



## HIDDEN VALUES IN RELATION TO TEACHING COMPETENCY OF B.ED. STUDENT TEACHERS

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### ABSTRACT

#### Keywords:

#### INTRODUCTION

The present scenario of brisk nuclear and technological advancements has enabled humans to relish the fruits of rapid industrialization, modernization, commercialization and globalization, but undoubtedly, this has come at the price of humanization. In fact, it would not be an exaggeration to point out that in their efforts to glorify quantification and cutthroat competition, men have inevitably ignored the sublime aspects of quality and values. Although, the realization of the grimness of the present scenario and anticipated consequential apprehensions has compelled everyone to ponder on these issues and take remedial actions for rectification, but there is still a lot which needs to be done in this direction. Perhaps, substantial success can be achieved in infusing quality and values in the society, only if persistent efforts are made to deal with the problem at the grass-root levels, and therefore, the responsibility seems to be more on the community of educators along with others such as scientists, sociologists, psychologists, etc. to probe into these issues and be the initiators of a culture which will be based on quality and values, so that these high ideals may gradually become part and parcel of the human society.

#### IMPORTANCE OF EDUCATION

Education is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language, because language too was the product of his education. Man without education would still be living just like an animal. It is education, which transform man from a mere 'two-legged animal' into human. It helps him to behave like a man prevents him from behaving like an animal.

The word 'Education is like a diamond which appears to be of a different color when seen from different angles. It is as basic to civilization, to social survival, as reproduction and nutrition are essential to biological evaluation.

Education of man does not begin at school, it begin at birth. It ends not when he graduates from the university but at his death. Hence education is a lifelong process "Any

modification brought about in the behaviour of an individual as a result of his interaction with the environment constitutes learning".

The concept of education is dynamic. It has passed through many stages in the process of evaluation add at every stage it has had a different meaning according to the then existing social conditions.

The concept of education is still in the process of evolution and this process will never come to an end. Emerging time will always demand a revision of the prevailing educational ideals.

#### TEACHER EDUCATION AND ITS IMPORTANCE

In the Dictionary of Education, C.V. Good (1973) defines, 'teacher education' as, all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his/her responsibility most effectively.

Education is the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. Training teachers in classroom management skills, active learning, cooperative and collaborative learning, one to one counselling etc., occupies the prime position in modern teacher training. Professionalism determines the quality, range and flexibility of teachers classroom work.

Acquiring more knowledge is not the only goal of teaching and learning. Teachers must have the ability to identify and address complex problems and together they should use their multiple intelligences in taking responsibility for their own actions.

The quality of teachers is – or should be – a matter of deepest social concern. The nation risks its entire future if it entrusts its children to the charge of men and women who are not intelligent, not informal, not skillful, not democratic, not devoted to young people and to their own calling. The nation needs teachers who respect personality, who are community minded, who act reasonably, who know how to work cooperatively with others.

To improve teacher is to improve teaching; to improve

teaching is to improve schools; to improve schools is to strengthen the next generation; to strengthen the next generation is a society's duty of the first magnitude (A Final Report by the Commission on Teacher Education, American Council of Education, Washington D.C., 1946).

In teacher preparation, the first stage is what might be called 'an awareness stage'. A person with some basic potentialities and a sense of curiosity comes into contact with the world of information. It may be a short teacher training course, a seminar or a workshop, an orientation course, a summer programme, etc. At this stage what is gathered is only information. It may be about some theory, about some books, about some journals, etc.

### MEANING OF VALUES

The term 'value' does not have a simple unitary meaning. From etymological point of view, value signifies that quality of an individual or thing that makes that individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both.

When special significance or meaning is attached to some objects or events, they get a value. A value is something essential for one's life and something the one considers worthy of possession. Money, property, land or other kind of wealth is value to humans. These may be called material values. Freedom, truth, love, etc. are also values to human. These may be called moral or human values.

Values are abstract. Any value needs time to take root and grow. It also needs training and guidance. There is also a necessity for students to realize at some stage of their education that it is his/her duty to develop by consistent self-effort any value he or she desires to acquire.

A child is not born with a set of values. He cannot inherit value from his parents. All values are acquired only after the birth of the child. Hence, we should not confuse values with man's instinctive drives. These are racial endowments, a set of autonomous responses to the stimuli of his experience. In the process of living the child acquires values from the environment. It is the plasticity of instincts which makes it possible for him to acquire values.

### THE CONCEPT OF VALUES

Values are defined in literature as everything from eternal ideas to behavioral pattern. As used here values refer to criteria for determining levels of goodness, worth or beauty. Rokeach, (1973) defines values as affective thoughts about objects, ideas, behavior, etc. that guide behavior. The act of valuing is considered as an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles.

Some of the values designated by Whetzel, (1992) are responsibility, self-esteem, sociability, integrity, and honesty. Huitt (1997) suggests an additional set of important values viz. autonomy, benevolence,

compassion, courage, courtesy, honesty, integrity, responsibility, trustworthiness, and truthfulness. Other lists of core values have also been developed. For example, a group of educators, character education experts, and leaders of youth organizations meeting under the sponsorship of The Josephson Institute of Ethics developed the following list: respect, responsibility, trustworthiness, caring, justice and fairness, civic virtue and citizenship. The Council of Global Education asserts that the following set of values are either stated or implied in the Constitution of the United States and the Bill of Rights: compassion, courtesy, critical inquiry, due process, equality of opportunity, freedom of thought and action, human worth and dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for other's rights, responsibility, responsible citizenship, rule of law, tolerance, and truth. Despite the debate over exactly what are the core values that ought to be taught in schools, the Association of Supervision and Curriculum (1996) suggests that it is possible for communities to reach consensus on a set of values that would be appropriate for inclusion in the school curriculum. Once a community has done so, the next issue is how one should go about the process of teaching values.

### VALUES: CONCEPT, NATURE AND IMPORTANCE

Values Deterioration is one of the most disturbing issues in today's scenario. Various commissions and national policies on education have been advocating about value education. Indeed value education must be the core part of educational curriculum. This section throws light on the concept, nature and importance of values, which can be understood as ideals or lasting beliefs exhibited by the individuals of a particular culture. Values enable individuals to judge what is good or bad; and desirable or undesirable. Person's behavior and attitude are always guided by his values, and these serve as broad guidelines in all situations (BusinessDictionary.com, 2014). Values are those elements of one's life which he finds personally important. We always measure our choices against our values whether consciously or not. While justifying our behavior to ourselves and others, we often use them. Our level of satisfaction is also determined by them. Our values enable us to understand our roles in the society, and also act as strong motivating agents for actions.

Some values are general and common for all, and some values are particular to individuals. From others like friends, family, social, ethnic or national group, etc, values can be shared and particular values can be related to one's personality, needs and social context. Background, experiences, and one's evolving sense of self are the sources of one's own values. Combination of these sources serves to own values of an individual. Some values are constant throughout one's life, some may develop and change. Perhaps, since the real world is full of contingency and compromise, therefore, an individual is forced by his needs and circumstances to prioritize his values accordingly.

## VALUES RELATED TO TEACHING PROFESSION

Values are seen as driving forces, shaping lives of people and determine where energies have to be directed. Teaching profession also embodies certain core values which are expected to be followed by the teachers. General Teaching Council for Northern Ireland (2004) suggested core values of teaching profession which are: trust, honesty, commitment, fairness, equality, integrity, tolerance and service. This council further says that the heart of professional behavior is a commitment to serve and personnel related to teaching profession must have these values while working and also in their conduct when interacting with others. Teacher must be aware of his responsibilities to students, peers, and most importantly to the profession itself. Bektas and Nalcaci (2012) while focusing on values of teaching profession say that the teacher is the most important part of the education system and his impact on the pupils and education programme is considered as the highest aspect of education process. Teacher must practice his profession with love and passion and he should also accept his profession without any conditions. Similar to the need for having mastery over the content, a teacher also needs to possess values and attitudes related to the teaching profession. Car (2010) has also supported the above statement that teachers need to have these principles and values not merely for regulating the activity of teaching, but for the formation of personality and character of themselves.

## HIDDEN

A hidden curriculum is a side effect of an education, "[lessons] which are learned but not openly intended" such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment.

Any learning experience may teach unintended lessons. Hidden curriculum often refers to knowledge gained in primary and secondary school settings, usually with a negative connotation where the school strives for equal intellectual development (as a positive aim). In this sense, a hidden curriculum reinforces existing social inequalities by educating students according to their class and social status. The unequal distribution of cultural capital in a society mirrors a corresponding distribution of knowledge among its students.

## EDUCATIONAL HISTORY IN HIDDEN VALUE

Early workers in the field of education were influenced by the notion that the preservation of the social privileges, interests, and knowledge of one group within the population was worth the exploitation of less powerful groups. Over time this theory has become less blatant, yet its underlying tones remain a contributing factor to the issue of the hidden curriculum.

Several educational theories have been developed to help give meaning and structure to the hidden curriculum and to illustrate the role that schools play in socialization. Three of these theories, as cited by Henry Giroux and Anthony Penna, are a structural-functional view of

schooling, a phenomenological view related to the "new" sociology of education, and a radical critical view corresponding to the neo-Marxist analysis of the theory and practice of education. The structural-functional view focuses on how norms and values are conveyed within schools and how their necessities for the functioning of society become indisputably accepted. The phenomenological view suggests that meaning is created through situational encounters and interactions, and it implies that knowledge is somewhat objective. The radical critical view recognizes the relationship between economic and cultural reproduction and stresses the relationships among the theory, ideology, and social practice of learning. Although the first two theories have contributed to the analysis of the hidden curriculum, the radical critical view of schooling provides the most insight. Most importantly it acknowledges the perpetuated economic and social aspects of education that are clearly illustrated by the hidden curriculum.

## HIDDEN VALUE IN HIGHER EDUCATION

While studies on the hidden curriculum mostly focus on fundamental primary and secondary education, higher education also feels the effects of this latent knowledge. For example, gender biases become present in specific fields of study; the quality of and experiences associated with prior education become more significant; and class, gender, and race become more evident at higher levels of education.

One additional aspect of hidden curriculum that plays a major part in the development of students and their fates is tracking. This method of imposing educational and career paths upon students at young ages relies on various factors such as class and status to reinforce socioeconomic differences. Children tend to be placed on tracks guiding them towards socioeconomic occupations similar to that of their parents, without real considerations for their strengths and weaknesses. As students advance through the educational system, they follow along their tracks by completing the predetermined courses. For example, this is one of the main factors limiting social mobility in America today.

## TEACHING COMPETENCE

The teacher has a major role in the educational development **Gandhiji** remarked that "no country can make any progress without good teachers" The quality and standard of education depends on the quality and standard of teachers. Teacher is the torch bearer of the race and guardian of the feature of the mankind.

According to **Humagun Kabir**: "Teachers are literally the architects of a nations destiny " **Mrs. Indira Gandhi** stated, "The nations well being depends upon the teachers well being our teachers are the 'custodians' of future. No society can afford to neglect them".

"Competency" ordinarily is defined as "Adequate for the purpose; suitable, sufficient, or as capable". In a sense it refers to adequate preparation to begin a professional

career, and has a direct linkage to verification requirements.

### CONCEPTS OF TEACHING COMPETENCE

A competent teacher has good command of subject matter and solid core of teaching skills. They have excellent instructional strategies supported by methods of goal setting, instructional planning and classroom management. They know how to motivate, communicate and work effectively with students. The teachers play an important role in molding and shaping the attitudes, habits, and manners and above all, the character and personality of the students. The teacher with competency does the planning, organization, reading and controlling of teaching. He is free to perform various activities to provide a learning experience to the learners

### CONCLUSION

A major goal of this research is to study the teaching competency of teachers from different Colleges of education. Their competencies are determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of teachers' competency characteristics. The result shows that all teachers are competent, and there are significant relationships between teaching competency and gender, specializations, and academic achievement. It is suggested that teachers have to enhance his or her competent in other elements such as subject knowledge, teaching prowess, classroom management, instructional planning, collegiality, concern on schools, concern on students and concern on self to build the image and ability as a competent teacher

The quality of the teacher is determined by many factors and intelligence is the most vital factor among them. The present study indicates the close relationship between intelligence and teaching competence. Further it is also ensured in this present study that there is positive correlation between intelligence and teaching competence. The significant aspect, the types of management of colleges greatly influence not only the intelligence of the teacher trainees but also their teaching competence. However quality in education is possible only by preparing competent teacher. It is easy to say that teacher education should pay more attention to moral values. As we have shown in this chapter, moral values can be incorporated in numerous different ways in education in general, and in teacher education in particular. Teacher educators can choose how they include hidden values in their teaching education programme.

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