

## **A study of relationship between competency and attitude of senior secondary school teachers towards teaching Profession**

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### **Abstract**

The present study aimed at finding the relationship between attitude and competency of senior secondary school teachers towards teaching Profession . Sample was comprised of 160 senior secondary teachers teaching in government and private senior secondary schools of Hisar district. For the purpose of investigation researcher used Teachers attitude inventory scale developed by Dr. S. P. Ahluwalia and General teaching competency by Dr. B. K. Passi and Dr. M. S. Lalitha. For analysis and interpretation of data the researcher used coefficient of correlation and critical ratio. It was concluded that there is positive and significant correlation between attitude and competency of female senior secondary school teachers.

**KEYWORDS:** Teacher, Attitude, Competency, Senior Secondary Schools

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### **Introduction**

There is no system of education in the world that can be flourished without the inputs of great teachers. Education is considered as a most significant and powerful tool to foster the future development & prosperity of individuals, societies and humanity in all spheres of life. In the whole process of education teacher is the main initiator and role player because his active involvement ensures learner's behavior modification. Teachers are very important assets and play very crucial role in every society and they are the backbone of educational system. For teaching the students effectively the teachers have to be effective. In the present situation there are rapid advances in knowledge and information technology is being complex day by day, the teacher has to be very competent. Success of educational process to a great extent depends on the commitment, attitude, character, values and personality of the teacher. In education the competency and attitude are the most important aspects of the performance and quality of teacher. Attitudes play an important role in the teaching.

Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually a companied by feeling and emotions. Teaching competency of a teacher is determined by knowledge a set of abilities, attitudes and skills which in turn determine pupil out comes. Teaching competency is sum of those skills, concepts and attitudes needed by teachers that facilitate intellectual, social, emotional and physical growth in their students. The teacher forms the core of any system of education. Teacher has long lasting impact on students. It is necessary that he should feel committed and give value to their noble profession. The teacher's entire personality is reflected on the minds of students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as 'Ideal Conduct' unconsciously. In teaching how a teacher

performs his duty as a teacher depends to a great extent on his attitude and competency. A warm, sympathetic, friendly and understanding teacher is more likely to have a positive influence on student as compared to the one who is cold, unfriendly and autocratic. Good teachers treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust to their practice on observation and knowledge of their students' interests, abilities, skills and knowledge. Locke (1632-1704 A.D.), declared teachers as the pivot of entire system of education and advocated that the best investment of society lay in great teachers and demanded from teachers to be the masters of their subjects, to be of very high moral character and devoted to the good of their pupils.

### **STATEMENT OF THE PROBLEM**

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#### **Attitude**

Behaviour is composed of so many attributes. One of these attributes is attitude. One's behaviour to a great extent depends upon his attitude towards the things, ideas, persons or objects in his environment. Like other aspects of personality, attitudes are acquired. No one is born with an attitude; they are learned in a culture in course of individual's development. Attitudes result from personal desires and group stimulation also. They actually are a part of individual's own personality.

The **Webster's New International Dictionary of English Language** defines attitude "an position or bearing or indicating action, feeling or mood".

**Guilford** states that "an attitude" is a personal disposition, common to individual but possessed do different degree which impels them to react to objects situation in a preposition in ways that can be called favorable or unfavorable.

#### **Competency:**

**Whitty (1996)** identifies professional competence, which includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competence also necessitates skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role.

#### **Objectives of the Study**

1. To study the relationship between competency and attitude of male and female senior secondary school teachers towards teaching Profession.
2. To study the relationship between competency and attitude of government and private senior secondary school teachers towards teaching Profession.
3. To study the relationship between competency and attitude of rural and urban senior secondary school teachers towards teaching Profession.
4. To study the relationship between competency and attitude of science and arts senior secondary school teachers towards teaching Profession.

#### **Hypothesis**

1. There exists significant relationship between competency and attitude of male and female teachers working in senior secondary schools.
2. There exists significant relationship between competency and attitude of government and private teachers working in senior secondary schools

3. There exists significant relationship between competency and attitude of rural and urban senior teachers working in senior secondary schools
4. There exists significant relationship between competency and attitude of science and arts teachers working in senior secondary schools

### Methodology

**Sample for the study:** The researcher used survey method to collect the data. : The sample consisted of 160 teachers working in senior secondary schools of Hisar district.

**Tools Employed:** Teacher attitude inventory by Dr. S.P. Ahluwalia and General teaching competency by Dr. B. K. Passi and Dr. M. S. Lalitha was used. were used.

**Statistical techniques used:** For analysis and interpretation of data the researcher used coefficient of correlation and critical ratio.

### Result Analysis and Findings

Table-1: Attitude and Competency of senior secondary school teachers

Sr. no.			N	Mean		SD		t value	
				Attitude	Competency	Attitude	Competency	Attitude	Competency
1	Gender	Males	80	263.90	91.61	28.135	10.65	.917	1.95
		Females	80	259.90	94.78	25.79	9.84		
2	Location of school	Rural	80	252.89	89.96	20.15	9.17	-4.49**	-3.97 **
		Urban	80	271.00	96.14	29.87	10.44		
3	Academic Stream	Arts	80	258.94	91.43	25.78	10.56	-1.41	-2.02*
		Science	80	264.95	94.68	27.96	9.7		
4	Management of school	Govt.	80	241.71	87.86	13.68	8.12	-4.35**	-7.58**
		Private	80	282.18	98.53	21.17	9.58		

\* Sig at 0.05 level    \*\* Sig. at 0.01

The t-ratio for competency in case of type and location of school is -7.58 and -3.97 respectively. There is difference in the competency of teachers in case of management and location of school and it is significant at 0.01 level of significance. The t-ratio for competency in case of academic streams of senior secondary school teachers is -2.02 which indicates significant difference in competency of arts and science teachers working in senior secondary schools at 0.05 level . All the calculated value for competency are significant except in case of male and female where in the value is non- significant.

The t-ratio for attitude of in case of type and location of school is -4.35 and -4.49 respectively. It indicates the difference in the attitude of teachers working in different types and area of senior secondary school and it is significant at 0.01 level of significance. Calculated value for attitude of senior secondary school teachers with regard to management and location of school is non-significant.

Table-2 Relationship between competency and attitude of senior secondary school teachers towards teaching Profession

Sr. no.			N	Co-efficient of correlation (r)
1	Gender	Males	80	-0.138 <sup>NS</sup>
		Females	80	0.238 **
2	Location of school	Rural	80	0.198* *
		Urban	80	0.111 <sup>NS</sup>
3	Academic Stream	Arts	80	0.063 <sup>NS</sup>
		Science	80	0.179*
4	Management of school	Govt.	80	0.058 <sup>NS</sup>
		Private	80	0.048 <sup>NS</sup>

\*\* at 0.01 level

\* at 0.05 level

The table 2 reveals that correlation between attitude and competency of female senior secondary school teachers is 0.238. It indicates positive and significant correlation between attitude and competency of female senior secondary school teachers and teachers of rural area schools at .01 level of significance. There is positive and significant correlation between attitude and competency of senior secondary school teachers in case of science stream at .05 level of significance. It indicates that teachers having favorable attitude towards teaching profession also possess competency skills. Those teachers who have positive attitude towards teaching behavior possess teaching competency. So, it could be interpreted that the teaching competency of the teacher was positively related to the attitude of teachers towards teaching i.e. positive and favourable the attitude of teachers towards their profession higher would be their competency and vice versa. Positive and non-significant correlation is there in case of type of school, urban area and arts stream. Negative and non-significant correlation is there between attitude and competency in case of male senior secondary school teachers.

#### CONCLUSION:

1. There is positive and significant correlation between attitude and competency of female and rural senior secondary school teachers at 0.01 level of significance.
2. There is positive and significant correlation between attitude and competency of science senior secondary school teachers at 0.05 level of significance.

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