

ATTITUDE OF SECONDARY EDUCATION TEACHERS TOWARDS TEACHING IN RELATION TO THEIR PROFESSIONAL COMPETENCIES

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Abstract: Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as are adequately prepared and have a sound professional attitude. A teacher is a well-informed person and he makes every effort to assist the student in learning, has the ability to build good human relationship, understanding and skill related to the process of interaction, those who help the student most, is said to have 'attitude towards teaching'. A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a favourable attitude towards teaching.

'Competency' is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. Based on these contexts, teacher education and job performance of a teacher are used. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education programme.

This paper aims to study about the relationship of attitude of secondary education teachers towards professional competencies. By means of stratified random sampling technique, a sample of 125 secondary education teachers are selected for the present study. Statistical techniques namely 't' test and Karl Pearson's product moment correlation are employed. The findings of the study reveal a positive substantial relationship between attitude towards teaching and professional competencies of secondary education teachers.

Index Terms – Competencies, Attitude of Teaching, Secondary Education.

1. INTRODUCTION

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education. Teaching should be full of ideas instead of being stuffed with facts. Teaching is an activity which goes on between two parties i.e. the giver and the receiver. Here, the giver, the teacher is a more mature person with more experience of life. He tries his best to understand students and encourages them to learn the subjects. The receiver may be an individual, a small group or a big group has less experience and immature. Teaching usually takes place in the classroom situations and is more of a formal process and it means interaction of teacher and students. They participate for their mutual benefits. Moreover, teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher with favourable attitude towards teaching uses different method for giving the best of knowledge to his beloved students.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as are adequately prepared and have a sound professional attitude and the teachers are expected

to use the best practices and strategies to meet the challenging demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set of goals, love for the profession and obviously a favorable attitude towards the profession. In this context, attitude towards teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. A teacher is a well-informed person, because he is curious about many things and derives pleasure from his intellectual pursuits. The person who makes every effort to assist the student in learning, has the ability to build good human relationship, understanding and skill related to the process of interaction, those who help the student most, is said to have '**attitude towards teaching**'. A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a 'favourable attitude towards teaching'.

'**Competencies**' this word is increasingly being used in education circles today. It is a description of one's ability, a measure of one's performance. Competency is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher education and job performance of a teacher are the contexts in which this term is used. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher, must demonstrate for successful completion of the teacher education program. There may be some competencies of a teacher which have the same extent of knowledge, skill and attitude. There may be some competencies involving more of knowledge than skill and attitude, whereas, some competencies may be skill/performance loaded. Now days there are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teacher competence. Being a teacher professional, meaning more about the significance of professional competencies of a teacher related to their attitude towards teaching; the investigator prepares his mind to study about the relationship between attitude of secondary education teachers towards teaching and their professional competencies.

2. SCOPE OF THE STUDY

On the basis of the above discussion, one can assume that favourable attitude towards teaching and required professional competencies are extremely important for school teachers. But these are considered to be rather unexplored area of research studies among secondary education teachers. Therefore, the present study is designed to explore the existing status of attitude towards teaching and professional competencies of secondary education teachers. The study is helpful in establishing the importance of attitude towards teaching and professional competencies among secondary education teachers. The present study is designed to study the various aspects of research variables taken with regard to background variables namely gender of the secondary education teachers and the subject being handled by them and nature and locality of the school.

2. STATEMENT OF THE PROBLEM

The problem selected for the present study is the relationship between attitude towards teaching and professional competencies of secondary education teachers.

3. TITLE OF THE STUDY

"Attitude of Secondary Education Teachers towards Teaching in relation to their Professional Competencies"

4. OPERATIONAL DEFINITIONS

6.1 Attitude

Thurston (1946) defines an attitude as, "the degree of positive or negative effects associated with some psychological object".

6.2 Teaching Profession

Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms.

6.3 Professional Competencies

"Professional Competency" can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession.

5. OBJECTIVES OF THE PRESENT STUDY

The following are the objectives of the present study;

1. To find out whether there is any significant difference among secondary education teachers in their attitude towards teaching with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
2. To find out whether there is any significant difference among secondary education teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
3. To find out whether there is any significant relationship between attitude towards teaching and professional competencies of secondary education teachers.

6. NULL HYPOTHESES

The following are the hypotheses formulated for the present study

1. There is no significant difference among secondary education teachers in their attitude towards teaching with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
2. There is no significant difference among Secondary education teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
3. There is no significant relationship between attitude towards teaching and professional competencies of secondary education teachers.
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7. METHOD USED FOR THE STUDY

For the present study, survey method is employed. By administering appropriate instrument like questionnaires, the data will be collected.

8. SAMPLE OF THE PRESENT STUDY

The teachers working in the elementary and middle schools will be the population of the present study. From this population 125 Secondary education teachers will be selected by means of stratified random sampling techniques. The sampling will be stratified on the basis of gender, marital status, qualifications, nature of school, subject handling, and locality of the schools.

9. TOOLS USED IN THE PRESENT STUDY

1. Attitude towards Teaching Scale developed by Jordan Carpenter (2009).
2. Professional Competencies Scale developed by Savan (1994).

10. STATISTICS USED IN THE PRESENT STUDY

For analyzing the data, the investigator will use Mean, Standard Deviation, 't'- test and Karl Pearson's Product Moment Correlation.

11. ANALYSIS OF DATA

NULL HYPOTHESIS-1

There is no significant difference between men and women secondary education teachers in their attitude towards teaching.

TABLE - 1
DIFFERENCE BETWEEN MEN AND WOMEN SECONDARY EDUCATION TEACHERS IN THEIR ATTITUDE TOWARDS TEACHING

Variable	Gender	Mean	SD	't' Value	Remarks at 5% Level
Attitude towards Teaching	Men	123.50	12.75	2.18	S
	Women	117.18	13.18		

(At 5% level of significance, the table value is 1.96)

The above table indicates that there is significant difference between men and women secondary education teachers in their attitude towards teaching as the calculated 't' value 2.18 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

NULL HYPOTHESIS-2

There is no significant difference among secondary education teachers in their attitude towards teaching with regard to the subject being handled.

Null Hypothesis-2.1

There is no significant difference between language and mathematics secondary education teachers in their attitude towards teaching.

Null Hypothesis-2.2

There is no significant difference between language and science secondary education teachers in their attitude towards teaching.

Null Hypothesis-2.3

There is no significant difference between language and social science secondary education teachers in their attitude towards teaching.

Null Hypothesis-2.4

There is no significant difference between mathematics and science secondary education teachers in their attitude towards teaching.

Null Hypothesis-2.5

There is no significant difference between mathematics and social science secondary education teachers in their attitude towards teaching.

Null Hypothesis-2.6

There is no significant difference between science and social science secondary education teachers in their attitude towards teaching.

TABLE - 2
DIFFERENCE AMONG SECONDARY EDUCATION TEACHERS IN THEIR ATTITUDE TOWARDS TEACHING WITH REGARD TO THE SUBJECT BEING HANDLED

Variable	Subject Handled	Mean	SD	't' Value	Remarks at 5% Level
Attitude towards	Language	126.59	10.80	1.03	NS
	Mathematics	123.88	10.63		

Teaching	Language	126.59	10.80	4.12	S
	Science	114.59	13.84		
	Language	126.59	10.80	3.32	S
	Social Science	117.31	10.00		
	Mathematics	123.88	10.63	3.13	S
	Science	114.51	13.84		
	Mathematics	123.88	10.63	2.29	S
	Social Science	117.31	10.00		
	Science	114.51	13.84	0.89	NS
	Social Science	117.31	10.00		

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between language and mathematics handling, science and social science handling secondary education teachers in their attitude towards teaching as the calculated 't' values 1.03 and 0.89 are lower than the table value 1.96 at 5% level of significance. Hence, the null hypothesis 2.1 and 2.6 are accepted.

On the other side, there is significant difference between language and science, language and social science, science and mathematics and mathematics and social science handling secondary education teachers in their attitude towards teaching because the calculated 't' values 4.12, 3.32, 3.13 and 2.29 are greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, language teachers are higher in their attitude towards teaching than science and social science teachers and similarly, mathematics teachers are higher in their attitude towards teaching than science and social science teachers. Hence the null hypotheses 2.2, 2.3, 2.4, and 2.5 are rejected.

NULL HYPOTHESIS-3

There is no significant difference between government and government aided school secondary education teachers in their attitude towards teaching.

TABLE - 3

DIFFERENCE BETWEEN SECONDARY EDUCATION TEACHERS OF GOVT AND GOVTAIDED SCHOOLS IN THEIR ATTITUDE TOWARDS TEACHING

Variable	Nature of Management	Mean	SD	't' Value	Remarks at 5% Level
Attitude towards Teaching	Government	125.50	10.49	1.12	NS
	Government Aided	123.14	11.88		

(At 5% level of significance, the table value is 1.96)

From the table it is understood that there is no significant difference between government and government aided secondary education teachers in their attitude towards teaching as the calculated 't' value 1.12 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

NULL HYPOTHESIS-4

There is no significant difference between secondary education teachers of rural and urban schools in their attitude towards teaching.

TABLE - 4

DIFFERENCE BETWEEN SECONDARY EDUCATION TEACHERS OF RURAL AND URBAN SCHOOLS IN THEIR ATTITUDE TOWARDS TEACHING

Variable	Locality	Mean	SD	't' Value	Remarks at 5% Level
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Attitude towards Teaching	Rural	124.50	10.84	0.42	NS
	Urban	124.61	11.98		

(At 5% level of significance, the table value is 1.96)

From the above table it is understood that there is no significant difference between secondary education teachers of rural and urban schools in their attitude towards teaching as the calculated 't' value 0.42 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

NULL HYPOTHESIS-5

There is no significant difference between men and women secondary education teachers in their professional competencies.

TABLE - 5

DIFFERENCE BETWEEN MEN AND WOMEN SECONDARY EDUCATION TEACHERS IN THEIR PROFESSIONAL COMPETENCIES

Variable	Gender	Mean	SD	't' Value	Remarks at 5% Level
Professional Competencies	Men	123.50	12.75	2.18	S
	Women	117.18	13.96		

(At 5% level of significance, the table value is 1.96)

The above table shows that there is significant difference between men and women secondary education teachers in their professional competencies as the calculated 't' value 2.18 is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, men secondary education teachers are higher in their attitude towards teaching than women secondary education teachers. Hence the null hypothesis is rejected.

NULL HYPOTHESIS- 6

There is no significant difference among secondary education teachers in their professional competencies with regard to the subject being handled.

Null Hypothesis-6.1

There is no significant difference between language and mathematics secondary education teachers in their professional competencies.

Null Hypothesis-6.2

There is no significant difference between language and science secondary education teachers in their professional competencies.

Null Hypothesis-6.3

There is no significant difference between language and social science secondary education teachers in their professional competencies.

Null Hypothesis-6.4

There is no significant difference between mathematics and science secondary education teachers in their professional competencies.

Null Hypothesis-6.5

There is no significant difference between mathematics and social science secondary education teachers in their professional competencies.

Null Hypothesis-6.6

There is no significant difference between science and social science secondary education teachers in their professional competencies.

TABLE - 2

DIFFERENCE AMONG SECONDARY EDUCATION TEACHERS IN THEIR PROFESSIONAL COMPETENCIES WITH REGARD TO SUBJECT BEING HANDLED

Variable	Subject Handled	Mean	SD	't' Value	Remarks at 5% Level
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Professional Competencies	Language	88.56	11.90	0.17	NS
	Mathematics	89.00	9.50		
	Language	113.28	14.14	4.00	S
	Science	100.76	12.36		
	Language	126.59	10.80	3.32	S
	Social Science	117.31	10.00		
	Mathematics	89.00	9.50	1.56	NS
	Science	85.22	10.33		
	Mathematics	89.00	9.50	0.35	NS
	Social Science	90.04	11.54		
	Science	85.22	10.93	1.58	NS
	Social Science	90.04	11.54		

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is significant difference between language and science and language and social science handling secondary education teachers in their professional competencies as the calculated 't' values 4.00 and 3.32 are higher than the table value 1.96 at 5% level of significance. While comparing the mean scores, language teachers are higher in their professional competencies than science and social science handling teachers. Hence the null hypotheses 6.2 and 6.3 are rejected.

On the other side, there is no significant difference between language and mathematics, mathematics and science, mathematics and social science and science and social science handling secondary education teachers in their professional competencies as the calculated 't' values 0.17, 1.56, 0.35 and 1.58 is lower than the table value 1.96 at 5% level of significance. Hence the null hypotheses 6.1, 6.4, 6.5 and 6.6 are accepted.

NULL HYPOTHESIS-7

There is no significant difference between secondary education teachers of government and government aided schools in their professional competencies.

TABLE - 7

DIFFERENCE BETWEEN SECONDARY EDUCATION TEACHERS OF GOVT AND GOVT AIDED SCHOOLS IN THEIR PROFESSIONAL COMPETENCIES

Variable	Nature of School	Mean	SD	't' Value	Remarks at 5% Level
Professional Competencies	Government	86.75	15.17	0.28	NS
	Government Aided	87.49	11.32		

(At 5% level of significance, the table value is 1.96)

From the table it is understood that there is no significant difference between the secondary education teachers of government and government aided schools in their professional competencies as the calculated 't' value 0.28 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

NULL HYPOTHESIS-8

There is no significant difference between the secondary education teachers of rural and urban schools in their professional competencies.

TABLE - 8

DIFFERENCE BETWEEN SECONDARY EDUCATION TEACHERS OF RURAL AND URBAN SCHOOLS IN THEIR PROFESSIONAL COMPETENCIES

Variable	Locality	Mean	SD	't' Value	Remarks at 5% Level
Professional	Rural	88.75	13.13	0.64	NS

Competencies	Urban	87.26	9.76		
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(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between the secondary education teachers of rural and urban schools in their professional competencies as the calculated 't' value 1.359 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

NULL HYPOTHESIS-9

There is no significant relationship between attitude of secondary education teachers towards teaching and their professional competencies.

TABLE - 9

RELATIONSHIP BETWEEN ATTITUDE OF SECONDARY EDUCATION TEACHERS TOWARDS TEACHING AND THEIR PROFESSIONAL COMPETENCIES

Professional Competencies	'r' value	Nature of Correlation
Attitude towards Teaching	+ 0.63	Substantial

From the above table is inferred that there is positive substantial relationship between attitude of secondary education teachers and their professional competencies. Hence the null hypothesis is rejected.

12. MAJOR FINDINGS

1. There is no significant difference between men and women secondary education teachers in their attitude towards teaching.
2. There is no significant difference between language and mathematics secondary education teachers in their attitude towards teaching.
3. There is no significant difference between language and science secondary education teachers in their attitude towards teaching.
4. There is no significant difference between language and social science secondary education teachers in their attitude towards teaching.
5. There is no significant difference between mathematics and science secondary education teachers in their attitude towards teaching.
6. There is no significant difference between mathematics and social science secondary education teachers in their attitude towards teaching.
7. There is no significant difference between science and social science secondary education teachers in their attitude towards teaching.
8. There is no significant difference between secondary education teachers of government and government aided schools in their attitude towards teaching.
9. There is no significant difference between secondary education teachers of rural and urban schools in their attitude towards teaching.
10. There is significant difference between men and women secondary education teachers in their professional competencies.
11. There is no significant difference between language and mathematics secondary education teachers in their professional competencies.
12. There is no significant difference between language and science secondary education teachers in their professional competencies.
13. There is no significant difference between language and social science secondary education teachers in their professional competencies.
14. There is no significant difference between mathematics and science secondary education teachers in their professional competencies.
15. There is no significant difference between mathematics and social science secondary education teachers in their professional competencies.
16. There is no significant difference between science and social science secondary education teachers in their professional competencies.

17. There is no significant difference between the secondary education teachers of rural and urban schools in their professional competencies.
18. There is no significant difference between secondary education teachers of government and government aided schools in their professional competencies.
19. There is significant relationship between attitude of secondary education teachers and their professional competencies.

13. INTERPRETATION AND DISCUSSION

The investigator with his limited observations and experience in the field of educational research has come out with the following interpretations to the findings of the present study.

The 't' test results regarding the variable '**attitude of teachers towards teaching**' reveal that there is no significant difference among secondary education teachers with respect to gender (men and women), nature of school (Government and Govt. Aided) and locality of school (rural and urban). The reason may be that a teacher is an indispensable component of an education system. And the desired results of an education system is achieved only by those positive attitudes of the teachers towards teaching and instructional objectives and no matter how well the instructional objectives are established, no matter how functional the content of the subject is selected and organized including the gender of the teacher and the nature and the locality of the institution. With regard to language/subject handled (language, mathematics, science and social science) by the secondary education teachers, though the 't' test results prove differences among teachers handling language and subjects, invariably the mean score differences are not significant and it is interpreted that language or subjects handled by the teachers don't seem to influence their attitude towards teaching as well as their professional competencies..

The findings of the study conducted by **Ghanti and Jagadesh** (2009) among secondary school teachers coincide with the findings of the present study where there is no significant difference between men and women secondary school teachers in their attitude towards teaching profession. The findings of the same study indicated that there was no significant difference between government and private secondary school teachers in their attitude towards teaching profession that stands contrary to the findings of the present study with regard to the nature of schools. Similarly, the findings of the study conducted by **Devaraj** (2009) revealed that there was no significant difference among high school teachers with respect to gender of teachers and locality of school. Likewise, the study conducted by **Jasmine Maria Sylvester** (2010) among teacher educators and the study conducted by **Jagannadh** (2011) among B.Ed., College students proved that there was no significant difference in the attitude of teacher educators and B.Ed., College students towards teaching profession with regard to their gender (men and women) and locality (rural and urban) of college.

The findings of the study conducted by **Guneyli and Aslan** (2009) among the perspective teachers indicated that there was significant difference between men and women prospective teachers in their attitude towards teaching. While comparing the mean scores, women teachers were higher in their attitude than their men counter parts and this result does not support the findings of the present investigation. Likewise, the study conducted by **Ghosh and Bairagya** (2010) on the attitude of secondary school teachers towards teaching profession proved that there was significant difference between male and female teachers and the female teachers had more favourable attitude towards teaching profession than male teachers. Similarly the study conducted by **Benjamin et al.** (2011) revealed that there was significant difference in the mean scores of attitude towards teaching profession between male and female B.Ed., trainees. **Belagali** (2011) found that female teachers had higher level of attitude towards teaching profession as compared with their male counter parts and similarly the same study revealed that the teachers of urban secondary schools had higher level of attitude towards teaching profession when compared with the rural secondary school teachers.

The 't' test results regarding the variable '**professional competencies**' reveal that there is no significant difference among secondary education teachers in their professional competencies with regard to nature of school (Government and Government Aided) and locality of school (rural and urban). But there is significant difference among them in their professional competencies with regard to their gender (men and women). While comparing the mean scores, men teachers are higher in their professional competencies than the women

teachers. Competence is a standardized requirement for an individual to properly perform a specific job and it encompasses a combination of knowledge, skills and relevant behavior utilized to improve performance which would be more generally seem to be higher among men teachers than their women counter parts. Similarly, the findings of the study conducted by **Abdul Rahim Hamdan** (2010) among Malaysian school teachers proved significant difference in their professional competencies based on their gender support the results of the present study.

On the other side, the findings of the study conducted by **Sheeja V. et.al.** (2011) on the secondary teacher education students revealed that there was no significant difference between male and female students in their teaching competency. But the same study proved no significant difference between rural and urban college students in their teaching competency that in turn supports the findings of the present study. **Goteti Himabindu** (2012) studied about teacher efficacy in relation to teaching competency. The study indicated that there was significant difference among teacher education students in their teaching competency with regard to locality (rural and urban) and types of institution (Government and Govt. Aided). On the other side, the findings of the study conducted by **Arti Talwar and Mandeep Kaur** (2014) among secondary school teachers revealed that there was no significant difference between male and female secondary school teachers in their teaching competency. The same study revealed that there was no significant difference among secondary school teachers with respect to type of schools (government and private) in relation to their teaching competency. The study conducted by **Binualal** (2015) among student teachers found that there was significant difference between the mean scores of teaching competency of student teachers with respect to the sub sample based on locality (rural and urban) of schools.

The results of the correlation analysis reveal that there exists significant substantial relationship between attitude of secondary education teachers towards teaching and their professional competencies. Likewise the study conducted by **Mistry** (2010) established that there was significant relationship between attitude of student teachers towards teaching and their performance in the B.Ed., entrance examination. Similar results were obtained for the study conducted by **Jagannadh** (2011) where positive inter dimensional relationship was found between teaching competency and attitude towards teaching profession. **Goteti Himabindu** (2012) proved that there was significant relationship between teacher efficacy and teaching competency among selected sample of junior college lecturers. **Binualal** (2015) made a correlative analysis on the emotional intelligence of student teachers in relation to their social skills and teaching competency. The results revealed that there was positive significant relationship between emotional intelligence and teaching competencies for the whole sample and sub sample similar to the findings of the present investigation. But contrarily, the study conducted by **Arti Talwar and Mandeep Kaur** (2014) among secondary school teachers revealed that there was no significant relationship between teaching competency and emotional intelligence of secondary school teachers.

16. CONCLUSION

The teacher is the indispensable component of the education system. No matter how well the instructional objectives are established, no matter how functional the content of the subject is selected and organized and it is impossible to achieve the desired results from education unless they are performed by teachers with those attitudes and objectives. In this context, teaching can be considered as a triadic relationship among the teacher, the learner and the subject content. At this point, the major actor is the teacher. Previous studies have revealed that the attitude of teachers towards teaching in a class room setting is closely related with the students' behavioural modifications in a variety of aspects. Similarly, a positive correlation was also observed between teacher's attachment to the teaching subject and that of the students. At this juncture, the results of the present study prove that there is substantial positive relationship between teachers' professional competencies and their attitude towards teaching among secondary education teachers. The fact is that the teachers have positive attitude towards teaching and this positively influences their professional competencies as well as the various behavioural aspects of the students. In short, the quality of the teachers' attitude is one of the important variables which mean a lot for the educational system to achieve its objectives. For an education system to achieve its objectives it is necessary to achieve the specified objectives in the classrooms and in turn,

the possibility of achieving those specified objectives in the classrooms depends up on the very attitude of the teachers towards teaching and their pertinent professional competencies.

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