



ORIGINAL RESEARCH PAPER

Education

TEACHING COMPETENCE OF STUDENT TEACHERS DURING TEACHING PRACTICE IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING PROFESSION

KEY WORDS: Teaching Competence, Attitude towards Teaching Profession and Student Teachers.

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ABSTRACT

Teachers are said to be the builders of the future generation and Student Teachers are the one who became school teachers. Hence the future of our nation depends on the effectiveness of these teachers. In this context competent Student Teachers with requisite teacher behaviors and positive views about their profession are needed in order to prepare teachers for the future generation who would live in a competitive technological, globalized world of today and tomorrow. The teaching competence of Student Teachers may be related to their attitude towards teaching profession. Hence the researcher felt an imperative need to assess the teaching competence, personality type and attitude towards teaching profession of student teachers. In this study Teaching Competence (TC), Attitude towards Teaching Profession (ATTP) was used and 100 Student Teachers working in four colleges of education out of which one was Government, three were Private unaided, affiliated to osmania university. Here researcher found Majority of student teachers that is 66.62% of student teachers possess average level of teaching competence Majority of student teachers that is 79.4% of them possess average favorable Attitude towards teaching profession and there is average positive relationship between the Attitude towards the teaching profession & teaching Competence and the value is significant at 0.05 levels. Also there is positive relationship between the Attitude towards the teaching profession & teaching Competence of the student teachers with respect gender and methodology and it could not bring significant at any levels.

INTRODUCTION

Education imbibes qualities of patience, unselfishness, faithfulness, endurance and a sense of sacrifice among people. Educated people nurture a vision that distinguishes between good and bad; they cultivate the habit to stand and fight for their rights and that of their comrades. The advancement of a nation depends on such educated people. Education forms the bedrock of a nation's development. Therefore it is obligatory on the government and relevant stakeholders of the country to give a serious thought and put in efforts to enhance the quality of its education system. The world of the 21st century is changing rapidly and for our children to live in this new world they need to be educated in a new way. 21st century teachers need to cultivate and maintain the child's interest and curiosity in the learning material by depicting how the learnt knowledge could be applied in the real world.

The ideal classroom of the 21st century should make children excited about learning at school, and disciplined since everyone is eager to learn. In such a classroom, learning experiences and lessons are related to the community. Ideal schools of the 21st century should be spacious and cheerful, and students need to work with individual assignments and group projects.

Classrooms should be equipped with videoconferencing facilities and facilities for organizing discussion boards so that students can participate in real time synchronous conversations with experts all over the globe and also learn by watching school productions and presentations. 21st century teachers need to be equipped with certain set of skills to provide such education the students of this century. This would result in dramatic and positive changes in the way education is transacted to children.

Any change in education and throws new demand for skilled teachers and consequently, teacher education. Teacher Education today has become a substantial component in our educational system having a large scale network of institutions and an also various areas of academic specialization. Dellor's Commission (1996) opines, "Rethinking of teacher education is necessary in order to bring out in future teachers precisely those who are human and possess intellectual qualities until they facilitate a fresh approach to teaching".

The American Commission on teacher education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher". Teacher education is grounded on the theory that, "Teachers are made, not born" in contrary to the assumption, "Teachers are born, not made".

OPERATIONAL DEFINITIONS

Teaching Competence:

Effective organization of instructional activities that are to be performed by a teacher educator in the class requires that he/she possesses certain level of knowledge and skills which is known as teaching competence. In this study teaching competence refers to the capability of teacher educator in conveying knowledge of content, application of his knowledge and skills to student teachers and use appropriate means of conveying it in the class room context, by creating a conducive class room climate. Teaching competence of Student Teachers includes the following four dimensions:

Attitude towards Teaching Profession:

Attitude towards teaching profession is a tendency of Student Teachers to react favorably or unfavorably towards their profession. Attitude towards teaching profession of Student Teachers is an underlying disposition that enters, along with many other influences, into the determination of the variety of behaviors towards their teaching profession, including statements of beliefs and feelings about their profession and approach-avoidance actions with respect to it.

OBJECTIVES OF THE STUDY

- To assess the level of Teaching Competence of Student Teachers in total and also with respect to the following categories Male and Female Maths and Social methodology
- To assess the level of Attitude towards teaching profession of Student Teachers in total and also with respect to the following categories Male and Female and Maths and social methodology
- To study whether the Teaching competence of Student Teacher s is significantly correlated to their Attitude towards teaching profession

HYPOTHESES OF THE STUDY

1. There is no significant difference in Male and Female

- Student Teachers with respect to their Teaching competence
- 2. There is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Teaching competence.
- 3. There is no significant difference in Male and Female Student Teachers with respect to their Attitude towards teaching profession
- 4. There is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Attitude towards teaching profession
- 5. There is no significant relationship between Teaching competence of Student Teachers and their Attitude towards teaching profession.

DELIMITATIONS OF THE STUDY

- The present study has been confined with a sample of 100 student teacher various teacher turning institution in RangaReddy district only.
- The validity and reliability of Teaching competence observation schedule and Attitude towards teaching profession scale was established. The tool is not standardized

POPULATION FOR THE STUDY

The study is a descriptive study employing survey method. The researcher personally visited the colleges of education approved by NCTE and affiliated to University of Hyderabad district telanagana state. The researcher observed the lessons of Student Teachers with the help of teaching competence observation schedule. The Student Teachers were informed about the purpose of this research study and Attitude towards Teaching Profession scale to them. They were instructed to fill in the two tools. Sufficient time was given to the Student Teachers to fill the two tools and necessary clarifications were given.

SAMPLE

All the 100 Student Teachers working in thirty six colleges of education out of which one was Government, three were Private unaided, affiliated to osmania university, Hyderabad, formed the population of the study. All the Student Teachers training in these thirty four colleges of education were included in the study.

TOOLS USED FOR THE PRESENT STUDY

1. Teaching competence (TC)
2. Attitude towards teaching profession (ATTP)

Description of the data:

The responses of the sample on the teaching competences of student teachers was collected and it was grouped into three viz., High level teaching competences of student teachers, average teaching competences of student teachers and low level teaching competences of student teachers. The high teaching competences teachers are those student teachers who are above mean plus 1 sigma score, and those average teaching competences of student teachers group is those student teachers fallen between the mean minus sigma to mean plus sigma, and the low level teaching competences of student teachers group is those student teachers who are below the mean minus one sigma score. The results are given in table 1

Table 1: Showing teaching competences of the groups

Mean- 1 sigma (Low favorable teaching competences group)	22.08%
-1 Sigma to+ 1sigma (Average teaching competences group)	66.62 %)
Mean +1 sigma (Highly favorable teaching competences group)	11.30%

Majority of student teachers that is 66.62% of student teachers Majority of student teachers that is 66.62% of student teachers

possess average level of teaching competence. It is also seen that merely 11.30% of Student teachers possess high Teaching competence. 22.08% of Student teachers are found to possess low level of teaching competence.

Table 2: Showing Attitude towards the teaching profession of student teachers group.

Mean- 1 sigma (Low favorable attitude group)	13.30%
-1 Sigma to+ 1sigma (Average attitude group)	79.4%
Mean +1 sigma (Highly favorable attitude group)	7.3%

Majority of student teachers that is 79.4% of them possess average favorable Attitude towards teaching profession. It is also seen that merely 7.30% of Student teachers possess high favorable attitude towards teaching profession 13.30% of the Student teachers are found to possess less favorable attitude towards teaching profession.

HYPOTHESE TESTING

Hypothesis 1: There is no significant difference in Male and Female Student Teachers with respect to their Teaching competence

Table 3 showing the result of 't' test of Student teachers Teaching competence wise respect variable 'gender'

Variable	Category	N	Mean	S.D	t	Sig.
Teaching competence	Male	60	176.40	11.85	8.21**	0.01
	Female	40	194.65	10.20		

**Significant at 0.01 levels

It could be observed that the mean scores of the male and female could able to bring the 't' value significant for student teacher on teaching competence. The obtained t value is 8.21 is more than the table value and female mean score is higher than the male mean score. Its means female student teachers have better teaching competence rather than male student teachers. Hence the hypothesis is "There is no significant difference in Male and Female Student Teachers with respect to their Teaching competence" is rejected.

Hypothesis 2: There is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Teaching competence.

Table 4 showing the result of 't' test of Student teachers Teaching competence wise respect variable 'methodology'

Variable	Category	N	Mean	S.D	T	Sig.
Teaching competence	Mathematics Methodology	30	193.90	10.50	7.08**	0.01
	Social Science Methodology	70	177.30	11.25		

**Significant at 0.01 levels

It could be observed that the mean scores of the Mathematics Methodology and Social Science Methodology could able to bring the 't' value significant for student teacher on teaching competence. The obtained t value is a significant at 0.01 levels and Mathematics methodology have higher mean score rather than the social science methodology and better teaching competence than social science methodology student teachers. Hence the hypothesis "there is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Teaching competence" is rejected.

Hypothesis 3: There is no significant difference in Male and Female Student Teachers with respect to their Attitude towards teaching profession

Table 5: showing the result of 't' test of Student teachers Attitude towards teaching profession wise respect

variable 'gender'

Variable	Category	N	Mean	S.D	t	Sig.
Attitude towards teaching profession	Male	60	125.55	5.26	2.42*	0.05
	Female	40	128.65	6.85		

*Significant at 0.05 levels

It could be observed that the mean scores of the male and female could able to bring the 't' value significant at 0.05 level for Attitude towards the teaching profession of student teachers. Female student teachers have higher attitude toward the teaching profession rather than male student teachers. Hence the hypothesis "there is no significant difference in Male and Female Student Teachers with respect to their Attitude towards teaching profession" is rejected.

Hypothesis 4: There is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Attitude towards teaching profession

Table 6 showing the result of 't' test of Student teachers Attitude towards teaching profession wise respect variable 'methodology'

Variable	Category	N	Mean	S.D	T	Sig.
Attitude towards teaching profession	Mathematics Methodology	30	127.50	5.40	2.20*	0.05
	Social Science Methodology	70	124.70	6.70		

*Significant at 0.05 levels

From the table 15.2, it could be seen that there is a significant difference between the mean score mathematics methodology and social science methodology. And mathematics methodology student teachers have higher attitude towards the teaching profession than the social science methodology student teachers. Hence the hypothesis is rejected in this case.

Hypothesis 5: There is no significant relationship between Teaching competence of Student Teachers and their Attitude towards teaching profession

Table 7: Showing the results of 'r' between the Teaching Competence and Attitude toward the Teaching Profession

Sl. No	Name of the Variable	Category	N	R	Signifi
1	Gender	Male	60	0.05	NS
		Female	40	0.14	NS
2	Methodology	Mathematics Methodology	30	0.17	NS
		Social Science Methodology	70	0.02	NS
3	Overall	TC vs ATPP	100	0.19	*

NS-Non Significant, *Significant at 0.05 level

Table results indicate that there is average positive relationship between the Attitude towards the teaching profession & teaching Competence and the value is significant at 0.05 levels. Also there is positive relationship between the Attitude towards the teaching profession & teaching Competence of the student teachers with respect gender and methodology and it could not bring significant at any levels.

FINDINGS OF THE STUDY

The major findings that emerged out of the present study are presented below

1. Majority of student teachers that is 66.62% of student teachers possess average level of teaching competence. It is also seen that merely 11.30% of Student teachers possess high Teaching competence. 22.08% of Student teachers are found to possess low level of teaching competence.

2. Majority of student teachers that is 79.4% of them possess average favorable Attitude towards teaching profession. It is also seen that merely 7.30% of Student teachers possess high favorable attitude towards teaching profession 13.30% of the Student teachers are found to possess less favorable attitude towards teaching profession.
3. Female mean score is higher than the male mean score. It means female student teachers have better teaching competence rather than male student teachers.
4. The hypothesis is "There is no significant difference in Male and Female Student Teachers with respect to their Teaching competence" is rejected.
5. Mathematics methodology student teachers have higher mean score rather than the social science methodology, better teaching competence than social science methodology student teachers.
6. The hypothesis "there is no significant difference in Student Teachers belonging to mathematics and science methodology with respect to their Teaching competence" is rejected.
7. Female student teachers have higher attitude toward the teaching profession rather than male student teachers.
8. The hypothesis "there is no significant difference in Male and Female Student Teachers with respect to their Attitude towards teaching profession" is rejected.
9. There is a significant difference between the mean score mathematics methodology and social science methodology. And mathematics methodology student teachers have higher attitude towards the teaching profession than the social science methodology student teachers.
10. The hypothesis "there is no significant difference in mathematics methodology and social science methodology student Teachers with respect to their Attitude towards teaching profession. Is rejected.
11. There is average positive relationship between the Attitude towards the teaching profession & teaching Competence and the value is significant at 0.05 levels. Also there is positive relationship between the Attitude towards the teaching profession & teaching Competence of the student teachers with respect gender and methodology and it could not bring significant at any levels.

EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

It was found that merely 12% of the student teachers were found to possess high teaching competence. Teaching competence directly affects the effectiveness of the student teachers.

Student teachers should be provided with career-long relevant learning opportunities through the comprehensive competence development plan which is based upon clear models of teaching competence with theoretical under pinning through which they can acquire the competencies needed for producing effective student teachers. Student teachers should be inspire do to be proactive reflective professionals who feel responsible for their own professional development by offering material means like salary increase and non-material means like recognition by colleagues, education authorities, appreciation of success of pupils, respect of the local community and incentives.

Student teachers need to participate in professional communities so that it leads to continuous improvement through feedback mechanisms.

Teacher education institutions should maintain a record of the continuing professional learning under taken by every teacher educator so that it acts as a motivating agent.

Workshops, seminars, collaborative groups should engage the student teachers in regular discussion to reflect on their practice and assess the student teachers and use the data for providing feedback.

It was found that majority of student teachers with extroversion personality type possessed high teaching competence. Extrovert student teachers are those who love to stay and enjoy several moments with other people and student teachers. Most of the time, these individuals are present in huge gatherings and celebrations where many people can see them and talk to them. Extroverts' student teachers are commonly known as energized individuals. They are more enthusiastic than the student teachers who are introverts. Extroverts prefer to work in a group where several individuals can help them accomplish their job easily. Student teachers personality training programme need to be organized to enhance personality characteristics among student teachers.

Student teachers must know well as to how they should train teachers in strategies to teach, curriculum development, preparation of teaching material and development of evaluation material. The training programmes hence should be framed basically in accordance with the needs and patterns of school education. The institutes of Advanced Studies in Education, university departments of education and the prominent colleges of education must take lead in this direction, and disseminate the necessary information, so that M.Ed programme becomes really useful in practice. The M.Ed programme should be improved and given new orientation in order to enable it to adjust with the demands of changing curricula.

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