a teacher is competent, learning is effective.

Y. Daniel

*Research Scholar, St. Xavier's College of Education,
Palayamkottai.*

Dr. S. Francisca

*Associate Professor, St. Ignatius' College of
Education, Palayamkottai.*

Locus of control is understood as the ability of an individual to control and manage his own behaviour by some factors pertaining to his own inner self - that is the internal factors like personal effort, ability etc or the factors from external sources like luck, chance, fate etc.,

Locus of control either internal or external plays a dominant role in making or moulding a personality into an assertive one or a submissive one. As a result locus of control is considered to be an integral part of any individual. Locus of control plays an important role in developing competencies in teaching. Hence, the investigator wants to study the relation between teaching competency and locus of control.

OBJECTIVES

1. To study the level of teaching competency of primary school teachers with reference to gender and locality of school.
2. To study the locus of control of primary school teachers with reference to gender and locality of school.
3. To find out the significant difference, if any, in the teaching competency of primary school teachers and its dimensions with reference to gender and locality of school.
4. To find out the significant difference, if any, in the locus of control of primary school teachers and its dimensions with reference to gender and locality of school.
5. To find out the significant relationship between teaching competency and locus of control of primary school teachers with reference to gender and locality of school.

HYPOTHESES

1. The level of the teaching competency of primary school teachers with reference to gender and locality of school is average.
2. The locus of control of primary school teachers with reference to gender and locality of school is internal.
3. There is no significant difference between the primary school teachers in their teaching competency and its

dimensions with reference to gender and locality of school.

4. There is no significant difference between the school teachers in their locus of control dimensions with reference to gender and locality of school.
5. There is no significant relationship between competency and locus of control of primary teachers with reference to gender and locality of school.

METHOD USED FOR THE RESEARCH

The survey method was followed in this investigation. Since it is a fact finding expedition, this method was adopted by the investigator.

POPULATION FOR THE STUDY

The population for the study consists primary school teachers of aided, government, and unaided schools in Tirunelveli district.

SAMPLE FOR THE STUDY

The investigator visited 120 schools in different educational districts of Tirunelveli district. The investigator used simple random sampling technique to select 400 primary school teachers in 120 schools. Thus the sample consists of 400 primary school teachers.

TOOLS

The following tools were used for collecting data for the present study. They are

- (1) Teaching Competency Scale prepared and validated by Y. Daniel, S. Francisca and A. Amalraj.
- (2) Locus of Control Scale adopted from Pushpa Chandrakumar.

STATISTICAL TECHNIQUES

For analyzing the data, statistical techniques like percentage analysis, 't' test, and correlation were used.

ANALYSIS OF DATA

Table 1

THE LEVEL OF THE TEACHING COMPETENCY OF PRIMARY SCHOOL TEACHERS WITH REFERENCE TO GENDER AND LOCALITY OF SCHOOL

Back ground Variables	Categories	Low		Average		High	
		Count	%	Count	%	Count	%
Gender	Male	23	20.9	68	61.8	19	17.3
	Female	53	18.3	190	65.5	47	16.2
Locality of school	Rural	43	19.3	144	64.9	35	15.8
	Urban	29	16.3	120	67.4	29	16.3

The above table reveals that 20.9%, 61.8% 17.3% male and 18.3%, 65.5%, 16.2% of female primary school teachers have low, average and high level of teaching competency respectively.

It is inferred from the above table that 19.3%, 64.9% 15.8% of teachers and 16.3%, 67.4%, 16.3% of teachers of rural and urban schools have low, average and high level of teaching competency respectively.

Table 2

THE LOCUS OF CONTROL OF PRIMARY SCHOOL TEACHERS WITH REFERENCE TO GENDER AND LOCALITY OF SCHOOL

Back ground Variables	Categories	External		Internal	
		Count	%	Count	%
Gender	Male	52	47	58	53
	Female	120	41	170	59
Locality of school	Rural	106	48	116	52
	Urban	66	37	112	63

The above table reveals that 47%, 53% of male and 41%, 59% of female primary school teachers have external and internal locus of control respectively.

It is observed from the table that 48%, 52% of teachers and 37%, 63% of teachers of rural and urban schools have external and internal locus of control respectively.

Table 3

DIFFERENCE IN PRIMARY SCHOOL TEACHERS' TEACHING COMPETENCY AND ITS DIMENSIONS WITH REFERENCE TO GENDER



Sl. No.	Subject	Competency	Male	Female	N	t-value	Significance
			Mean	S.D.			
1	Subject Competency	Male	49.76	9.98	110	0.29	NS
		Female	50.09	10.02	290		
2	Motivation	Male	49.18	11.13	110	0.94	NS
		Female	50.31	9.54	290		
3	Organization	Male	50.75	10.51	110	0.9	NS
		Female	49.71	9.8	290		
4	Use of Learning Materials	Male	48.3	10.85	110	1.99	S
		Female	50.64	9.6	290		
5	Classroom Management	Male	48.7	10.83	110	1.52	NS
		Female	50.49	9.64	290		
6	Communication	Male	48.59	11.39	110	1.6	NS
		Female	50.53	9.38	290		
7	Personality	Male	48.24	10.48	110	2.11	S
		Female	50.67	9.75	290		
8	Total Teaching Competency	Male	48.08	10.46	110	2.3	S
		Female	50.73	9.74	290		

(Table Value at 5% level = 1.96)

NS - Not Significant (Null Hypothesis is accepted)

S - Significant (Null Hypothesis in not accepted)

Table 4

DIFFERENCE IN PRIMARY SCHOOL TEACHERS' TEACHING COMPETENCY AND ITS DIMENSIONS WITH REFERENCE TO LOCALITY OF SCHOOL

Sl. No.	Dimensions	Locality of school	Mean	S.D.	N	t-value	Remark
1	Subject Competency	Rural	50.68	9.59	222	1.5	NS
		Urban	49.15	10.5	178		
2	Motivation	Rural	48.93	9.88	222	2.41	S
		Urban	51.34	10	178		
3	Organization	Rural	50.62	10	222	1.4	NS
		Urban	49.22	9.95	178		
4	Use of Learning Materials	Rural	47.85	9.64	222	4.92	S
		Urban	52.68	9.82	178		
5	Classroom Management	Rural	49	9.72	222	2.24	S
		Urban	51.25	10.2	178		
6	Communication	Rural	48.99	9.98	222	2.27	S
		Urban	51.26	9.92	178		
7	Personality	Rural	49.17	9.9	222	1.87	NS
		Urban	51.04	10.1	178		
8	Total Teaching Competency	Rural	48.59	9.65	222	3.17	S
		Urban	51.76	10.2	178		

(Table Value at 5% level = 1.96)

NS - Not Significant (Null Hypothesis is accepted)

S - Significant (Null Hypothesis is not accepted)

Table 5
DIFFERENCE IN PRIMARY SCHOOL TEACHERS' LOCUS OF CONTROL AND ITS DIMENSIONS WITH REFERENCE TO GENDER

Sl. No.	Dimensions	Gender	Mean	S.D.	N	't' Value	Remark
1	School	Male	50.87	9.88	110	1.08	NS
		Female	49.67	10.04	290		
2	Family	Male	49.13	10.15	110	1.07	NS
		Female	50.33	9.94	290		
3	Society	Male	49.57	9.56	110	0.55	NS
		Female	50.16	10.17	290		
4	Total Locus of Control	Male	49.72	10.23	110	0.34	NS
		Female	50.11	9.93	290		

(Table Value at 5% level = 1.96)

NS - Not Significant (Null Hypothesis is accepted)

Table 6
DIFFERENCE IN PRIMARY SCHOOL TEACHERS' LOCUS OF CONTROL AND ITS DIMENSIONS WITH REFERENCE TO LOCALITY OF SCHOOL

Sl. No.	Dimensions	Locality of School	Mean	S.D.	N	't' Value	Remark
1	School	Rural	49.76	10.27	222	0.55	NS
		Urban	50.3	9.67	178		
2	Family	Rural	50.93	9.92	222	2.08	S
		Urban	48.84	10.01	178		
3	Society	Rural	48.88	9.34	222	2.49	S
		Urban	51.4	10.63	178		
4	Total Locus of Control	Rural	49.74	9.67	222	0.58	NS

(Table Value at 5% level = 1.96)

NS - Not Significant

(Null Hypothesis is accepted)

S - Significant (Null Hypothesis is not accepted)

Table 7
RELATIONSHIP BETWEEN TEACHING COMPETENCY AND LOCUS OF CONTROL OF PRIMARY SCHOOL TEACHERS WITH REFERENCE TO GENDER AND LOCALITY OF SCHOOL

Sl. No.	Back ground Variables	Categories	N	Calculated 'r' value	Table value
1	Gender	Male	110	0.015	0.174
		Female	290	0.033	0.113
2	Locality of School	Rural	222	0.026	0.113
		Urban	178	0.074	0.138

NS - Not Significant (Null Hypothesis is accepted)

FINDINGS

- The level of teaching competency of primary school teachers with reference to gender and locality of school is average.
- The Locus of Control of primary school teachers with reference to gender and locality of school is average.
- (a) There is no significant difference between male and female primary school teachers in their teaching competency - subject competency, motivation, organization, classroom management, communication - with reference to gender.
(b) There is a significant difference between male and female primary school teachers in their teaching competency - use of learning materials, personality and total teaching competency with reference to gender.
- (a) There is no significant difference between rural and urban primary school teachers in their teaching competency - subject competency, organization and personality with reference to locality of school.

There is a significant difference between rural and urban primary school teachers in their teaching competency – motivation, use of learning materials, classroom management, communication and total teaching competency - with reference to locality of school.

There is no significant difference in primary school teachers' locus of control and its dimensions with reference to gender.

- (a) There is no significant difference in primary school teachers' locus of control and its dimensions-school and total locus of control with reference to locality of school.
- (b) There is a significant difference in primary school teachers' locus of control and its dimensions-family and society with reference to locality of school.

There is no significant relationship between teaching competency and locus of control of primary school teachers with reference to gender and locality of school.

INTERPRETATIONS

The 't' test results reveal that the female teachers are better in the use of learning materials, personality and teaching competency than male primary school teachers. This may be due to the fact that female teachers are more interested in teaching with teaching aids and generally they are more dedicated, committed and sincere in their teaching profession. They are more motivated to achieve higher in teaching. They are very meticulous in any work.

The 't' test results reveal that the urban school teachers are better in motivation, use of learning materials, classroom management, communication and teaching competency. This may be due to the fact that urban school teachers are much exposed in everything in relation to the labus. So it is easy for the teachers to motivate students. In the urban area it is easier to get needed

teaching aids than in the rural area.

In urban area schools most of the students are coming from a standard atmosphere and an educated family background. So their communication is good, which helps the teacher to communicate with them well.

The 't' test results reveal that the rural primary school teachers are better in locus of control in family situation than urban school teachers. This may be due to the fact that the rural school situation brings about more hardships for the teachers which prepares them for more emotional stability. They are exposed to more problem solving situations in the schools which helps them negotiate with unexpected problems and difficulties in the family.

REFERENCES

1. Singh, U.K. and Sudershan, K.N. (2005) *Teacher Education*, Published by Discovery Publishing House, New Delhi – 110 092.
2. Swaroop Saxena, N.R. and Dutt, N.K. (2005) *Principles of Education*, Published by R. Lall Book Depot, Meerut - 250 001.
3. Singh, U.K. and Sudershan, K.N. (2006) *Primary Education*, Published by Discovery Publishing House, New Delhi – 110 002.
4. Panneerselvam, R. (2008) "Research Methodology", Prentice Hall of India Private Limited, New Delhi – 110 001 (p.320)
5. Kothari, C.R. (2008) *Research Methodology - Methods and Techniques (2nd edn)* Published by New Age International (P) Limited, New Delhi – 110 002. (p.233)
6. Mahendra Kumar Jain (2006) *Job Satisfaction among Civil Service Officers in India*, RBSA Publishers, 340 Chaura Rasta, Jaipur - 302 003.
7. Aggarwal J.C. (1966) *Educational Research: An Introduction*, Arya Book Depot, New Delhi p.87