



# TEACHING COMPETENCY IN RELATION WITH ATTITUDE TOWARDS TEACHING OF UNDER GRADUATE-TEACHERS

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## Abstract

This paper is a study of the relation of teaching competency to the attitude towards teaching of under graduate teachers for Chennai District. Due to technological interventions the world is changing quickly, a teacher requires to teach effectively with creative ideology in order to students make perfect for the competitive world. Competent teacher always requires positive attitude which helps to teaching & continuous efforts on the development of new trends of teaching. Teaching involves various skills, ideas, thinking and important determinant are teaching can be made creatively, it's how teacher learns and succeed in real class room situations. The present study has conducted on the sample of 243 undergraduate teachers in various higher secondary schools of Chennai district. The collected data analyzed with statistics of mean, SD, t-test and correlation of Pearson-r used for the descriptive research. The results in this study revealed that Teaching Competency and attitude towards teaching has difference exists in percentage of undergraduate teachers. The teaching competency of undergraduate is found a significance differences exists in their Gender, and Teaching experience bases. Find a positive relation in teaching competency with attitude of undergraduate teachers towards their teaching.

**Keywords:** Teaching Competency, Attitude, under graduate teachers and Chennai District institutions.

## INTRODUCTION

The term Competency used extensively in different ways for working efficiency. There competency consist mastery in one or more skills and attitude of teaching performance. Teacher contexts the term used, 'Teaching Competency' refers to the behaviour of a teacher while interaction in classroom teaching situation. Creative attitude based on demands of teaching competency for certain objectives and assessment the criteria has great potential to improve the quality of education.

Competency based education and training is an approach of teaching and learning to concrete the skills for abstract learning. Best practice assist can assess the competencies required effective teacher identifying the skills, knowledge and abilities for successful performance in a job. The main function of teacher training is providing appropriate inputs for the prospective teachers. Intensely we acquire the necessary insight and skills which enable them to become effective teachers in Indian society needs. Indian Education Commission (1964-66) "The destiny of India is now being shaped in her classrooms" It is the quality of teacher, which creates excellence to main aspects of life. Thus, the teachers are real architects of a nation.

Quality improvement in education under the guideline of NCTE and various implementations on International and national level i.e. Delor's report (1996), SSA (2001), RAMSA (2009) and RUSHA (2013). Underlying this concern that a teacher how can be competent for essential factor in quality improvement compared to some decade's in India. The concerns under the NPE (1986) and national efforts through National Curriculum Framework (NCF) 2005 for Teacher education place different demands and expectations for the teacher develop as competent teachers in the nation's schooling system. NCFTE (2009) opens with a quotation from Rabindranath Tagore's essay, 'Civilization and Progress' in which the poet reminds us that a 'Creative spirit' and 'Generous joy' are real base of childhood, both of which can be distorted by an unthinking adult world. The NKC (2005) has observed and suggested reports that to develop the Vibrant knowledge based society in India. Build excellence in education to face the challenges of the 21st century and increase India's competitive advantage and possibilities in fields of knowledge. NCTE regulation- 2010, have highlighted the need for systematic and rigorous teacher training to ensure teacher competence.

## TEACHING COMPETENCE

Teaching competence refers to a set of knowledge, abilities, beliefs teacher possess and bring to the teaching situation. It defined as adequacy for a task of required knowledge skills and abilities. It emphasizes on the ability how to demonstrate knowledge. In the present scenario we need a competent teachers may sustain and the progression to facing challenges of teaching-learning process. Bhattacharya (1974) defined as perceiving the involvement process analytically as constituting a host of activities. Likewise the term competency as defined by Brown (1975) & Gage (1972) they apply in the essence of teaching profession.

## ATTITUDE

Attitude is subjective as mental preparation for certain action. It defines visible postures and human beliefs. Attitude determine any person what he will see, hear, think and do. They is based on experience and do not become a natural routine conduct. Attitude means the individual's prevailing tendency for respond the favourable or unfavorable to an object (any person or group of people, and institutions or events). In an attitude, the process of motivation, emotion, perception and thought are present. Attitudes are simply expressions of how much we like or dislike various things.

### Types of Attitudes

Mainly three types of attitude: 1) Positive, 2) Negative and 3) Neutral Positive attitude: When the situation of a person responding to realize suitable and cooperative, then he appreciate likely, makes significant understand, organizes, systematizes and integrates. Negative attitude: If a person's attitude is criticizes destructively, rejects, ignores, distorts and minimizes some things, then he sets up barriers and filters, accepts and ideas selectively. Neutral attitude: If a person's attitude is same as each circumstance.

Attitude is dynamic which change according within time and experience. It's not innate but acquired have influenced by environmental factors which the person is surrounded Thurston and Chave (1929) first used the term -attitude to denote the sum total of a man's inclination i.e. feelings, bias or prejudice, preconceived notions, ideas, threats, fears, convictions about any specific topic. Attitude of teachers has developed during their schools, colleges, university and especially in teacher training institutes. Teacher's attitude acts an important part for teach creatively as a state of teacher mind to enter in class deliberately toward with specifies on enthusiastic ideas that express a creative state. It encourage to taking responsibility for their (teacher or student) work feeling without burden. It is the state of intelligence which determines how any person around him interacts with others.

### REVIEW OF RELATED LITERATURE

Nadeem et. al (2011) studied the Teacher's Competencies was conducted to identify and analyze the factors affecting the performance of female teachers in urban and rural areas in Bahawalpur (South Punjab) Pakistan. The depth investigation find out 65 percent teacher's professional attitude was affects to their performance. A positive relationship was found between most of the factors and performance of female teachers. Cornelius (2000) investigate factors affecting the teacher competence of trainee-teachers at secondary level revealed their intelligence, attitude towards teaching profession, and academic achievement of trainee-teachers has discriminate the factors of different groups of subjects. Passi and Sharma (1982) studied the teaching competency of secondary school teachers in Indore, findings were as follows- (i) Female and male teachers have not differs in their teaching competency. (ii) There was a significant positive relationship between teaching competency and liking of students to their teaching behavior. Belagali (2011) study of teacher's

attitude towards the teaching profession of secondary schools in relation to their gender and locality results found that (i) Female teachers have higher attitude towards teaching profession as comparison of male teachers (ii) The urban teachers have higher attitude towards teaching profession as compared to rural teachers. (iii) Urban teachers have higher attitude towards teaching profession dimension of academic, social and psychological as comparison to rural teachers. Hasan, et. al. (2009) study the Attitude of Prospective teachers towards teaching Profession was found in observations that a significant difference between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching and other variables were significant differences observed include Gender, Subject groups, Entrance marks order, and Socio-economic status aspect and type of family.

## **JUSTIFICATION OF STUDY**

Teacher is the most important element, have a key role in nourishing knowledge through teaching and learning. The teacher attitude towards teaching, their level of understanding of it, and also their type of attitude and teaching method have a direct relationship on enriching the teaching competency of class environment for student's growth of creativity. Therefore it is necessary to help the teacher gain the attitude and necessary skill for the growth of student. The undergraduate teachers are taught various techniques of making teaching effectively but what is their attitude towards teaching. This question made the investigator to choose the present topic for study.

## **STATEMENT OF THE PROBLEM**

“Teaching Competency in Relation with Attitude Towards Teaching of Under Graduate-Teachers in Chennai District.”

## **OBJECTIVES**

1. To compare the teaching competency of undergraduate among their base Gender, Locality and Teaching experience.
2. To compare the attitude of undergraduate teachers towards teaching among their basis of Gender, Locality and Teaching experience.
3. To study the relation in attitude of undergraduate teachers towards teaching with their teaching competency.

## **HYPOTHESES OF THE STUDY:-**

H01. There is no significant difference in teaching competency of undergraduate on their base of Gender, Locality and Teaching experience.

H02. There is no significant difference in attitude of undergraduate towards teaching on their basis of Gender, Locality and Teaching experience.

H03. There is no significant relation in attitude of undergraduate towards teaching with their teaching competency.

## **DELIMITATIONS OF THE STUDY**

The present study is restricted on the study of teaching competency and attitude of teaching for the population of under graduate teachers they belong to the Chennai District of Tamil nadu only. This study data collected for the population of higher secondary schools from state board of education only.

## **RESEARCH METHODOLOGY**

Present study is non-experimental in nature; descriptive research method was used for this work.

## **SAMPLE**

A sample is simply a subset of the population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. A total of 244 under graduate teachers working in the government, aided and private, situated in the districts of Chennai districts of Tamilnadu state were selected as samples using the Random Sampling Technique.

## **IMPLEMENTATION OF TOOLS**

This study is required a primary data, collected by rating scale these standardize tools of 'General teaching competency' designed by Dr. Gnanasoundari & Dr. Muthamizhselvan (2017) five-point rating scale based on Likert's type. The scoring procedure for the tool with the option Strongly Agree is given 5; Agree is given 4; Undecided is given 3; Strongly disagree is given 2; and Disagree is given 1. The minimum score for the tool is 61 and maximum score of the tool is 305. After observation of teaching, researcher used another tool of 'Attitude scale Dr. (Mrs.) Umme Kulsum (2011) based on attitude of teaching 55 items was applied. Each item ranging from lowest-1 to 5-highest rating points out in marks value by observer to measuring the teaching skill competency of undergraduate- teacher in their classroom. Everybody secure the limit of 55 to 220 points. The reliability and validity has tested on the applicable criteria of standardization

## STATISTICS TECHNIQUES

According to the nature of research, data analysis to the statistical techniques of Mean, SD, CR Value, and Pearson-r correlation methods have used with the help of SPSS software.

## STATISTICAL ANALYSIS

H01 .There is no significant difference in teaching competency of undergraduate on their base of Gender, Locality and Teaching experience.

**Table 1**

*significant difference in the attitude of under graduate teachers teaching competency belonging to their basis of Gender, Locality and Teaching experience as follows:*

Demographic Variable	Group	Number of trainee (N=264)	Mean	SD	'CR'-ratio	Significance level on (df= 244)
Gender	Male	120	108.32	38.89	0.90	NS
	Female	124	110.15	36.65		
Locality	Rural	112	99.67	34.17	3.06	Significant
	Urban	132	114.04	37.76		
Teaching experience	Below 5 years	141	103.56	38.21	0.87	NS
	Above 5 years	103	99.43	37.22		

### Interpretation of Results

Observations of table-1 has shown a significant difference between the means of teaching competency of under graduate teachers to their scores accept in variables, CR-value to be calculated as 3.06 revealed that Kaur, S. (2015) a significant difference exists between the scores of rural and urban under graduate teachers. This calculated value is comparatively high on df=244 than standard table value at .01 level of confidence. Therefore only the sub-hypothesis is rejected but others sub-hypothesis to have accepted due to their calculated t-values has less than the standard table value on level of confidence. So the teaching competency of under graduate teachers on the bases of Gender and Teaching experience has no significant difference found.



H02. There is no significant difference in attitude of undergraduate towards teaching on their basis of Gender, Locality and Teaching experience.

**Table 2**

*significant difference in the attitude of under graduate teachers towards teaching belonging to their basis of Gender, Locality and Teaching experience as follows:*

Demographic Variable	Group	Number of trainee (N=264)	Mean	SD	'CR'-ratio	Significance level on (df= 244)
Gender	Male	120	152.43	42.130	2.31	S
	Female	124	154.91	40.340		
Locality	Rural	112	154.08	39.342	0.81	NS
	Urban	132	157.40	41.567		
Teaching experience	Below 5 years	141	158.19	42.362	1.96	S
	Above 5 years	103	162.58	40.075		

The table-2 has Investigate has a significant difference between the means the attitude of under graduate teachers attitude towards teaching only the locality variable, to be calculated CR-value 0.81 is less than the standard table-value at both level of confidence. Hence it revealed that no any significant difference exists between the attitude scores of Rural and Urban under graduate teachers. So in this table data sub hypothesis is accepted but others sub-hypothesis , and have rejected due to their calculated t-values has more than the standard table-value on .05 and .01 level of confidence for df=244. So the attitude of under graduate teachers towards teaching mean has significant difference exists in their Gender and Teaching experience bases. So sub-hypothesis H02 not accepted but others sub hypothesis are rejected.

### **Correlation**

H03. There is no significant relation in attitude of undergraduate towards teaching with their teaching competency

**Table 3**

*Significant relation in attitude of undergraduate teachers in teaching with their teaching competency*

Variable		Teaching competency	Attitude towards teaching
Teaching competency	Pearson Correlation	1	.454**
	Sig. (2-tailed)		.000
	N	244	244
Attitude towards teaching	Pearson Correlation	.454**	1
	Sig. (2-tailed)	.000	
	N	244	244

In this research Table-3, revealed that the attitude towards teaching has find significantly correlation with their teaching competency between almost them such as the Pearson's r-value .454. Therefore the hypothesis H03 stating that 'there exists positive and more significant correlation of teaching competency of teaching skills related attitude towards their teaching has low relation stands our null-hypothesis is rejected. Therefore the result shows that significantly associated with a positive correlation between attitudes of under graduate teachers towards teaching with their teaching competency.

### **FINDINGS and CONCLUSIONS**

The study revealed important results teaching competency with respect the various demographic groups of under graduate teachers attitude towards teaching. The results may be concluded that the Teaching and learning has a significant effect on teachers. Its findings with respect to some groups are not significant and negligible difference between means is by chance factor these given as:

- The teaching competency of under graduate teachers is found a significance differences between the rural and urban but other demographic groups teaching competency level is significantly same.
- Attitude of under graduate teachers towards creative teaching mean has significant difference exists in their Gender and Teaching experience bases.
- Find a positive relation in teaching competency with attitude of under graduate teachers towards their teaching.



## EDUCATIONAL IMPLICATIONS

Teaching competency is active and major variable in teaching-learning process of undergraduate -teachers. Present investigations have more possibilities its utility for educational implications conclude as:

1. Competent teachers feel to teach better and they collect more information for meaning full learning in a right direction.
2. Findings of this study revealed that there is a positive and significant effect for teachers working in remote areas for extreme conditions of Chennai district to be sustained effective educational provisions applicable the adjoining such circumstances to teach their students.
3. In future the undergraduate teachers provide effective service free from the complications of traditional narrow thinking by help of teacher's attitude towards teaching have more benefits to the society; informally as well as non-formal they act as social scientist.

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