RELATIONSHIP BETWEEN TEACHING COMPETENCY AND

TEACHER RESPONSIBILITY IN TRAINING COLLEGE TEACHERS

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ABSTRACT

The study was conducted to investigate the relationship between teaching competency and teacher responsibility of training college teachers. Stratified random sampling technique was used in the selection of 400 training college teachers from Cuddalore, Nagapattinam, Villupuram, Perambalur, and Thanjavur districts for the present study. The Teaching Competency Scale (TCSTCT) and Teacher Responsibility Inventory (TRITCT) for training college teachers were constructed and validated by the investigator. The finding of the study shows that training college teachers have average level teaching competency and teacher responsibility. It is also found that training college teachers differ in their professional qualification but do not differ in their years of experience with regard to teaching competency. There is no significant difference between professional qualifications but there is significant difference in their years of experience with regard to teacher responsibility. There is significant relationship between teaching competency and teacher responsibility in training college teachers.

INTRODUCTION

Teaching should be viewed as a complex process where teachers understand students' needs, developmental level, and instructional goals. Effective educators guide and help their students to achieve a high level of learning based on student responses. Responsiveness to student learning requires much more than simply implementing a set of strategies (Darling-Hammond & Cobb, 1996). Teachers are expected to be the positive

role models for their students, both inside and outside the classroom. Rose (2005) has examined the role of educators as role models in formal and informal education, and stressed that role models can expose groups to specific attitudes, lifestyles and outlooks. Students often see teachers as important role models on par with their parents (Rose, 2005).

NEED AND IMPORTANCE OF THE STUDY

Education is a very powerful too. It requires strength of will, dedicated work and sacrifice. Since this tool is in the hands of teachers, they must possess the above said qualities for its effective use. Every profession has its norms, responsibilities and personal values etc. In the function of preparing prospective teachers, training college teachers must have a sense of responsibility, ethics, morale, commitment, accountability and professional excellence. Teachers also have various roles to play including teaching, research, guidance, extension work and management of class rooms. Hence it is essential to work with their responsibility which can indicate success in the teaching profession.

OBJECTIVES OF THE STUDY

1. To find out the teaching competency and teacher responsibility levels of training college teachers.

2. To find out if there is any significant difference among teaching competency levels of training college teachers based on their professional qualification and years of experience.

3. To find out if there is any significant difference among teacher responsibility levels of training college teachers based on their professional qualification and years of experience.

4. To find out if there is any significant relationship between teaching competency and teacher responsibility of training college teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference among teaching competency levels of training college teachers based on their professional qualification and years of experience.

2. There is no significant difference among teacher responsibility levels of training college teachers based on their professional qualification and years of experience.

3. There is significant relationship between teaching competency and teacher responsibility of training college teachers.

METHOD OF STUDY

The survey method was followed in this study. The 400 training college teachers from 34 B.Ed. colleges and 23 D.T.Ed institutes in Cuddalore, Nagapattinam, Villupuram, Perambalur, and Thanjavur districts of Tamilnadu were selected as sample for the present study by using the stratified random sampling technique. The Teaching Competency Scale (TCSTCT) and Teacher Responsibility Inventory (TRITCT) for training college teachers constructed and validated by the investigators were used as tools for collecting the data. Descriptive, differential and correlation statistical techniques were used for data analysis.

DESCRIPTIVE ANALYSIS

Table 1
**LEVEL OF TEACHING COMPETENCY AND TEACHER RESPONSIBILITY SCORES FOR
ENTIRE AND SUB-SAMPLE**

Sl. No.	Subsample	Low		Average		High		Total
		N	%	N	%	N	%	
Teaching Competency								
1	Entire	106	26.5	191	47.75	103	25.75	400
2	M.Ed	75	27.17	143	51.81	58	21.02	276
	M.Phil in Education	27	24.11	49	43.75	36	32.14	112
	Ph.D in Education	1	8.33	2	16.67	9	75.00	12
3	Below 5 years	65	28.02	112	48.28	55	23.70	232
	5-10 years	31	27.68	52	46.43	29	25.89	112

	Above 10 years	10	17.86	27	48.21	19	33.93	56
Teacher Responsibility								
1	Entire	108	27	172	43	120	30	400
2	M.Ed	83	30.07	119	43.12	74	26.81	276
	M.Phil in Education	24	21.43	49	43.75	39	34.82	112
	Ph.D in Education	1	8.33	4	33.33	7	58.34	12
3	Below 5 years	64	27.59	104	44.82	64	27.59	232
	5-10 years	40	35.71	42	37.50	30	26.79	112
	Above 10 years	4	7.14	26	46.43	26	46.43	56

Table -1 shows that among the 400 training college teachers 47.75% have average level teaching competency. 25.75% teachers have high level and 26.5% teachers have low level teaching competency. In the case of professional qualification sub-sample teachers qualified with Ph.D in Education have high level (75%) teaching competency. Teachers with M.Ed in Education and M.Phil in Education qualification have average level teaching competency. In the case of years of experience sub-sample teachers having below 5 years, 5-10 years and above 10 years experience have an average level of teaching competency representing respectively to 48.28%, 46.43% and 48.21% of the sample.

Table -1 also shows that among the 400 training college teachers 43% teachers have average level teacher responsibility. 30% teachers have high level and 27% teachers have low level teacher responsibility. In the case of professional qualification sub-sample teachers qualified with Ph.D in Education have high level (58.34%) teacher responsibility. M.Ed in Education and M.Phil in Education qualification have average level of teacher responsibility. In the case of years of experience sub-sample teachers having below 5 years, 5-10 years and above 10 years experience have an average level of teacher responsibility representing respectively to 44.82%, 37.50% and 46.43% of the sample.

DIFFERENTIAL ANALYSIS

In order to find out the significant difference between teaching competency and teacher responsibility of training college teachers with regard to their professional qualification and years of experience't' test was applied and the results are given in tables 2 and 3.

Table 2
SIGNIFICANT DIFFERENCE BETWEEN TEACHING COMPETENCY SCORES BASED ON SUB-SAMPLE

Sub-Sample	Categories	N	Mean	S.D	't' Value	Level of Significance at 0.01 level
Professional Qualification	M.Ed	276	255.86	17.21	1.28	**NS**
	M.Phil in Education	112	258.38	18.64		
	M.Ed	276	255.86	17.21	3.45	**S**
	Ph.D in Education	12	273.25	13.90		
	M.Phil in Education	112	258.38	18.64	2.68	**S**
	Ph.D in Education	12	273.25	13.90		
Years of Experience	Below 5 years	232	256.13	17.95	0.383	**NS**
	5-10 years	112	256.91	17.60		
	Below 5 years	232	256.13	17.95	2.005	**NS**
	Above 10 years	56	261.43	16.98		
	5-10 years	112	256.91	17.60	1.587	**NS**
	Above 10 years	56	261.43	16.98		

From table-2 it is inferred that there is a significant difference between teachers qualified with M.Ed and Ph.D in Education, M.Phil in Education and Ph.D in Education with regard to teaching competency. There is no significant difference between teachers qualified with M.Ed and M.Phil in Education. In the sub-sample of years of experience,the training college teachers do not differ significantly.

Table 3
SIGNIFICANT DIFFERENCE BETWEEN TEACHER RESPONSIBILITY SCORES BASED ON SUB SAMPLE

Sub-Sample	Categories	N	Mean	S.D	't' Value	Level of Significance at 0.01 level
Professional Qualification	M.Ed	276	39.50	3.19	1.15	**NS**
	M.Phil in Education	112	39.92	3.38		
	M.Ed	276	39.50	3.19	1.88	**NS**
	Ph.D in Education	12	41.25	1.71		
	M.Phil in Education	112	39.92	3.38	1.36	**NS**
	Ph.D in Education	12	41.25	1.71		
Years of Experience	Below 5 years	232	39.58	3.22	0.94	**NS**
	5-10 years	112	39.22	3.37		
	Below 5 years	232	39.58	3.22	3.01	**S**
	Above 10 years	56	40.96	2.45		
	5-10 years	112	39.22	3.37	3.44	**S**
	Above 10 years	56	40.96	2.45		

From table -3 it is clear that there is no significant difference among sub-sample categories of professional qualification with regard to teacher responsibility. In the case of years of experience there is no significant difference between teachers below 5 years and 5- 10 years of experience. But there is significant difference between teachers having experience of below 5 years and above 10 years, and those with 5-10 years and above 10 years of experience.

CORRELATION ANALYSIS

Table 4

Relationship between Teaching Competency and Teacher Responsibility

- Entire and Sub-samples

Sl. No.	Sub-Samples		Number	'r' value	Level of Significance
	Entire Sample		400	0.231**	**S**
1	Professional Qualification	M.Ed	276	0.208**	**S**
		M.Phil in Education	112	0.253**	**S**
		Ph.D in Education	12	-0.106	**NS**
2	Years of Experience	Below 5 years	232	0.205**	**S**
		5-10 years	112	0.297**	**S**
		Above 10 years	56	0.091	**NS**

**. Correlation at 0.01 level (2-tailed)

From table 4, it is inferred that the coefficient of correlation between Teaching Competency and Teacher Responsibility of training college teachers is found to be (N=400, r=0.231, P<0.01) which indicates that significant and positive relationship exists between teaching competency and teacher responsibility. There is significant relationship between teaching competency and teacher responsibility for the sub-samples M.Ed, M.Phil in Education, training college teachers with below 5 years and 5-10 years of experience. The rest of the other sub-sample categories are having significant relationship.

MAJOR FINDINGS

1. 47.75% training college teachers have average level teaching competency and 43% teachers have average level teacher responsibility.

2. Regarding teaching competency, training college teachers differ in their professional qualification but do not differ in their years of experience.

3. Regarding teacher responsibility, training college teachers do not differ in their professional qualification but there is significant difference in their years of experience with regard to teacher responsibility.

4. There is significant relationship between teaching competency and teacher responsibility of training college teachers.

CONCLUSION

Based on the above findings it is concluded that the maximum number of training college teachers have average level teaching competency and teacher responsibility. They also differ significantly in some sub-sample categories. It is also found that there is significant relationship between teaching competency and teacher responsibility in training college teachers.

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