

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Effect of Personality on Professional Competency among the Life Science Teachers in West Bengal

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Abstract:

The study is a comparative study and tries to measure the professional competency among the life science teachers of secondary schools in relation to gender, strata, and academic qualification. This study also finds out the relationship between the professional competency and few dimensions of personality among the teachers. Six personality dimensions are selected for these studies which are activity-passivity, suspicious-trusting, and emotional instability, emotional stability, enthusiastic-non-enthusiastic, assertive-submissive, and depressive-non-depressive. 200 life science teachers are taken as sample from the government aided schools. Self made professional competency scale and Dimensional Personality Inventory (DPI) of Bhargava (2000) are used for data collection. The study finds out that professional competency of the life science teachers differ significantly in relation to gender but does not differ in relation to strata and academic qualification of the teachers. The study also finds that there is a positive correlation between professional competency and few dimensions of personality. This study helps to understand how personality affects professional competency and helps educational administrator to take decision with respect to teaching learning process.

Keywords: Personality, Professional Competency

1. Introduction

Teacher is the most reliable persons in teaching learning process. Teacher should possess a set of capabilities to successful discharge their function and responsibilities. Such capabilities would also help them to become professionally efficient and competent. Competency of teacher indicates the capabilities, effectiveness, and desired good behaviours which are necessary for the teaching learning processes. The education commission writes in its report that “of all the factors which influence the quality of education and its contribution to national development, the quality, competency and characters of teachers are undoubtedly the most significant” (Ahmad, 2011). Competency of life science teachers may be categorised into competency in content knowledge, competency in skills, competency in teaching learning processes, competency in relation to organise co-curricular activities. After achieving such competency life science teacher is only able to perform his duty efficiently. Norlander (2009) reported that effective teacher only able to perform his duty successfully. Wangoo (1984) found from his study that personality factors are correlated with teacher effectiveness. Nikem Momin (2008) reported that competency is a personal trait that helps a person to perform his duty at superior level. Teaching learning process also depends upon the personality of the teachers. Morrison (1934) said that “Teaching is an innate contact between a more mature personality and a less mature one which is designed to further the education of the latter”. Life Science teacher needs to be competent in organising life science related activities that should help student to develop scientific interest and attitudes. Ultimately we see that both personality and professional competency are two important aspects in teaching learning processes.

2. Statement of the Problem

The study helps us to understand the levels of professional competency of the life science teachers and try to find out the correlation between the professional competence and personality of life science teachers. For this reason this study is entitled as : ‘Effect of Personality on Professional Competency among the Life Science Teachers in West Bengal’

3. Objectives of the Study

To know the professional competency of life Science teacher in relation to gender, strata, and academic qualification.

To know if there any relationship present between the professional competency and dimensions of personality among the life science teachers of secondary school.

4. Hypothesis of the Study

- Ho1- There is no significant difference in professional competency among the life science teachers of secondary school in relation to gender.

- Ho2- There is no significant difference in professional competency among the life science teachers of secondary school in relation to strata.
- Ho3- There is no significant difference in professional competency between pass graduate and post-graduate life science teachers of secondary school.
- Ho4- There is no significant correlation between the professional competency and the dimensions of personality among the life science teachers of secondary school.

5. Methodology

5.1 Population

Population of this study includes all the life science teachers of secondary schools in West Bengal.

5.2 Sample

200 life science teachers are taken as sample. Sample is drawn randomly from the secondary schools of west Bengal. Out of 200 teachers 100 are taken from the rural regions and rest 100 from the urban region schools. Male and female teachers are equal in numbers. Beside this sample contains 100 pass graduate teachers and 100 post graduate teachers.

5.3 Tools and Techniques

Self made professional competency scale is used to measure the professional competency of the life science teachers. The scale is five point rating scale and contains 35 items. The score ranges from 35-175. Dimensional Personality Inventory (DPI) of Bhargava (2000) is used to measure the personality. This inventory only measure the six dimensions of the personality which are Activity-Passivity, Enthusiastic-Non-enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non-depressive, and Emotional instability and Emotional stability. Each trait is measured by 10 items and each item contains three alternative responses yes, undecided, and no. The yes is to be scored as 2, undecided and no is to be scored as 1 and 0 respectively. Only the raw scores are taken as personality score.

5.4 Variables

Two types of variables are to be taken-

- Major variables are Personality and Professional Competency.
- Categorical variables are Gender status (Male and Female), Strata (urban and rural), and Academic qualification (Pass graduate and Post graduate).

6. Data analysis and Interpretation

Ho1 Testing-

There is no significant difference in professional competency among the life science teachers of secondary school in relation to gender.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
professional competency	male	100	134.1200	14.63031	1.46303
	female	100	127.7800	10.02782	1.00278

Table 1

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
professional competency	Equal variances assumed	16.006	.000	3.574	198	.000
	Equal variances not assumed			3.574	175.201	.000

Table 2

From the table value it is seen that the calculated value of $t = 3.574$ and $p = 0.00$ ($p < 0.05$) is significant at 0.05 levels. Hence the null hypothesis H_0 is rejected. It is safely concluded that there is a significant difference between male and female life science teachers in their professional competency.

Ho2 Testing –

There is no significant difference in professional competency among the life science teachers of secondary school in relation to strata.

Group Statistics					
	location of school	N	Mean	Std. Deviation	Std. Error Mean
professional competency	rural	100	131.2200	12.47509	1.24751
	urban	100	130.6800	13.38390	1.33839

Table 3

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
professional competency	Equal variances assumed	.226	.635	.295	198	.768
	Equal variances not assumed			.295	197.029	.768

Table 4

From the Table 4 it is seen that the calculated value of $t = .295$ and $p = 0.768$ ($p > 0.05$) is not significant at 0.05 levels. Hence the null hypothesis H_02 is retained. It is safely concluded that there is no significant difference between urban and rural life science teachers in their professional competency.

Ho3 Testing-

There is no significant difference in professional competency between the pass graduate and post-graduate life science teachers of secondary school.

Group Statistics					
	qualification	N	Mean	Std. Deviation	Std. Error Mean
professional competency	pass-graduate teacher	100	130.5300	12.72352	1.27235
	post-graduate teacher	100	131.3700	13.14000	1.31400

Table 5

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
professional competency	Equal variances assumed	.004	.950	-.459	198	.647
	Equal variances not assumed			-.459	197.795	.647

Table 6

From the table 6 it is seen that the calculated value of $t = -.459$ and $p = 0.647$ ($p > 0.05$) is not significant at 0.05 levels. Hence the null hypothesis H_03 is retained. It is safely concluded that there is no significant difference between pass graduate and post graduate life science teachers in their professional competency.

Ho4 Testing-

There is no significant correlation between the professional competency and the dimensions of personality among the life science teachers of secondary school.

		Professional Competency
professional competency	Pearson Correlation	1
	Sig. (2-tailed)	
	N	200
Activity-Passivity	Pearson Correlation	.215**
	Sig. (2-tailed)	.002
	N	200
Enthusiastic-Non-enthusiastic	Pearson Correlation	-.003
	Sig. (2-tailed)	.964
	N	200
Assertive-Submissive	Pearson Correlation	.106
	Sig. (2-tailed)	.136
	N	200
Suspicious-Trusting	Pearson Correlation	.354**
	Sig. (2-tailed)	.000
	N	200
Depressive-Non-depressive	Pearson Correlation	.091
	Sig. (2-tailed)	.198
	N	200
Emotional instability and Emotional stability	Pearson Correlation	.222**
	Sig. (2-tailed)	.002
	N	200

Table 7

** Correlation is significant at the 0.01 level (2-tailed).

From the table 7 it is seen that professional competency have significant correlation with few personality dimensions such as the activity-passivity, suspicious-trusting, and emotional instability and emotional stability. This correlation is positive in nature.

7. Discussion

From this study it is seen that the overall competency level of life science teachers is moderate. Male life science teachers have greater professional competency than female life science teacher. This finding contradicts with the finding of Mustafa, (2013) where he established that female teachers' have better competency level than male teachers. This indicates that male teachers have better teaching learning effectiveness than their female counterparts which is contradict with the finding of Singh (1987), male and female teachers have more or less same teaching effectiveness. The study shows that rural and urban life science teachers are not significantly differ in relation to their professional competency. Both rural and urban life science teachers have more or less same professional competency because both have more or less equal mean value (urban 130.68 and rural 131.22) but Prakasham (1988) previously found that urban school teachers have better teaching competency than their rural counterparts. This finding also contradicts with the finding of Anbuthasan & Balakrishnan (2013) where they found that rural teachers have significantly better teaching competency than urban teachers. The contradictions of this two study arise due to sample difference. Pass graduate and post graduate teachers have equal professional competency because mean value of pass graduate teachers (130.53) and post graduate teachers (131.37) are more or less same. This finding indicates that both pass graduate and post graduate teachers have more or less same teaching learning process, out of school activities, human relationship and scholastic and co-scholastic efficiency. Professional competency have positive correlation with few dimensions of personality, activity-passivity, suspicious-trusting, and emotional instability and emotional stability. This indicates that teachers with good activity-passivity, suspicious-trusting, and emotional instability and emotional stability have better professional excellencies. But no such correlation found with other personality dimensions such as enthusiastic-non-enthusiastic, assertive-submissive, and depressive-non-depressive. From this finding it is clear that activity-passivity, suspicious-trusting, and emotional instability and emotional stability, this three personality dimensions have direct effect upon the professional competency but rest three dimensions have no effect upon the professional competency of the teacher.

8. Conclusion

The study shows that professional competency of teachers differs in relation to gender. Male teachers are more competent than their counter parts. Location of schools and academic qualification of teachers do not have any effect upon teaching competency. The study shows that there was a significant correlation between the professional competency and few variables of personality. The three variables of personality Activity-passivity, suspicious-trusting, and emotional instability and emotional stability have a significant correlation with professional competency of life science teachers this indicates that this variables have effect upon the professional competency of teachers.

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