

Teaching Competency And Attitude Towards Teaching Among B.Ed., Trainees

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Abstract

Brilliance in education and educational organization is the need of the hour. The number of teachers shaped at different levels is gradually increasing to meet the demands of education. Due to technological interventions the world is changing rapidly, a teacher requires to teach efficiently with creative principles in order to students make perfect for the competitive world. Competent teacher always requires creative teaching and continuous efforts on the development of new trends of teaching. The present study aims at identifying the Teaching competency of B.Ed trainees in relation to Attitude towards teaching. The investigator have randomly selected 300 students from four different Colleges of Education in Thanjavur district as sample. Teaching Competency Scale was developed and validated by the investigator with help and guidance of Research Supervisor and Attitude Scale towards Teaching Profession ,(Ustuner,2006;Tezci & Terzi,2010) was used in this study. Results reveal that the B.Ed trainees having positive Attitude towards teaching profession and relation with teaching competency.

Keywords: Teaching competency, Attitude towards teaching profession and B.Ed trainees

Introduction

Teaching competency

The phrase "teaching competency" is used broadly by various people in various circumstances. As a result, it has various definitions. The culture and values of the society, as well as the educational environment in which they are employed, all influence a teacher's ability. Additionally, it depends on the context of the classroom, as well as the individuality of the teacher and the learner. Competency is a requirement of competency-based teacher education, and it includes the values, knowledge, and abilities that aspiring teachers must demonstrate in order to finish a programme of teacher preparation. The idea of education as a

strong institution that aids in bringing about desired changes in a country's socio-cultural life is widely held. The human personality known as the teacher, who plays a crucial part in the educational process, shapes the entire process.

He makes an effort to comprehend the kids and aid them in their academic pursuits. A single person, a small group, or a sizable, unskilled, and immature group can be the recipient. Teachers and students engage during the formal teaching process, which often takes place in classroom settings. They get together so they can both gain. Additionally, all efforts that educate others are considered to be teaching. A teacher is a person who imparts education. The teacher who is committed to teaching use a variety of techniques to provide his beloved

children the greatest education possible. By its very nature, teaching behaviour takes place in a setting of social communication. Teaching actions result in interactions between the teacher and the students, and the exchange itself.

Convey knowledge or skill; gives instruction or lesson, instill, inspire with. Teachers are the 'social engineers' who are expected to make drastic changes in the society through their leadership involvement, interaction, innovative ideas and ideologies. We are at the threshold of a new century a new millennium. The lowering of the quality of education is highly discussed in all the stages and platforms of our country. Though the 20th century is considered as the 'century of child' or 'age of child', still the 'steering wheel' of the education system in India is in the hands of teachers from pre-primary stage to higher education stage. Hence teachers are to be made aware of their roles, responsibilities and duties with respect to the behaviour modification of students, by identifying their skills, interests, likes and dislikes.

Review of Related literature

Shobha (2022) studied about a study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers. The Study made an attempt to know about the study on Teaching Effectiveness and Teaching Competency among Secondary School Teachers. The study is descriptive in nature and survey method was employed. Data was collected from secondary school teachers of Mysore District using Standardized Teaching Effectiveness and Teaching competency scale. The collected data were analysed by percentage analysis and t-test, Anova and correlation test. The findings of the study revealed that out of total number of 80 teachers, 28.8% of teachers very effective, 25.0 % of teachers effective, 38.7% of teachers average, 3.7% of teachers in-effective, 3.8% of

teachers very in-effective, that they have level of teaching effectiveness among Secondary School Teachers and out of total number of 80 teachers, 0% of teachers superior, 05.0% of teachers high, 30.0% of teachers above average, 50.0% of teachers average/moderate, 07.5% of teachers below average, 05.0% of teachers low, 02.5% of teachers inferior, that they have level of teaching competency among Secondary School Teachers, there is no significant difference between Teaching Effectiveness and Teaching Competency of Male and Female Secondary School Teachers, There is no significant difference between Teaching Effectiveness and Teaching Competence of government, aided and private Secondary School Teachers, There is a Moderate or substantial positive correlation relationship between Teaching Effectiveness and Teaching Competency among Secondary School Teachers.

Kiymet selvi (2021) studied about the general framework of teachers' competencies. The general framework regarding teacher competencies were explained in nine different dimensions as field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies. Teachers' competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance. **Muhammad Akram (2015)** conducted a study on the Relationship of Teacher Competence with Professional Commitment and Job Satisfaction at Secondary Level. The study was designed to find out the relationship of teacher competence with professional commitment and job satisfaction at

secondary school level. It was a descriptive study and employed survey method for data collection. Multistage sampling techniques were used for data collection. In order to measure the teacher competence, professional commitment and job satisfaction among secondary school teachers, three questionnaires were used, i.e. Teacher Competence Questionnaire, Professional Commitment Questionnaire and Job Satisfaction Questionnaire having reliabilities 0.94, 0.76 and 0.85 respectively. Data were analyzed by using Pearson correlation. There was a significant positive relationship between teacher competence and professional commitment, teacher competence and job satisfaction, and professional commitment and job satisfaction as well. The study concluded that by enhancing the competency of teachers, commitment and job satisfaction could be enhanced among teachers.

Aparna Pancholi (2015) conducted a study on Student-Teachers' Attitude towards Teaching Profession. Unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. Specially, at the primary level it falls much below the standards despite many efforts undertaken to improve it. Due to Fix pay salary, status of Vidya-Sahayak, young generation is not attracted towards teaching profession. They do not get minimum wages also. It affects the quality of teaching. Latest figures of Gunotsav point out the education scenario of Gujarat. The quality of education as an academic study must be raised which can be one of the influential factors for school teaching to emerge as a profession on par with other established professions like Law, Medicine, Engineering etc. Unless, teaching attains the status of high profession and teachers as professionals, it is painful to harbor high expectations that we as people have from our teachers and to have right attitudes towards their profession. In the academic year of 2015-16, 35% seats were not filled with the students. It shows that teaching

profession can-not attract the future teacher towards this gracious profession.

Significant

A teacher is a well-informed individual, 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 communication, 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 occupation 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 teaching competency of B.Ed., trainees in relation to attitude towards teaching.

Title of the study

Teaching competency and attitude towards teaching among B.Ed., trainees .

Objectives

- ✓ To find out whether there is any significant difference between the mean scores of teaching competency of B.Ed., Trainees with regard to the sub samples, Gender, Type of family and Locality
- ✓ To find out whether there is any significant difference between the mean scores of attitude in teaching of B.Ed., Trainees with regard to the sub samples, Gender, Type of family and Locality
- ✓ To find out whether there is any relationship between Teaching competencies and attitude in teaching.

Hypotheses

- ✓ There is no significant difference between the mean scores of teaching

competency of B.Ed., Trainees with regard to the sub samples, Gender, Type of family and Locality

- ✓ There is no significant difference between the mean scores of attitude in teaching of B.Ed., Trainees with regard to the sub samples, Gender, Type of family and Locality
- ✓ There is a relationship between Teaching competencies and attitude in teaching among B.Ed trainees.

Method

Descriptive survey research method has been used in present study.

SAMPLE

The sample for the investigation was drawn from the B.Ed trainees studying in B.Ed colleges located in Thanjavur district of Tamilnadu State by using simple random sampling technique. It comprises 300 B.Ed trainees.

TOOLS USED

- ✓ Teaching Competency Scale was developed and validated by the investigator with help and guidance of Research Supervisor.
- ✓ Attitude Scale towards Teaching Profession, (Ustuner,2006;Tezci & Terzi,2010).

ANALYSIS AND INTERPRETATION

Teaching Competency	Gender	N	Mean	Std. Deviation	Level of significance	Result
	Male	153	194.64	14.902	0.25	NS
	Female	147	196.17	6.188		

From the above table it is inferred that the level of significance value (0.25), which is higher than table value at 0.05 level of significance.

Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in teaching competency among B.Ed

trainees with respect to gender. While comparing the Teaching competency mean scores of the

female B.Ed trainees are better than the male B.Ed trainees.

Teaching Competency	Type of Family	N	Mean	Std. Deviation	Level of significance	Result
	Joint family	104	195.20	11.828	0.837	NS
	Nuclear family	196	195.49	11.346		

From the above table it is inferred that the level of significance value (0.837), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant

difference in teaching competency among B.Ed trainees with respect to Type of family. While comparing the Teaching competency mean scores of the nuclear family B.Ed trainees are better than the joint family B.Ed trainees.

Teaching Competency	Locality of B.Ed Trainee	N	Mean	Std. Deviation	Level of significance	Result
	Rural	190	194.86	11.610	0.293	NS
	Urban	110	196.31	11.292		

From the above table it is inferred that the level of significance value (0.293), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant

difference in teaching competency among B.Ed trainees with respect to Locality. While comparing the Teaching competency mean scores of the urban B.Ed trainees are better than the rural B.Ed trainees.

Attitude Towards Teaching	Gender	N	Mean	Std. Deviation	Level of significance	Result
	Male	153	148.64	13.651	0.075	NS
	Female	147	151.59	5.312		

From the above table it is inferred that the level of significance value (0.75), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant

difference in Attitude Towards Teaching among B.Ed trainees with respect to gender. While comparing the Attitude Towards Teaching mean scores of the female B.Ed trainees are better than the male B.Ed trainees.

Attitude Towards Teaching	Type of Family	N	Mean	Std. Deviation	Level of significance	Result
	Joint family	104	150.37	10.392	0.736	NS

	Nuclear family	196	149.93	10.612		
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From the above table it is inferred that the level of significance value (0.736), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant

difference in Attitude Towards Teaching among B.Ed trainees with respect to Type of family. While comparing the Attitude Towards Teaching mean scores of the nuclear family B.Ed trainees are better than the joint family B.Ed trainees.

Attitude Towards Teaching	Locality of B.Ed Trainee	N	Mean	Std. Deviation	Level of significance	Result
	Rural	190	150.17	9.852	0.845	NS
	Urban	110	149.93	11.632		

From the above table it is inferred that the level of significance value (0.845), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in Attitude Towards Teaching among B.Ed trainees with respect to Locality. While comparing the Attitude Towards Teaching mean scores of the rural B.Ed trainees are better than the urban B.Ed trainees.

Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in teaching competency among B.Ed trainees with respect to Type of family. While comparing the Teaching competency mean scores of the nuclear family B.Ed trainees are better than the joint family B.Ed trainees.

MAJOR FINDINGS OF THE STUDY

- ✓ It was found that the level of significance value (0.25), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in teaching competency among B.Ed trainees with respect to gender. While comparing the Teaching competency mean scores of the female B.Ed trainees are better than the male B.Ed trainees.
- ✓ It was found that the level of significance value (0.837), which is higher than table value at 0.05 level of significance.
- ✓ It was found that the level of significance value (0.293), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in teaching competency among B.Ed trainees with respect to Locality. While comparing the Teaching competency mean scores of the urban B.Ed trainees are better than the rural B.Ed trainees.
- ✓ It was found that the level of significance value (0.75), which is higher than table value at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, it is concluded that

there is no significant difference in Attitude Towards Teaching among B.Ed trainees with respect to gender. While comparing the Attitude Towards Teaching mean scores of the female B.Ed trainees are better than the male B.Ed trainees.

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SUGGESTIONS FOR FURTHER RESEARCH

- ✓ This can also be extended to high students.
- ✓ Further study can be done by including more number of higher secondary school students.

- ✓ The study can be conducted among Arts, Science and engineering college students also.

EDUCATIONAL IMPLICATIONS

Teacher competence and attitude towards teaching are highly interlinked. It is recommended that the head of institutions may make preparations for improving teacher capability to increase teachers' professional assurance. In this way, heads might be able to retain teachers in their profession for longer period of time. Teacher competency and teaching profession are positively correlated with each other. To increase the teaching competences, teachers can be esteemed by announcing diverse rewards and incentives for them.

CONCLUSION

The key element of the educational system is the teacher. It is hard to get the preferred results from education if not teachers are performing them with those attitudes and objectives, despite of how skillfully the instructional objectives are created or how useful the content of the subject is picked and organised. Teaching can be viewed in this perspective as a triadic relationship between the teacher, the student, and the subject matter. The teacher is currently the main character. Previous research has shown a strong correlation between teachers' attitudes toward classroom instruction and changes in students' behaviour in a range of domains. The teachers' good attitudes toward teaching are a truth, and thus

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