

# Student Teachers' Competence and Attitude towards Teaching Profession of B.Ed. College in West Bengal

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**ABSTRACT** : Teaching is a noble profession. Teachers' attitude towards teaching should be positive to enhance the students learning. The present study was conducted to inquire about the student teachers' competence and attitude of B.Ed. College teachers of W.B. towards teaching. Research about teachers' competencies and attitudes towards the profession of teaching among the pre-service and novice teachers was seen in this study, the relationship between pre-service teachers' level of competence and their attitudes towards the teaching profession was investigated. For this purpose, Passi and Lalita's teacher competence scale and teachers' attitude scale by- Dr. S. P. Ahluwalia has been used as a tool in the study. A competency measurement scale and a questionnaire on attitudes were administered to a sample of male and female pre-service teachers from the self- financed B.Ed. College. Results showed that there is no significant difference between female and male students' teachers in their competence towards the teaching profession. Further it is also found that there is no significant difference between female teachers and male teachers in their attitude towards the teaching profession. It is also seen that there is positive correlation between student teachers' competence and student teachers' attitude towards teaching profession. Therefore it can be said that a competent teacher has a positive attitude towards teaching and which is developed through proper training.

**Keywords** : Teaching, Teacher Attitudes, Teacher competency.

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## Introduction

Teaching profession success depends on the positive attitude of teachers towards teaching. Teachers' proficiency depends on the attitude

she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of

the students. Teachers' competence is also an important factor to be taken into account for his or her attitude. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programmed cannot rise above the quality of its teachers. A teacher's attitude towards their students and teaching in general is very important for student success. This is especially true at the beginning of the school year. Teacher attitude ranges from how they will approach their students each day to how they think about education in general. Specified competencies and right attitude are required with changing times which have added new dimension to this profession. The personality of the student is shaped by the behavior, attitude and interest of teacher. Attitude is a dynamic entity which is subject to change. It is a deciding factor of the teacher's performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behavior and varies from favorable to unfavorable through neutral. Environment, family background, socioeconomic background, beliefs and educational institutes, etc., are the factors which bear influence on the attitude of the teacher. Experience is another factor which casts influence on the attitude. This holds true for teaching profession also. Teaching experience of the teacher contributes significantly in forming attitude. The teacher's attitude towards the subject and student is significant in creating desire to learn in the students which is very significant.

In a nutshell a teachers' attitude directly influences the student's achievement. Teachers' attitude, in turn, is influenced by their culture

and belief system. Teachers' attitude towards teaching must be favorable enough to carry students along. A teacher having positive attitude towards teaching can be characterized as follows. (1) As having a different vision and perception in the changing socio-economic and cultural needs of the learners and includes various concepts of education related to psychological, sociological and neuropsychological aspects of the education. (2) Can identify the facts, concepts, principles and theories and tries to comprehend relationship among them, acquaints with new developments in school subject and structures to achieve maximum level of learning. (3) Can plan lesson with appropriate techniques and teaching material based performing poorly and even tolerates those who do not work. (4) Always tries to know and practice different techniques and methods of continuous and comprehensive evaluation of the child and the self. (5) Properly organizes and maintains all the activities in and outside the classroom and his school record is good in human relations. In this way it can be said that teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The positive attitude helps the teacher to be the role model of the future generation of students.

Teacher competency is another important variable which has aroused much concern from teacher educators, education professionals and the public. Evaluating teacher competency is to improve teaching and to bring effective teaching learning atmosphere. The teacher personality and interpersonal skills in creating a comfortable social atmosphere and demonstrating proper behavior towards students is seen. Further classroom procedures which see to the actual

classroom practices, i.e., teaching methods and techniques are also developed by training. Competence is related abilities, commitments, knowledge and skills that enable a person / an organization to act effectively in a job or situation. Thus competence indicates sufficiency of knowledge and skills that enable one to act in a wide variety of situations. Competence can occur in any period of a person's life or at any stage of his/her career according to the level of responsibility which has its own requirements. Here in this study the teaching competency of the student teachers is verified along with their change of attitude towards teaching due to the teachers' training program. A competent teacher will possess all the necessary qualities to interact with the school and community and will be able to teach students with all capabilities and also with a positive attitude towards teaching after training.

#### **Review of related Literature:**

Bhargav & Pathy (2014), in her study "attitude of student teachers towards teaching profession" showed that the positive attitude helps teacher to develop conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. A study was conducted using a readymade tool. Attitude being a social construct is influenced by many factors like gender, social strata, age, and stream of education and previous experience of the job. Bearing the gender and stream of education has on the attitude of student teachers towards teaching profession to throw light on this. Study of different categories like Non-tribal male and female, science stream, nontribal male and female, social science stream, Tribal male and female, science stream, Tribal male and female, social science stream was undertaken.

In a sample of hundred students ninety six students responded. The mean scores were considered and 't' value was calculated to find the difference in the attitude of different categories towards teaching profession. Difference in attitude towards teaching profession is observed between male & female (Tribal) student teachers of Science stream, social science stream and Tribal & Non-tribal (female) student teachers of science stream. In all the three groups, Tribal (female) student teachers show favorable attitude towards teaching profession. Difference in attitude towards teaching profession is found in tribal (male & female) student teachers of science stream and social science stream. Difference of attitude towards profession is also significant in female student teachers (Tribal & Nontribal) of science group. No difference of attitude towards teaching profession was observed in nontribal (male & female) student teachers of science and social science stream; Male (Tribal & nontribal) student teachers of science stream; Female (Tribal & nontribal) student teachers of social science stream; Male (Tribal, Nontribal) student teachers of social science stream.

Rizvi (2014), in his study "Principal's Administrative Behavior with Reference to Teachers' Attitude Towards Teaching" showed that the most crucial factor of an educational institution is the administrative behavior of its Principal which reflects the efficiency of the school functioning and besides this, it is the Principal who shapes the learning climate of the institution by developing a positive attitude among the teachers towards teaching. Thus the Principal's behavior influences teachers as well as students of his/her institution. Present study attempts to ascertain the administrative behavior of the secondary school Principals and attitude

of the teachers towards teaching. Besides ascertaining the different levels of the administrative behavior of secondary school Principal, the study also attempts to compare the Principal's differential administrative behaviors in respect of their teachers' attitude towards teaching. The findings of the study indicate that the secondary school Principal who differ on their administrative behavioral characteristics such as Extrocentric nature, Interactive nature, Democratic nature, Progressiveness, Flexibility, Achievement Oriented quality and Tolerance also differ significantly with reference to their teachers' attitude towards teaching.

Sharbain & Ten (2012), in this study "pre-service teachers' level of competence and their attitudes towards the teaching profession" showed that the relationship between pre-service teachers' level of competence and their attitudes towards the teaching profession was investigated. For this purpose, a competency measurement observation card and a questionnaire on attitudes were administered to a sample of 41 male and female pre-service teachers from 4 universities in the Gaza strip, Palestine before and after a three-month competency training program. Results showed that the teachers' competency level correlated strongly with their attitudes before and after training. The paired Samples T-test indicated that the training improved their competencies as well as their attitudes.

Oral(2004), in his study about the attitude of the teachers at the faculty of education towards the profession of teaching had found significant difference between the attitudes of the teachers towards the profession of teaching according to gender, the order of program they

attend in the preference list, and the reason for choosing the profession of teaching. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront.

### **Objectives of the study:**

1. To compare the student- teachers' competence in teaching profession under the category viz. Gender.
2. To compare the student- teacher's attitude towards teaching profession under the categories, viz., Gender.
3. To find out the relationship the student-teachers' competence and attitude of teachers towards the profession of teaching.

### **Hypotheses:**

- HO1:** There would be no significant difference between female teachers and male teachers in their competence towards the teaching profession.
- HO2:** There would be no significant difference between female teachers and male teachers in their attitude towards the teaching profession.
- HO3:** There would be no significance relationship between students' teachers' competence and students' teachers' attitude towards teaching profession.

### **Methodology:**

#### **Variables:**

The present research had identified two types of variables –

- A) Major:
- i) Competence towards teaching profession
  - ii) Attitude towards teaching profession
- b) Categorical:
- i) Gender

### **Population and Sample:**

The investigator collected the data from student teachers of self-financed B.Ed. College under Burdwan University, West Bengal. For the present study the sample size remains restricted to eighty. All student teachers belonged to the same college, therefore purposive stratified sampling is done by the researcher. Sample categorized for the study is male & female students of self-finance B. Ed College.

**Table no. 1-** Showing the Sample size

GENDER	NO. OF STUDENT TEACHER
MALE	40
FEMALE	40

### **Tools:**

Two tools have been used in the present investigation. They are as follows-

- General teacher competency scale
- Teacher's Attitude scale

### **General teacher competency scale**

Teacher Competence Scale developed by Passi&Lalitha was used to measure the teaching competency in five major areas by a 7 point-scale, i.e., (a) Planning (Pre-instructional), (b)

Presentation (Instructional), (c) Closing, (d) Evaluation and (e) Managerial. The scale includes 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the class-room. They are related to five major aspect of class-room teaching namely, Planning, Presentation, Closing, Evaluation and Managerial. The GICS is a 7-point rating scale measuring the use of skill by the teacher in the classroom corresponding to each item ranging from '1' for 'not at all' to '7' for 'very much'.

### **Teacher's Attitude scale**

The teacher attitude inventory developed by Dr. S. P. Ahluwalia has been used as a tool for measuring the teachers' attitude towards teaching. The teacher attitude inventory is a ninety item Likert instrument consisting of six subscales. Each subscale has fifteen statements that pertain to a particular aspect of prospective and practicing teacher's professional attitudes. The six aspects dealt with in the inventory are attitude towards teaching profession, class room teaching, child centered practices, educational process, pupils and teachers. Out of ninety items fifty six are in positive declarative form and thirty four of them are in negative form. Forty three items are meant to assess attitude in favorable direction and forty six in unfavorable direction. Likert continuum strongly, agree, undecided, disagree and strongly disagree has been provided for each item. The subjects responded by putting tick mark in the chosen alternative against the serial number of the attitude statement in the answer sheet. Though no time limit was assigned for recording responses on the answering Performa, yet student teachers were asked to complete it as soon as possible.

### Analysis and Interpretation of data:

#### Testing of Hypotheses

**H<sub>01</sub>:** There would be no significant difference between female students' teachers and male teachers in their competence towards the teaching profession.

**Table no. 2-**Descriptive statistic of female and male in competence

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Competence	Female	40	108	19.59	3.09
	Male	40	105.5	21.10	3.34

**Table no. 3:** Independent samples test of Competence towards teaching profession female vs. male

Competence towards Teaching profession	t- test for equality of means		
	t	df	Sig.( 2 tailed )
	.544**	78	.588

\*\* Not significant at 0.05 level

#### Interpretation:

Table no.3 shows that in case of student's teacher competence towards teaching profession between female and male student's teacher the calculated  $t_{(78)}$  value is .544 and 'p' value is .588 ( $p > .05$ ). Hence 't' is not significant at 0.05 level and **H<sub>01</sub>** is retained. Therefore, it can be said that, there would be no significant difference between female students' teachers and male teachers in their competence towards the teaching profession.

**H<sub>02</sub>:** There would be no significant difference between female teachers and male teachers in their attitude towards the teaching profession.

**Table no. 4** Group statistic of Attitude towards teaching profession of gender

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitude	Female	40	237.5	23.16	3.66
	Male	40	233.9	28.76	4.55

**Table no. 5:** Independent samples test of Attitude towards teaching profession female vs. male

Attitude towards teaching profession	t- test for equality of means		
	t	df	Sig.( 2 tailed )
	.617**	78	.539

\*\* Not significant at 0.05 level

**Interpretation :**

Table no.5 shows that in case of student's teacher attitude towards teaching profession between female and male student's teacher the calculated  $t_{(78)}$  value is .617 and 'p' value is .539 ( $p > .05$ ). Hence 't' is not significant at 0.05 level and  $H_0$  is retained. Therefore, it can be said that, there would be no significant difference between female teachers and male teachers in their attitude towards the teaching profession.

**H<sub>3</sub>:** There would be no significance relationship between student teachers' competence and student teachers' attitude towards teaching profession.

**Table no. 6** Correlations of students' teachers competence and students' teachers attitude towards teaching profession

		Attitude	Competence
Attitude	Pearson Correlation	1	.100**
	Sig. (2-tailed)		.379
	N	80	80
Competence	Pearson Correlation	.100**	1
	Sig. (2-tailed)	.379	
	N	80	80

\*\* Not significant at 0.05 level

**Interpretation:**

The analysis in table no.6 shows that, correlation coefficient i.e. 'r' between score of students' teachers' competence and student teachers' attitude is .100 and p value is .379 ( $p > 0.05$ ) which is significant at the 0.05 level. Hence, **H<sub>03</sub>** is retained. So it can be said that there is no significance relationship between student teachers' competence and student teachers' attitude towards teaching profession.

**Conclusion**

Conclusions drawn from the present study will be valuable in the selection of competent teachers for a quality education in schools. Teacher competency and attitude plays a very important role in the teacher students and in the teaching learning process. Therefore it should be developed for the student teachers. Both contributes to the effectiveness of the institution and will be of significant for providing quality education and high achievement. Therefore it can be said that a competent teacher has a positive attitude towards teaching and which is developed through proper training. Further positive attitude have good effect on students'

achievement which is shown by different studies such as the relationship among teachers' attitude and students' academic achievement in secondary schools by Yara (2009) revealed that the Mathematics teachers of secondary schools with high achievements in mathematics were having good and positive attitude towards the teaching of their subject. Teacher competency in classroom procedures has contributed more to teachers' abilities. It helps teachers to understand themselves more clearly and improvements in teaching can be made. Teachers have to be more flexible, adaptive and creative regarding their teaching and learning. New teachers enter the teacher training programme with already established beliefs but pre-service teacher training programmes help in shaping the attitude of teacher trainees by providing a series of experiences incorporated in their curriculum. Studies revealed that favorable attitude of student teachers are formed at the end of teacher training programmed and

had a significant influence on their self-concept, social maturity and attitude towards teaching profession. A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems. This area can be further explored by the researchers.

### **Educational Implications :**

(i) Necessary arrangements should be provided to student teachers to develop the essential competences and right attitude that are required for teaching profession. (ii) Selection of student teachers should be based on certain criteria like testing their oral expressions, depth of knowledge of the subject and personality, etc. (iii) Entry behavior of student teachers need to be assessed and necessary programmed need to be organized. The findings have implications on teacher education programs to promote both competency and positive attitudes of pre-service teachers.

### **Recommendation for future study:**

The results of this study provide several directions for future research. This study has specifically examined the effect of pre-service teachers' competency level on attitudes to teaching. Experience of in-service teachers and how long have they been in teaching can be a factor that affects the teachers' attitudes towards the teaching profession. Besides, it examined pre-service teachers' competencies from the perspective of the researcher view using standardized scale. The study can also compare the measure of the pre-service teachers' competencies as perceived by mentors, principals, and supervisors. The results of the study will indicate whether there are any

differences between them. A similar study may be undertaken to study the teacher competency and attitude in respect of locality, i.e, and other districts and in respect to different types of Institutions. A relationship study between teacher competency and other variables like job satisfaction, teaching effectiveness, can also be done.

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