



ISSN: 2249-894X
 IMPACT FACTOR : 5.7631 (UIF)
 UGC APPROVED JOURNAL NO. 48514
 VOLUME - 8 | ISSUE - 8 | MAY - 2019



RELATIVE INFLUENCE OF PEDAGOGICAL PERSPECTIVES, WORK ETHICS AND MEDIA LITERACY ON TEACHING COMPETENCY OF SECONDARY GRADE TEACHERS

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ABSTRACT:

The present study was explored to find out the relative influence of pedagogical perspectives, work ethics and media literacy on teaching competency of secondary grade teachers. Teaching Competency Scale for English Language Teachers (TCSELT) by Mahalakshmi, N. (2014), Pedagogical

Perspectives Scale (PPS) constructed and standardized by the investigators, Work Ethics Inventory (WEI) constructed and standardized by the investigators and Media Literacy Questionnaire (MLQ) by Mahalakshmi, N. (2014) were used to collect the data from a sample of 500 secondary grade teachers in Trivandrum District of Kerala State. The survey method was followed and the cluster sampling technique was used in administration of the research tools. The result found that pedagogical perspectives, media literacy and work ethics, course of study and professional qualification are the predictors of teaching competency and the linear combination of the variables contributed significantly to the variance in teaching competency of secondary grade teachers.

KEYWORDS: Pedagogical Perspectives, Work Ethics, Media Literacy, Teaching Competency, Secondary Grade Teachers.

NEED AND IMPORTANCE OF THE STUDY

English teaching has always been challenging in a country like India which has the vernacular and regional languages at its citizens' disposal for their day to day conversations. The myth that learning this language is difficult has to be removed so that availability of the exposure to this language in the present

hi-tech world. The 21st century classroom is filled with a vibrant assortment of learners. Students come from different types of socioeconomic backgrounds, with culturally diversified experiences, and learning styles and preferences unique to each individual. Hence, an English teacher has to be smart enough to transform her style of teaching as per the needs of the student. In this regard, the researcher intended to study the related variables of teaching competency and perceived the problem for the present study as, "Relative Influence of

Pedagogical Perspectives, Work Ethics and Media Literacy on Teaching Competency of Secondary Grade Teachers".

OBJECTIVE OF THE STUDY

To study the relative influence of pedagogical perspectives, work ethics and media literacy on teaching competency of secondary grade teachers.

HYPOTHESIS

There is no relative influence of pedagogical perspectives, work ethics and media literacy on teaching competency of secondary grade teachers.

METHODOLOGY

The normative survey method was used in this study. A cluster sample of 500 secondary grade teachers was selected in Trivandrum District, Kerala. Teaching Competency Scale for English Language Teachers (TCSELT) by Mahalakshmi, N. (2014), Pedagogical Perspectives Scale (PPS) constructed and standardized by the investigators, Work Ethics Inventory (WEI) constructed and standardized by the investigators and Media Literacy Questionnaire (MLQ) by Mahalakshmi, N. (2014) were used to collect the data. The data was analyzed using regression analysis.

DATA ANALYSIS AND INTERPRETATION

Hypothesis 1: There is no relative influence of pedagogical perspectives, work ethics and media literacy on teaching competency of secondary grade teachers.

Table 1: Contribution of Pedagogical Perspectives, Work Ethics and Media Literacy and the Sub Samples of the Study on Teaching Competency of Secondary Grade Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	.473	.459	11.057

a. Predictors: (Constant), Work Ethics, Availability of Multimedia in Schools, Professional Qualification, Gender, Pedagogical Proficiency, Years of Experience, Medium, Training Programmes Attended, Media Literacy, Course of Study, Using Multimedia in Schools, School Type, Computer Skills.

b. Dependent Variable: Teaching Competency

Table-1 shows that the R² value is found to be (.473) and it is evident that only 47.3% of the total variance in teaching competency is attributed by pedagogical perspectives, work ethics and media literacy, of secondary grade teachers. The remaining percentage of variance 52.7% (1-R Square) is to be accounted by other factors which are not included in this study.

Table 2: ANOVA for Contribution of Pedagogical Perspectives, Work Ethics and Media Literacy and the Sub Samples of the Study on Teaching Competency of Secondary Grade Teachers

Model	Sum of Squares	df	Mean Square	F	LS
Regression	52987.322	13	4075.948	33.339	.000 ^b
Residual	58927.896	482	122.257		
Total	111915.218	495			

a. Predictors: (Constant), Work Ethics, Availability of Multimedia in Schools, Professional Qualification, Gender, Pedagogical Proficiency, Years of Experience, Medium, Training Programmes Attended, Media Literacy, Course of Study, Using Multimedia in Schools, School Type, Computer Skills.

b. Dependent Variable: Teaching Competency

Table-2 depicts that the F-value 33.339 is significant at 0.01 level. It shows that the contribution of work ethics, availability of multimedia in schools, professional qualification, gender, pedagogical perspectives, years of experience medium, training programmes attended, media literacy, course of study, using multimedia in schools, school type, computer skills on teaching competency of secondary grade teachers is significant.

Table 3: Coefficients of Pedagogical Perspectives, Work Ethics and Media Literacy and the Sub Samples of the Study on Teaching Competency of Secondary Grade Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Level of Significance
	B	Std. Error	Beta		
(Constant)	148.191	10.730		13.811	.000
Gender	3.019	1.332	.092	2.266	.024
School Type	4.536	1.506	.151	3.011	.003
Years of Experience	2.230	.745	.118	2.993	.003
Medium	3.414	2.259	.059	1.511	.131
Course of Study	8.646	1.457	.245	5.933	.000
Professional Qualification	10.140	1.410	.265	7.193	.000
Training Programmes	3.241	3.069	.042	1.056	.292
Computer Skill	10.318	4.946	.106	2.086	.038
Multimedia in School	3.880	3.741	.046	1.037	.300
Using Multimedia	8.300	3.762	.098	2.206	.028
Pedagogical Perspectives	.184	.027	.266	6.872	.000
Media Literacy	.703	.101	.303	6.971	.000
Work Ethics	.241	.055	.177	4.426	.000

Dependent Variable: Teaching Competency

Table-3 reveals that the computed t-value, which reveals that the contribution of course of study ($t=5.933$), professional qualification ($t=7.193$) and pedagogical perspectives ($t=1.97$), media literacy and ($t=5.97$), work ethics ($t=2.11$) are significant in the variance of teaching competency of secondary grade teachers. Hence it is concluded that course of study, professional qualification, pedagogical perspectives, media literacy and work ethics remains as the most significant predictors of teaching competency of secondary grade teachers. Thus it is inferred that a linear combination of the selected variables significantly predicts teaching competency and concluded that there is significant contribution of the independent and demographic variables of the study towards teaching competency.

MAJOR FINDINGS

1. 47.3% of the total variance in teaching competency is attributed by pedagogical perspectives, work ethics and media literacy, of secondary grade teachers. The remaining percentage of variance 52.7% (1-R Square) is to be accounted by other factors which are not included in this study.
2. Course of study, professional qualification, pedagogical perspectives, media literacy and work ethics remains as the most significant predictors of teaching competency of secondary grade teachers.
3. A linear combination of pedagogical perspectives, work ethics and media literacy significantly predicts teaching competency and the independent and demographic variables of the study significantly contributed towards teaching competency of secondary grade teachers.

DISCUSSION AND IMPLICATIONS

The present study aimed at finding the relative influence of the independent variables on teaching competency. Findings revealed that pedagogical perspectives, media literacy and work ethics, course of study and professional qualification are the significant predictors of teaching competency and contributed to the variance in teaching competency of secondary grade teachers. This finding is similar to the findings of Mahalakshmi (2014) who studied the teaching competency of English teachers in relation to media literacy and personality traits. The relationship between teaching competency and work ethics is supported by Cortes Pascual (2009), Kulshrestha (1979), Tayyab (2001). Not supported by Bowie (1962), Chendrasekaran, (2000), Ushasri (1993) Mahalakshmi (2014) and McNeese-Smith (2003) who found that the teachers are having negative work values. This study implies that enhancing

pedagogical perspectives, work ethics and media literacy of secondary grade teacher will significantly results in improvement in the level of teaching competency among secondary grade teachers.

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