

**ATTITUDE OF B.Ed TEACHER TRAINEES TO  
TEACHING AND TEACHING COMPETENCY**

**S. Kanchana**

*Assistant Professor, Hindustan College of Education, Coimbatore*

*Research Scholar, Bharathiar University, Coimbatore*

**Attitudes**

Throughout the history of social psychology, attitude has played a central role in the explanation of social behaviour. It is usually defined as a disposition to respond favourably or unfavourably to an object, person, institution, or event. People can hold attitudes of varying degrees of favourability toward themselves and toward any discriminative aspect of their environment. Widely shared, positive attitudes toward relatively abstract goals (freedom, honesty, security) are known as values.

Attitude is considered a hypothetical construct; being unobservable, it must be inferred from measurable responses that reflect positive or negative evaluations of the attitude object. Three categories of responses are distinguished, following a classification that goes back at least to Plato: attitudes can be inferred from cognitive responses or beliefs (reflecting the individual's perception of, and information about, the attitude object); affective responses (evaluations of, and feelings toward, the object); and conative responses (behavioural intentions, tendencies, and actions with respect to the object). For example, attitudes toward an ethnic group can be inferred from stereotyped beliefs (whether valid or biased) that attribute certain traits, abilities, manners, and life styles to members of the group in question; from such affective or evaluative responses as expressions of like or dislike for the ethnic group; and from intentions or overt actions that reflect tendencies to approach or avoid members of the group under consideration.

Although attitudes are sometimes viewed as containing all three response classes or components, most social psychologists identify and define attitudes in terms of affect or evaluation. Beliefs, intentions, and behaviours are viewed as related to, but conceptually distinct from, attitudes. In the 1950s, social psychologists posited a basic need for people to maintain consistency among their beliefs, attitudes, and actions. Inconsistency (dissonance, imbalance, incongruity) was said to be psychologically aversive, motivating the individual to change beliefs, attitudes, or behaviour in such a way as to establish consistency, or at least reduce the degree of inconsistency, among these forces.

According to Anastasi (1968), "It is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group, a custom or an institution".

In short, an attitude represents a readiness to react toward or against some situation or person or think in a particular manner for example with love or hate or fear or resentment to a particular degree of intensity.

## **Teaching Competency**

### **Seize the moment**

Teaching is most effective when it occurs in quick response to a need the learner feels.

### **Involve the student in planning**

Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes.

### **Begin with what the student knows**

You will find that learning moves faster when it builds on what the student already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

### **Move from simple to complex**

The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones.

### **Accommodate the student's preferred learning style**

How quickly and well a student learns depends not only on his or her intelligence and prior education, but also on the student's learning style preference.

You can also experiment with different teaching tools, such as printed material, illustrations, videotapes, and actual equipment, to assess learning style. Never assume, that your student can read well -- or even not read at all.

### **Sort goals by learning domain**

You can combine your knowledge of the student's preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into proper domains helps identify and evaluate the behaviors you expect them to show.

### **Make material meaningful**

Another way to facilitate learning is to relate material to the student's lifestyle -- and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned.

### **Allow immediate application of knowledge**

#### **Plan for periodic rests**

Plan and make any necessary adjustments.

### **Tell your students how they are progressing**

Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable.

### **Reward desired learning with praise**

Praising desired learning outcomes or behavior improves the chances that the students will retain the material or repeat the behavior.

### **Objectives**

The following objectives were framed for the study

1. To assess the level of attainment in Attitude of the teachers to teaching.
2. To measure the degree of Teaching Competency of the teachers.
3. To find out if there is any correlation between Attitude to teaching and Teaching Competency of the teachers

### Sample Design

The investigator had chosen 56 men teachers and 44 women teachers from various government and management schools for the study. The sex Qualifications, locality and Scale and type of schools form the sub variables.

### Instrumentation

The process of structuring and validating the tool is called instrumentation. An Attitude to teaching scale and Teaching corps call were structured by the investigator and employed for the study. The items in Attitude to teaching scale were Forty nine in numbers covering various philosophical, social and psychological concepts such as classroom teaching, school administration, professional pleasure, interpersonal relations, students' behaviour, working conditions, professional development, and personal. The items in Teaching Effectiveness scale include the dimensions

### Statistical Techniques

The statistical techniques used for analysis of data were.

1. 't' test – to find out the significance of difference between the mean scores for the variables.
2. Correlation to find out the relationship between Teaching competency and, Attitude to teaching.

### Hypothesis 1

There will be no significant difference in the mean scores of Attitude to Teaching of B.Ed teacher trainees in terms of Groups, Gender, Qualifications, locality and Socio-economic status.

**Table 1 Mean, SD and 't' values for Attitude to teaching of B.Ed trainees**

Groups	N	Mean	SD	df	"t" value	Significance
Arts	48	151.61	53.87	98	0.15	NS
Humanities	52	151.20	13.88			
<b>Gender</b>	N	Mean	SD	df	"t" value	Significance
Men	56	153.00	10.22	98	3.57	S
Women	44	144.82	12.33			
<b>Qualification</b>	N	Mean	SD	df	"t" value	Significance
UG	59	149.72	12.55	98	1.42	NS
PG	41	145.85	13.97			
<b>Locality</b>	N	Mean	SD	df	"t" value	Significance
Urban	53	151.5	13.10	98	1.46	NS
Rural	47	147.40	12.63			
<b>Ses</b>	N	Mean	SD	df	"t" value	Significance
High	51	151.97	13.72	98	2.15	S
Low	49	146.71	11.24			

$$t_{(0.05)} = 1.96$$

$$t_{(0.01)} = 2.58$$

**Hypothesis 2**

There will be no significant difference in the mean scores of Teaching Competency of B.Ed teacher trainees in terms of Groups, Gender, Qualifications, locality and Socio-economic status.

**Table 2 Mean, SD and 't' values for teaching competency of B.Ed trainees**

Groups	N	Mean	SD	df	"t" value	Significance
Arts	48	30.08	6.77	98	0.43	NS
Humanities	52	30.67	6.93			
Gender	N	Mean	SD	df	"t" value	Significance
Men	44	29.36	6.22	98	1.30	NS
Women	56	31.04	6.69			
Qualification	N	Mean	SD	df	"t" value	Significance
UG	59	29.39	6.24	98	1.10	NS
PG	41	30.85	6.81			
Locality	N	Mean	SD	df	"t" value	Significance
Urban	53	30.97	6.73	98	0.59	NS
Rural	47	30.17	6.84			
Ses	N	Mean	SD	df	"t" value	Significance
High	51	31.17	6.57	98	1.07	NS
Low	49	29.77	6.55			

$$t_{(0.05)} = 1.96$$

$$t_{(0.01)} = 2.58$$

**Correlation**

"Correlation" is the relationship between two or more paired variables, between two or more sets of data.

Relationship between Criterion Variable and Independent Variable

**Table 3: Correlation Co-Efficient**

Independent variable	Attitude to teaching	Teaching competency
Attitude to teaching	-	0.63 (r)
Teaching competency	0.63 (r)	-

**Findings**

1. There was no significant difference in the mean scores of Attitude to teaching between the B.Ed teacher trainees belonging to Science and Humanity groups
2. There was significant difference in the mean scores of Attitude to teaching between the B.Ed teacher trainees in terms of gender Women.
3. There was no significant difference in the mean scores of Attitude to teaching between the B.Ed teacher trainees in terms of Qualification
4. There was no significant difference in the mean scores of Attitude to teaching between the B.Ed teacher trainees in terms of locality

5. There was significant difference in the mean scores of Attitude to teaching between the B.Ed teacher trainees in terms of Socio-economic status.
6. There was no significant difference in the mean scores of Teaching Competency between the B.Ed teacher trainees belonging to Science and Humanity groups.
7. There was no significant difference in the mean scores of Teaching Competency between the B.Ed teacher trainees in terms of gender.
8. There was no significant difference in the mean scores in Teaching Competency between the B.Ed teacher trainees of terms of Qualification.
9. There was no significant difference in the mean scores of Teaching Competency between the B.Ed teacher trainees in terms of locality.
10. There was no significant difference in the mean scores of Teaching Competency between the B.Ed teacher trainees in terms of Socio-economic status.

Implications

Conclusion