

## A Study of Teaching Competency in Relation with Attitude Towards Creative Teaching of B.Ed. Trainee-teachers

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### Abstract

This paper is a study of the relation of teaching competency to the attitude towards creative teaching of trainee-teachers for Himalayan region. 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 creative teaching & continuous efforts on the development of new trends of teaching. Himalayan regions each levels of educational institutions news very sad to teacher's services has affected by geographical barriers i.e. extreme and remote areas located regions of Himalayan Garhwal territories. Teaching involves various skills, ideas, thinking and important determinant are teaching can be made creatively, its how teacher learns and succeed in real class room situations. The present study has conducted on the sample of 264 B.Ed. trainee-teachers in various teachers training institutions. General Teaching Competency Scale developed by Dr. B.K. Passi and M.S. Lalita (1994) and Attitude scale towards creative teaching has developed by Dr. R.P. Shukla (2012) used to collect the data administer on two years B.Ed. training programme. During school internship regular teaching classes of B.Ed. programme was scheduled, Micro and Macro teaching skill demonstration as theory were taught by trainee-teachers as a part of their third semester. 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 creative teaching has difference exists in percentage of trainee-teachers. The teaching competency of trainee-teachers is found a significance differences between the Pedagogical groups. Attitude of trainee-teachers towards creative teaching mean have significant difference exists in their Gender, Caste, and Qualifications bases. The influence of teacher training programme on attitude towards creative teaching of Science stream is highest with the comparison of Humanities streams trainee-teachers. Find a positive relation in teaching competency with attitude of trainee teachers towards their creative teaching.

**Keywords:** Teaching Competency, Creative Attitude, trainee-teachers and Himalayan region 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 has 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 21<sup>st</sup> 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. Training of prospective teachers will be effective to extent by teacher educators who are competent and professionally in the job. The quality of pedagogical inputs in teacher education programmes and the manner which they are transacted to realize their intended objectives depend on professional competence of teacher educators.

**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.

**Classification of teacher competencies**- Teacher competencies classify into two major categories: first term as **Management activities** or 'enabling' and second is **Instructional activities**. In practice these implements each other impossible without any former. It is very difficult to separate them, one performs both functions simultaneously. NCTE classifying teacher competencies as follows:-Contextual, Conceptual, Content, Transactional, Evaluation, Management, Co-curricular Activities, Competencies related to working with Parents, Community and other Agencies.

#### **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 anatural 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 towards Creative Teaching-**

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. Attitude guide our behavior. 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 teachcreativelyasa state of teacher mind to enter in class deliberately toward with specifics on enthusiastic ideasthat 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. Individual's approach toward their profession has a result for his presentation. Creative teaching is seen they involve teachers in make learning more interesting, effective and use imaginative approaches in their classrooms. Creativity teaching by contrast has seen to involve teachers identify children's creative strengths and fostering their creativity.

#### **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 creativity through creative teaching. The teacher attitude towards creative 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 trainee teachers are taught various techniques of making teaching creative but what is their attitude towards creative teaching. This question made the investigator to choose the present topic for study.

#### **STATEMENT OF THE PROBLEM-**

**“A study ofteaching Competency in relation with Attitude towards creative teaching of B.Ed. trainee-teachers”**

#### **OBJECTIVES-**

1. To study the attitude towards creative teaching andteaching competency of trainee-teachers.
2. To compare the teaching competency of trainee-teachers among their base of Pedagogy, Gender, Caste, Locality and Qualifications.
3. To compare the attitude of trainee-teachers towards creative teaching among their basis of Pedagogy, Gender, Caste, Locality and Qualifications.
4. To study the relation in attitude of trainee-teachers towards creative teaching with their teaching competency.

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

- H<sub>0</sub>1. There is no difference in attitude towards creative teachingand competency of trainee-teachers.  
H<sub>0</sub>2. There is no significant difference in teaching competency of trainee-teachers on their base of Pedagogy, Gender, Caste, Locality and Qualifications.  
H<sub>0</sub>3. There is no significant difference in attitude of trainee-teachers towards creative teaching on their basis of Pedagogy, Gender, Caste, Locality and Qualifications.  
H<sub>0</sub>4. There is no significant relation in attitude of trainee-teachers towards creative teaching with their teaching competency.

#### **DELIMITATIONS OF THE STUDY-**

The present study is restricted on the study of teaching competencyand attitude of creative teaching for the population of trainee-teachers they belong to the Uttarakhad Garhwal District of Dehradun only. This study data collected for the population of first batch (2015-17) of two year B.Ed. new programme from HNB Garhwal University affiliated institutions only.

#### **RESEARCH METHODOLOGY-**

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

#### **SAMPLE-**

The sample was selected from Dehradun district by using of simple random method for lottery sampling technique to be consisted of 18 teacher training institutions those affiliated from H.N.B. Garhwal University. Second stage data was collect during the last weeks of internship teaching session of 3<sup>rd</sup> semester schools of 264 B.Ed. trainee-teachers of colleges of Garhwal region.

#### **IMPLEMENTATION of TOOLS-**

This study is required a primary data, collected by rating scale these standardize tools of ‘General teaching competency’ designed by B.K. Passi and M.S. Lalita (1994) based on five teaching skill competences (Planning, Presentation, Closing, Evaluation and Managerial) containing 21 items was applied. Each item ranging from lowest-1 to 7-highest rating points out in marks value by observer to measuring the teaching skill competency of trainee- teacher in their classroom. Everybody secure the limit of 21 to 147 points. After observation of teaching, researcher used another tool of ‘Attitude scale of Creative teaching’ developed by R.P. Shukla (2012) has consist 30 items of creative attitude, on the point of view (strongly agree, agree, neutral, disagree, strongly disagree) those alternatives has carried of 23 positive (5, 4, 3, 2, 1) and 7 negative attitude items are apply (1, 2, 3, 4, 5) for the order to selecting option by trainee teacher's attitude scorevalue. The reliability and validity has tested on the applicable criteria of standardization.

### STATISTICS TECHNIQUES-

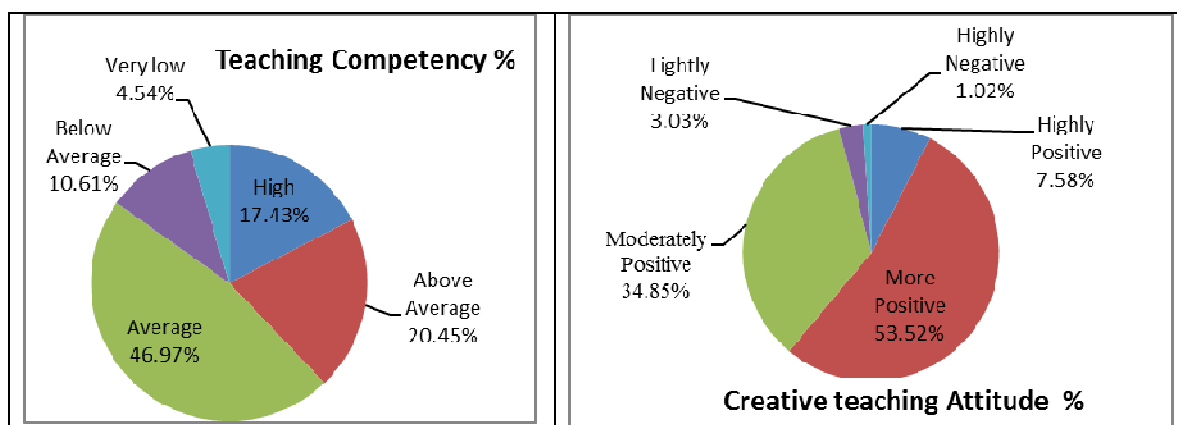
According to the nature of research, data analysis to the statistical techniques of Percentage, Mean, SD, CR-Value, and Pearson-r correlation methods have used with the help of SPSS software.

### STATISTICAL ANALYSIS-

Study Table-A to indicate with graphic summary testing the  $H_01$  find a significant difference in the mean scores in percentage how many trainee-teachers teaching competency of trainee-teachers to their attitude towards creative teaching as follows:

Variables	Parameter	Category-1	Category-2	Category-3	Category-4	Category-5
Teaching Competency	Position level	High	Above Average	Average	Below Average	Very low
	(f) %	17.43	20.45	46.97	10.61	04.54
Creative teaching Attitude	Position level	Highly Positive	More Positive	Moderately Positive	Lightly Negative	Highly Negative
	(f) %	7.58	53.52	34.85	3.03	1.02

\*N= 264 (Note- manual standard score of Teaching Competency  $M=95.50$ ,  $SD= 14.60$ ,  $N=1015$  and Creative teaching Attitude  $M=99.50$ ,  $SD= 15.70$ ,  $N=450$ )



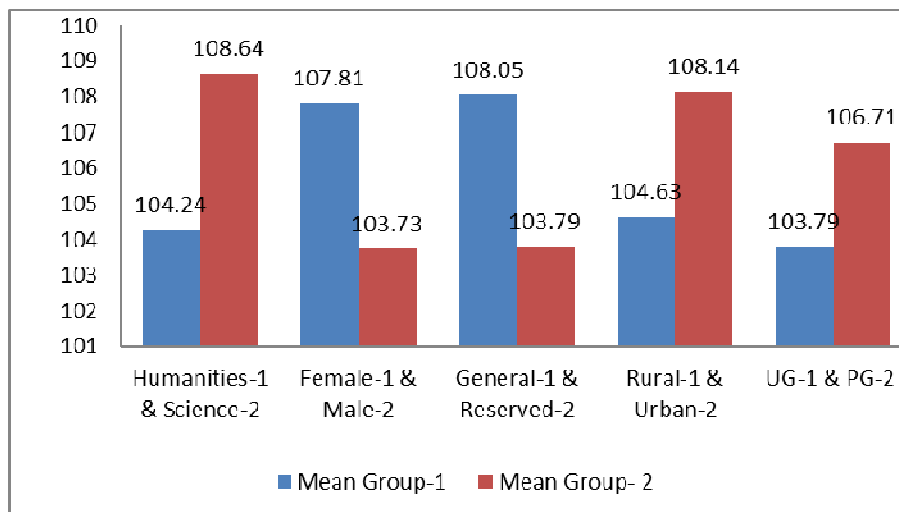
### Interpretation of Results-

Above table-A, investigation of pie-graphs data exposed that the calculated data in percentage value of Teaching Competency in case of five categories of number of trainee teachers has Higher (17.43%), Above Average (20.45%), Average (46.97%), Below Average (10.61%), Very low (04.54%) and Creative teaching Attitude level on Highly Positive (7.58%), High Positive (53.52%) Average Positive (34.85%), Negative (3.03%) and Highly Negative (1.02%) present study on various levels of population has found very significant difference in their attitude of B.Ed. trainees to their teaching Competency and Attitude towards creative teaching with respect to their level under such categories.

**Table B:** Testing figures for  $H_02$  finds a significant difference the teaching competency of trainee-teachers belonging to their base of Pedagogy, Gender, Caste, Locality and Qualifications.

Hypothesis ( $H_02$ )	Group	Number of trainee (N=264)	Mean	SD	'CR'-ratio	Significance level on (df= 262)
<b>Ho2a</b> Pedagogy	Humanities	174	108.64	15.79	3.27*	S
	Science	91	104.24	16.37		
<b>Ho2b</b> Gender	Female	168	107.81	14.53	1.68	NS
	Male	96	103.73	15.80		
<b>Ho2c</b> Caste	General	153	108.05	14.74	1.54	NS
	Reserved	111	103.79	14.36		
<b>Ho2d</b> Locality	Rural	162	104.63	14.84	1.58	NS
	Urban	102	108.14	14.64		
<b>Ho2e</b> Qualifications	UG	181	103.79	16-36	1.21	NS
	PG	83	106.71	13.44		

\* .01 Significant level on  $df= 262$



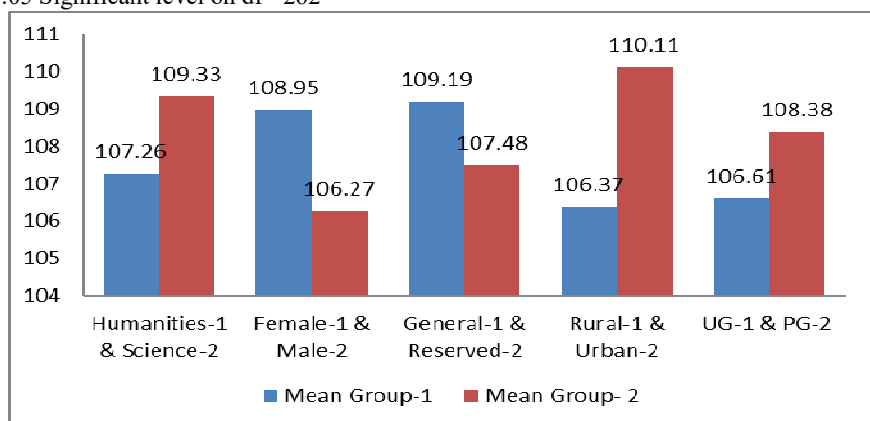
### Interpretation of Results-

Observations of table-B and bar-diagram has shown a significant difference between the means of teaching competency of trainee-teachers to their scores accept in Pedagogical variables, CR-value to be calculated as 3.27 revealed that Kaur, S. (2015) a significant difference exists between the scores of Humanities and Science B.Ed. trainees. This calculated value is comparatively high on  $df=262$  than standard table value at .01 level of confidence. Therefore only the sub-hypothesis **Ho2a** is rejected but others sub-hypothesis **Ho2b** to **Ho2e** have accepted due to their calculated t-values has less than the standard table value on level of confidence. So the teaching competency of trainee-teachers on the bases of Gender, Caste, Locality and Qualifications has no significant difference found.

**Table-C:** Testing figures of  $H_03$  findings a significant difference in the attitude of trainee-teachers towards creative teaching belonging to their basis of Pedagogy, Gender, Caste, Locality and Qualifications as follows:

Hypothesis ( $H_03$ )	Group	Number of trainee (N=264)	Mean	SD	'CR'-ratio	Significance level on (df= 262)
<b>Ho3a</b> Pedagogy	Humanities	174	107.26	7.552	2.81*	S
	Science	91	109.33	7.601		
<b>Ho3b</b> Gender	Female	168	108.95	7.587	3.36*	S
	Male	96	106.27	8.041		
<b>Ho3c</b> Caste	General	153	109.19	7.329	1.90**	S
	Reserved	111	107.48	8.529		
<b>Ho3d</b> Locality	Rural	162	106.37	7.908	1.48	NS
	Urban	102	110.11	7.209		
<b>Ho3e</b> Qualifications	UG	181	106.61	7.694	1.84**	S
	PG	83	108.38	7.205		

\* .01 and \*\*.05 Significant level on  $df= 262$



### Interpretation of Results-

- The table-C has Investigate and bar dig. has a significant difference between the means the attitude of trainee-teachers towards creative teaching only the locality variable, to be calculated CR-value 1.48 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 B.Ed. trainees. So in this table data sub-hypothesis **Ho3d** is accepted but others sub-hypothesis **Ho3a, Ho3b, Ho3c** and **Ho3e** have rejected due to their calculated t-values has more than the standard table-value on .05 and .01 level of confidence for  $df=262$ . So the attitude of trainee-teachers towards creative teaching mean has significant difference exists in their Gender, Caste, and Qualifications bases. So sub-hypothesis  $H_03$  not accepted but others sub-hypothesis are rejected.

**Table-D**, Testing figures of  $H_04$  finds a significant relation in attitude of trainee-teachers towards creative teaching with their teaching competency as follows:

Attitudes for Creative teaching	Teaching Skill competencies Correlation of Pearson (r-value)					
	Planning	Presenting	Closing	Evaluating	Managerial	Total Competencies
Creative teaching Attitude (Positive)	.94*	.32*	.76*	.47*	.45*	.42*
Creative teaching Attitude (Negative)	.21*	.18*	.17*	.05	.11	.05
Total Creative teaching Attitude	.22*	.34*	.13	.09	.19	.10

\* .01 Significance level on two-tailed

### Interpretation of Results-

In this research Table-D, revealed that the attitude towards creative teaching has find significantly correlation with their teaching competency between almost them such as the Pearson's r-value .17 to .94. Therefore the hypothesis  $H_04$  stating that 'there exists positive and more significant correlation of teaching competency of teaching skills related attitude towards their creative teaching has low relation stands our null-hypothesis  $H_04$  is rejected. Therefore we say that significantly associated with a positive correlation between attitudes of trainee-teachers towards creative teaching with their teaching competency.

### FINDINGS and CONCLUSIONS-

The study revealed important results teaching competency with respect thevarious demographic groups of B.Ed. trainee's attitude towards creative teaching. The results may be concluded that the Teacher training Programme 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:

- This study revealed that Teaching Competency and attitude towards creative teaching has difference exists in percentage of trainee-teachers.
- The teaching competency of trainee-teachers is found a significance differences between the Pedagogical groups of humanity and science but other demographic groups teaching competency level is significantly same.
- Attitude of trainee-teachers towards creative teaching mean has significant difference exists in their Gender, Caste, and Qualifications bases.
- Find a positive relation in teaching competency with attitude of trainee teachers towards their creative teaching.

### EDUCATIONAL IMPLICATIONS-

Teaching competency is active and major variable in teaching-learning process of trainee-teachers. The Pedagogy has significant impact of science teachers use attitude for experimentation; herbarium and activity based scientific methods used in teaching which addition to creativity in teaching. 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 hilly and remote areas for extreme conditions of Himalayan region to be sustained effective educational provisions applicable the adjoining such circumstances to teach their students.
3. In future the trainee teachers provide effective service free from the complications of traditional narrow thinking by help of teacher's attitude towards creative teaching have more benefits to the society; informally as well as non-formal they act as social scientist.

4. It remains the perfection of every teacher; taking more benefits as a competent education provider, one must try to use creative techniques because it helps in many areas like student's performance evaluation, student classification according to abilities, time-table preparation and planning the schedules, to students for better interaction and motivation.
5. The present study revealed that teaching competency level of prospective teachers of Humanities subjects and rural background of hilly areas are quite lower than trainee-teachers belong to urban locality and Science streams. Therefore more efforts should be taken to develop teaching competency level of prospective teachers of Humanities subjects and rural background of hilly areas by motives of positive aspects to their attitude towards creative teachings among trainee teachers of commerce stream in the educational colleges.
6. Locality is an important factor as urban teachers get more exposure as compared to remote areas of rural teachers. The effect of attitude of trainee-teachers on teaching competency has a positive impact of Teacher training Programme of certain levels towards creative teaching significantly.

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