

Teaching Competence In Relation To Their Digital Literacy, Work Values And Personality Traits Of English Language Teachers

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Abstract

The examined the present study teaching competence in relation to their digital literacy, work values and personality traits of English language teachers. Teaching Competence Scale of English Language Teachers (TCSELT) construct and standardized by Dr.N.Mahalakshmi (2013), Digital Literacy Questionnaire (DLQ) constructed and validated by the Investigator, Work Values Inventory (WVI) constructed and validated by the Investigator and Dimensional Personality Traits (DPI) constructed and standardized by Magesh Bargava (2006). The sample consist of 310 English language teachers working in Cuddalore District in Tamilnadu, India have been administrated to a cluster sampling technique. It is concluded that the teaching competence is high and digital literacy is average, while their positive work values and desirable personality. There is positive and significant relationship between teaching competence and digital literacy, work values of English language teachers; there is no significant relationship between teaching competence and personality traits. It was also found that the independent and sub-samples of the study contribute significantly to the dependent variable teaching competence.

Key Words: Teaching Competence, Digital Literacy, Work Values, Personality Traits and English Language Teachers

Introduction

The English language has exercised a great influence over the past centuries in shaping the political, social, economic, intellectual and cultural life of India and is still serving as a dynamic instrument of social change. English is today one of the foremost international languages in the world. It provides easy access to the world's rich literature science and technology, radio and TV and an ever growing number of books, periodicals and newspapers. We in India have gained immensely by partaking of this great heritage through the English language.

Need and Importance of the Study

The importance of the study was also felt because it will give an additional knowledge to the area of research about English language teachers and will reveal the prevailing competency levels of English language teachers so as it will help to conduct the pre-service and in- service programmes for the English language teachers. This study helps the teaching community to assess which independent variables are more closely related to the dependent variable Teaching competency. The findings of the study will direct the policy makers, curriculum planners, teacher educators and English language teachers to modify the teaching strategies of English language teaching to optimize English language learning.

Statement of the Problem

The researcher is unable to find hardly any research focusing on English language teaching and teachers in India. As no research work was carried out by considering these variables in this geographical area, the problem chosen for the present study is entitled as “Teaching Competence in Relation to their Digital Literacy, Work Values and Personality Traits of English Language Teachers”.

Operational Definitions

Teaching competency

Teaching competency refers to the ability of English language teachers to make use of their language proficiency, content knowledge, teaching skills, ICT competence and communicative competence in English Language learning environment, as perceived by them.

Digital Literacy

Digital literacy refers only to a person's ability to use modern technology, such as a smartphone or tablet, it's actually much more than that. It's also about using this new technology appropriately; knowing how to communicate with different people using different tools, searching for relevant information online, identifying reliable sources, having an awareness of online safety and more.

Work values

Work values are the enduring beliefs and standards that influence the English language teachers and refer to the components of work that are important when they evaluate their profession and work environment.

Personality traits

Personality traits refers to the enduring and consistent characteristics namely activity-passivity, enthusiastic-non enthusiastic, depressive-non depressive and emotional stability-emotional instability of English language teachers that are being observed in a wide variety of situations.

Method of the Study

In the present study the investigator followed normative survey method.

Sample of the Study

The present study consists of 310 secondary and higher secondary teachers working in Cuddalore District. The sample was selected by using cluster sampling technique.

Objectives of the Study

1. To find out whether there is any significant relationship between
 - a) Teaching competence and Digital literacy
 - b) Teaching competence and Work values and
 - c) Teaching competence and Personality traits of English language teachers
2. To find out the contribution of Independent variables on the Teaching competence of English language teachers.

Hypotheses of the Study

1. There is no significant relationship between
 - a) Teaching competence and Digital literacy
 - b) Teaching competence and Work values and
 - c) Teaching competence and Personality traits of English language teachers
2. There is no contribution of Independent variables on the Teaching competence of English language teachers.

Tools Used for the Study

The following research tools have been administered in the study for the collection of data regarding the selected variables.

1. Teaching Competence Scale of English Language Teachers (TCSELT) – Constructed and Standardized by N. Mahalakshmi (2013).
2. Digital Literacy Scale (DLS) – Constructed and Validated by the Investigator (2018).
3. Work Values Inventory (WVI) – Constructed and Validated by the Investigator (2018).
4. Dimensional Personality Traits (DPI) – Constructed and Standardized by Magesh Bargava (2006).

Statistical Techniques Used

The collected data were analysed adopting the following statistical techniques.

- (i) Correlation Analysis ('r' value) and
- (ii) Regression Analysis (Linear Regression).

Analysis and Interpretation of Data**Correlation Analysis****Hypothesis 1**

There is no significant relationship between

- a) Teaching competence and Digital literacy
- b) Teaching competence and Work values and
- c) Teaching competence and Personality traits of English language teachers

Table-1

Co-Efficient of Correlation between Teaching Competence and Digital literacy, Work values, Personality traits of English Language Teachers

Variables	N	'r' Value	Level of Significance
Digital Literacy	310	0.131*	Significant
Work Values	310	0.291**	Significant
Personality Traits Total	310	0.163*	Significant

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

*. Correlation at 0.05 level (2-tailed)

a. Teaching Competence and Digital Literacy

It is evident from the above table that the 'r' value 0.131 at 0.05 level. Hence the hypothesis 1(a) is rejected and it is concluded that there is positive and significant relationship between teaching competence and digital literacy of English language teachers.

b. Teaching Competence and Work Values

It is evident from the above table that the 'r' value 0.291 at 0.01 level. Hence the hypothesis 1(b) is rejected and it is concluded that there is positive and significant relationship between teaching competence and work values of English language teachers.

b. Teaching Competence and Personality Traits

It is evident from the above table that the 'r' value 0.163 at 0.01 level. Hence the hypothesis 1(b) is rejected and it is concluded that there is positive and significant relationship between teaching competence and personality traits of English language teachers.

Regression Analysis**Hypothesis 2**

There is no contribution of Independent variables on the Teaching competence of English language teachers.

Table-2

The Table gives the summary of the Results of the regression analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.461(a)	0.212	0.180	18.114

Table 2 shows the R square value, which is found to be (0.212) and it is evident that only 21.2% of the total variance in teaching competence is attributed by different dimensions of digital literacy, work values, different personality traits and sub samples of English language teachers. The remaining percentage of variance 78.8 % (1-R Square) is to be accounted by other factors which are not included in this study.

Table-3
Regression of ANOVA Test

Model	Sum of Squares	Df	Mean Square	F	LS
Regression	31013.752	2	2320.159	7.120	Significant
Residual	133501.061	307	275.014		
Total	164514.813	309			

It is evident from table 3, the F value is found to be 7.120, which is significant at 0.01 levels. It indicates that there is a significant contribution of different dimensions of digital literacy, work values, different personality traits on the dependent variable teaching competence of English language teachers.

Findings of the Study

1. There is positive and significant relationship between teaching competence and digital literacy of English language teachers.
2. There is positive and significant relationship between teaching competence and work values of English language teachers.
3. There is positive and significant relationship between teaching competence and personality traits of English language teachers.
4. 21.2% of the total variance in teaching competence is attributed by different dimensions of digital literacy, work values, different personality traits and sub samples of English language teachers.
5. There is a significant contribution of different dimensions of digital literacy, work values, different personality traits on the dependent variable teaching competence of English language teachers.

Conclusion

The present study findings revealed that teaching competence is high and digital literacy is average, while their positive work values and desirable personality. There is positive and significant relationship between teaching competence and digital literacy, work values of English language teachers; there is no significant relationship between teaching competence and personality traits. It was also found that the independent and sub-samples of the study contribute significantly to the dependent variable teaching competence.

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