



## **Study of Teaching Competency Among Secondary School Teachers in Relation to their Attitude towards Creative Teaching**

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### **ABSTRACT**

The present study focus on study of teaching competency among secondary school teachers in relation to their attitude towards creative teaching. The total sample of 100 senior secondary teachers of moga district were taken. Sample was collected through random sampling technique. The study test of General Teaching Competency Scale by Passi and Lalitha (2009) and attitude scale of Creative Teaching by Shukla (2012) were administered. The major findings of the study revealed that there exists no significant difference in the mean scores of teaching competency and attitude towards creative teaching among government and private secondary school teachers. There exists no significant difference in the mean scores of teaching competency among male and female secondary school teachers. There exists no significant difference in the mean scores of self-regulated learning of secondary school students with respects of locale.

**Key Words:** Teaching Competency, Creative teaching, Attitude, Secondary School teachers.

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### **Introduction**

The process of learning is continuous and is influenced not only by innate potential and the physical circumstances in which a person lives, but also by other people. This is because others, directly or indirectly, purposely or innocently exert their influence on the opportunities for learning that are available and on the behaviours they reward, ignore or punish. Schools are the learning places where formal learning takes place. In the school, teaching is the most important activity and our educational system emphasizes more on teaching. Teaching is inherently dynamic but like any other system it faces the danger of becoming monotonous and then gradually degenerate. A large variety of factors keep the teacher's creative efforts low because of this, he has the constant tendency to remain where he is and his energy dissipates. The principal solution to this dangerous tendency would be to keep the teacher's creative efforts at a much higher plane. Ask them to enhance their teaching competency, arrange faculty development programmes which lead to enhancing their teaching competencies.

Primary education and elementary education is a first stage of compulsory education holding a position in between early childhood education and secondary education. Teaching is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching-learning goals. Effective teaching is based on the effective management which includes four main interrelated steps: effective planning, organization, leading and controlling the process of teaching. Teachers are an extremely important facet of a society for number of reasons and their role in society is both significant and valuable. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teachers are those social components who are teaching children and impart knowledge to them in most impressionable years. If a teacher follows systematic, planned and creative approach only then he will be a successful and his teaching will be able to generate self-motivation of learning among students. This is well known fact that teaching is an art and science. The present day teaching is mostly making students imitative rather than creative. The existing malady present in the today's education system can be suppressed by creative teaching approaches.

### **Teaching Competency**

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. It 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.

### **Definitions**

Rama (1979) defines teacher competency as the ability of a teacher manifested through a set of overt teacher classroom behaviour, which is resultant of the interaction between the presage and the product variables of teaching within a social setting. In short we can say that 'teaching competency' means an effective performance of all observable teaching behaviour that bring about desired pupil outcomes.

### **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 a natural routine conduct. Attitude means the individual's prevailing tendency for respond the favourable or unfavourable to an object .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.

### **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 behaviour.

Fange (1959) observed that each creation involves a new association of existing elements, as far as the creator himself is concerned. This association might include an existing device or mechanism a 'fundamental law or a just discovered effect, or a change in an attribute' such as size, shape or colour. The essence of creativity has always been the forming of already existing things or attributes into a new combination. On the basis of an analysis of the diverse ways of defining creativity and the requirements of a definition for keeping a programme of research focused on factors affecting creativity growth in context.

### **Creativity**

Creativity is the key to education and the solution of mankind's problems. It is an important factor in leadership in any field viz., business, engineering, technology, education, politics, agriculture, industry etc. Creativity is a process extended in time and characterized by originality,

adaptiveness and realization. Creativity acts as a determinant for a nation's progress. Creativity is one of the most highly valued human values. Creativity affects not only the scientific progress but also society in general. Those nations, which learn best how to identify, develop and encourage creativity in their people, may find themselves in a very advantageous position. For a nation to survive in the international competition it must utilize its creative talent to the highest possible extent.

### **Creative teaching**

The teaching of a creative teacher in which there is abundance of creative syndrome and makes use of it in various teaching learning situations can be labelled as 'Creative Teaching'. A creative teacher possesses qualities like originality, sensitivity to problems, curiosity, ideational fluency and power of imagination in abundance, he is pleased to find these qualities in other individuals too and tries his best to nourish these qualities. A creative teacher has adequate mastery over his subject and a strong desire to acquire more and more of it in fact, he is an explorer of 'truth'. He strives continuously to grow professionally, occasionally he does self-evaluation, analyses his shortcomings and tries his utmost to get rid of them.

## **Review of related Literature**

### **Teaching Competency**

Praveen and Srivastava (2020) conducted a study to find out the teaching competency of upper primary school teachers of central and state government schools with reference to their gender and years of teaching experience. The total sample size for the present study was 200, comprised of Central school teachers (100) and Upper Primary school teachers (100), who were selected randomly from different central schools and upper primary schools governed by state government in Bareilly, Uttar Pradesh. General teaching competency scale developed by B.K.Passi and M.S. Lalitha was used for data collection. The data was subjected to statistical treatment by using Mean, Standard Deviation, and two-way ANOVA. Results obtained from the statistical analysis tool SPSS revealed that Central school teachers and UPS teachers differ significantly in teaching competency on the basis of gender and teaching experience. Central School teachers were found more competent as compared to state government school teachers.

### **Creative Teaching**

Yuan and Chen (2021) aimed to investigate how a teacher's creative teaching is affected by the teacher's imagination and his or her school principal's visionary leadership, and how the contextual moderating effects are at play among the cross-hierarchical factors. The research framework is divided into two levels: the individual level on how teacher's imagination affects teacher's creative teaching" and the group level on the impact of the principal's visionary leadership. From the teachers of 65 primary schools in southern Taiwan invited to participate in the survey study, 861 valid data were returned. The cross-level moderating effects were further examined via hierarchical linear modelling (HLM). The result shows that the "teacher's imagination" will impact the "creative teaching" positively. The "vision practice" will affect "autonomous learning and challenge-presenting" positively as well. Moreover, the "vision feedback" plays a positive moderator role in how "creative imagination" contributes to "interactive discussion and open-mindedness." The implication of the study is to discover the predictive model which inspired the students' creativity potential by cross-hierarchical perspective.

### **Statement of the problem**

## STUDY OF TEACHING COMPETENCY AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS CREATIVE TEACHING

### Objectives of the Study

Following objectives were set in the present study:

1. To study the teaching competency among secondary school teachers.
2. To study the attitude towards creative teaching among secondary school students.
3. To find out the relationship between teaching competency and attitude towards creative teaching among secondary school teachers.
4. To investigate the significant difference in the mean scores of teaching competency and attitude towards creative teaching among government and private secondary school teachers.
5. To investigate the significant difference in the mean scores of teaching competency and attitude towards creative teaching among secondary school teachers.
6. To investigate the significant difference in the mean scores of teaching competency among male and female secondary school teachers.
7. To investigate the significant difference in the mean scores of attitude towards creative teaching among male and female secondary school teachers.

### Hypotheses of the study

In conronance with objectives, following hypotheses were framed for verification in the present study.

1. There will be no significant difference in the mean scores of teaching competency among government and private secondary school teachers.
2. There will be no significant difference in the mean scores of attitude towards creative teaching among government and private secondary school teachers.
3. There will be no significant difference in the mean scores of teaching competency among male and female secondary school teachers.
4. There will be no significant difference in the mean scores of attitude towards creative teaching among male and female Private school teachers.
5. There will be no relationship between teaching competency and attitude towards creative teaching among secondary school teachers

### Tools Used

1. General Teaching Competency Scale by Passi and Lalitha (2009).
2. Attitude scale of Creative Teaching by Shukla (2012)

### Methodology

The study was a descriptive type, which was conducted on 100 secondary school teachers. These are further divided into 50 male and 50 female teachers

## Result and Discussion

### Hypothesis 1

**There will be no significant difference in the mean scores of teaching competency among government and private secondary school teachers.**

Table 1.1 showing Mean scores of teaching competency among government and private secondary school teachers.

Group	N	Mean	S.D	S.E <sub>D</sub>	't' value	Level of significance
Teaching competency (Govt. secondary school teachers)	50	77.32	4.25	0.58	1.66	Non-significant at .05 and .01 levels
Teaching competency (private secondary school teachers)	50	78.34	4.10			

The above table shows that mean scores of teaching competency among government and private secondary school teachers are 77.32 and 78.34 their S.D are 4.25 and 4.40 respectively. When we calculated SE<sub>D</sub> it comes out to be 0.58 and 't' value is 1.66 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is lesser than the tabulated value of at both the levels of significance. This shows that there exists no significant difference in the mean scores of teaching competency among government and private secondary school teachers. Hence Hypothesis

No : 1, “There will be no significant difference in the mean scores of teaching competency among government and private secondary school teachers.” stands accepted .

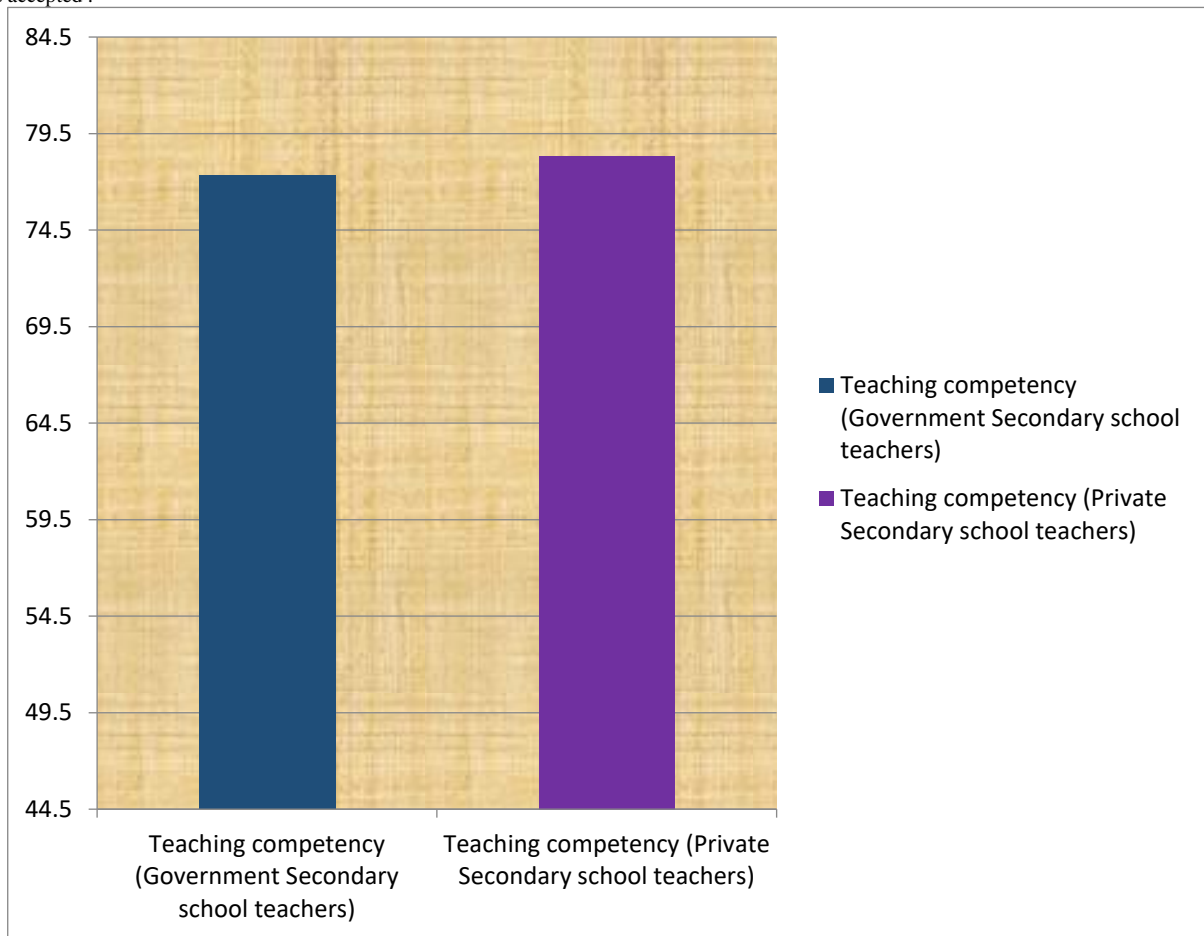


Figure 1.1 shows that private secondary school teachers showed higher level of teaching competency as compared to Government secondary school teachers.

#### Hypothesis 2

There will be no significant difference in the mean scores of attitude towards creative teaching among government and private secondary school teachers.

Table 1.2 showing Mean scores of attitude towards creative teaching among government and private secondary school teachers.

Group	N	Mean	S.D	S.E <sub>D</sub>	't' value	Level of significance
Creative Teaching (Govt. secondary school teachers)	50	78.58	4.40	0.65	2.65	Non-significant at .05 and .01 levels
Creative Teaching (Private secondary school teachers)	50	76.08	4.50			

The above table shows mean scores of attitude towards creative teaching among government and private secondary school teachers are 78.58 and 76.08 and their S.D are 4.40 and 4.50 respectively. When we calculated SE<sub>D</sub> it comes out to be 0.65 and 't' value is 2.65 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is lesser than the tabulated value of at both the levels of significance. This shows that there exists no significant difference in the mean scores of attitude towards creative teaching among government and private secondary school teachers.

Hence, Hypothesis 2, “There will be no significant difference in the mean scores of attitude towards creative teaching among government and private secondary school teachers” stands accepted.

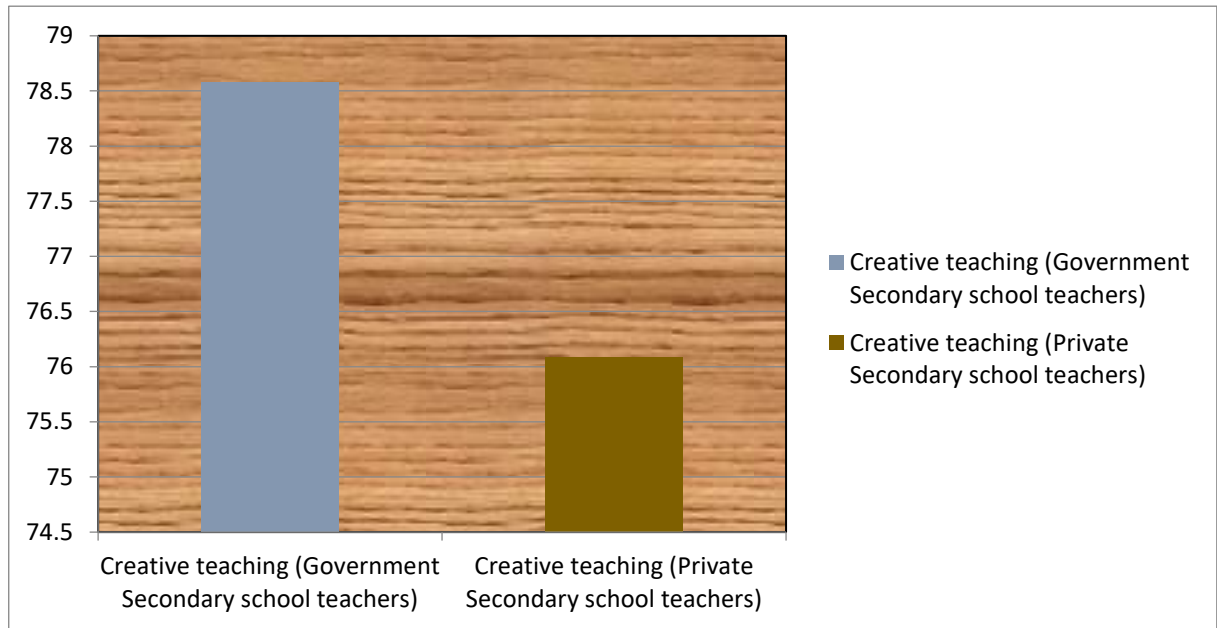


Figure 1.2 shows that Government secondary school teachers have good level of creative teaching as compared to Private school teachers  
**Hypothesis 3** There will be no significant difference in the mean scores of teaching competency among male and female secondary school teachers.  
 Table 1.3 showing mean scores of teaching competency among male and female secondary school teachers.

Group	N	Mean	S.D	S.E <sub>D</sub>	't' value	Level of significance
Teaching competency (Male teachers)	50	73.91	14.63	2.60	1.50	Non-significant at .05 and .01 levels
Teaching competency (Female teachers)	50	77.95	22.04			

The above table shows that mean scores of teaching competency among male and female secondary school teachers are 73.91 and 77.95 and their SD are 14.63 and 22.04 respectively. When we calculated S.E<sub>D</sub> it comes out to be 2.60 and 't' value is 1.50 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is lesser than the tabulated value of at both the levels of significance. This shows that there exists no significant difference in the mean scores of teaching competency among male and female secondary school teachers.

Hence Hypothesis 3, "There will be no significant difference in the mean scores of teaching competency among male and female secondary school teachers" stands accepted .

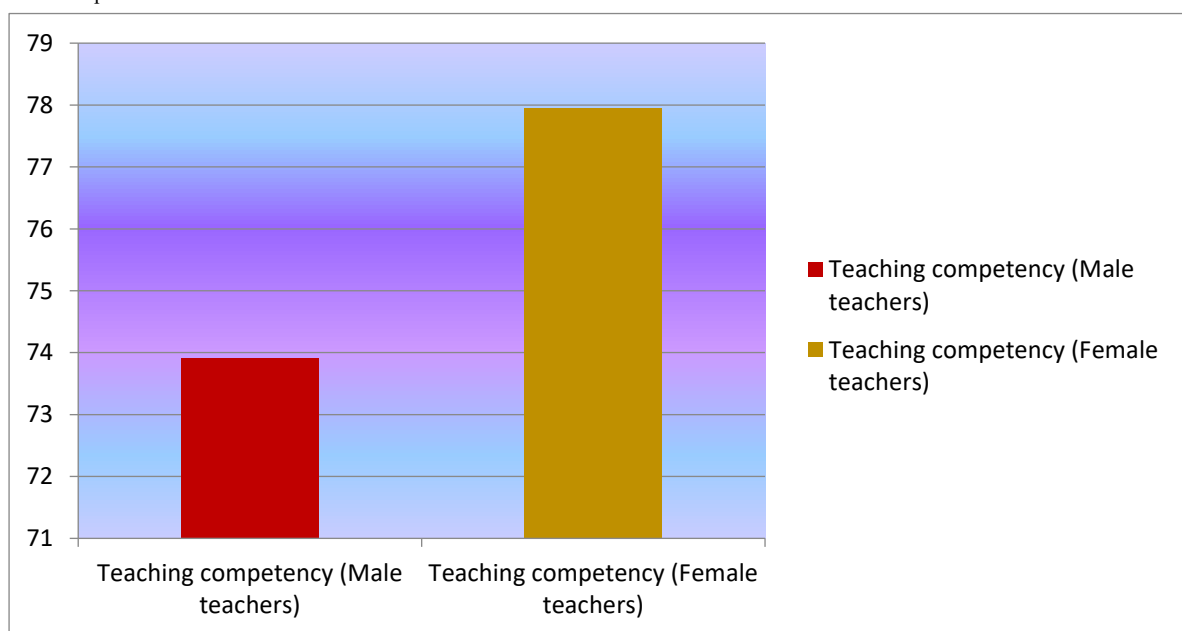


Figure 1.3 shows that female teachers have high tendency of teaching competency as compared to male teachers of secondary schools.

**Hypothesis 4**

There will be no significant difference in the mean scores of attitude towards creative teaching among male and female Private school teachers.

Table 1.4 showing Mean scores of attitude towards creative teaching among male and female secondary school teachers.

Group	N	Mean	SD	S.E <sub>D</sub>	't' value	Level of significance
Creative teaching (Male teachers)	50	81.95	15.50	2.10	2.20	Non significant at .05 and .01 levels
Creative teaching (Female teachers)	50	77.2	13.15			

The above table shows that mean scores of attitude towards creative teaching among male and female Private school teachers are 81.95 and 77.2 their SD are 15.50 and 13.15 respectively. When we calculated SE<sub>D</sub> it comes out to be 2.10 and 't' value is 2.20 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is lesser than the tabulated value of at both the levels of significance. This shows that there exists no significant difference in the mean scores of self-regulated learning of secondary school students with respects of locale.

Hence Hypothesis 4 "There will be no significant difference in the mean scores of attitude towards creative teaching among male and female secondary school teachers.." stands accepted .

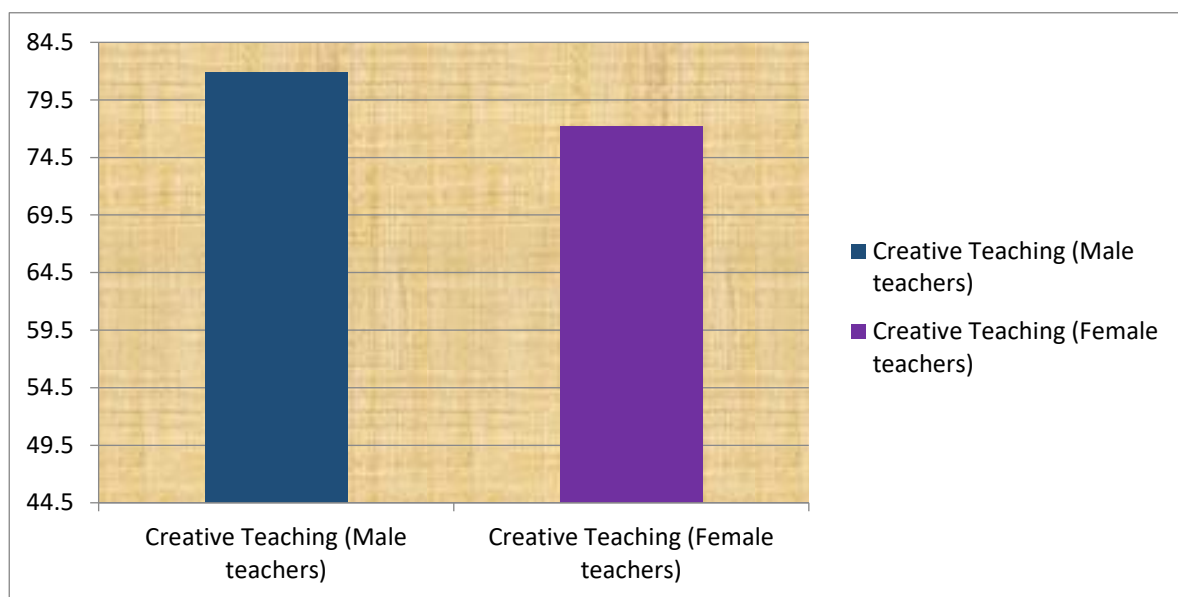


Figure 1.4 shows that female secondary school teacher have high tendency of creative teaching as compared to male school teachers .

**Hypothesis 5**

There will be no relationship between teaching competency and attitude towards creative teaching among secondary school teachers

Table 1.5 showing relationship between teaching competency and attitude towards creative teaching among secondary school teachers

Variables	N	'r'	Level of significance
teaching competency	50	-0.16	Non-significant at .05 and .01 levels
attitude towards creative teaching	50		

The above table shows relationship between teaching competency and attitude towards creative teaching among secondary school teachers. It comes out to be -0.16 which is not significant at 0.05 level and 0.01 level and further it is observed that there is low level and non significant relationship between teaching competency and attitude towards creative teaching among secondary school teachers. Findings of the study reveals that there exists negative relationship between teaching competency and attitude towards creative teaching among secondary school teachers.

Hence, Hypothesis 5. "There will be no significant relationship between teaching competency and attitude towards creative teaching among secondary school teachers." Stands Accepted .

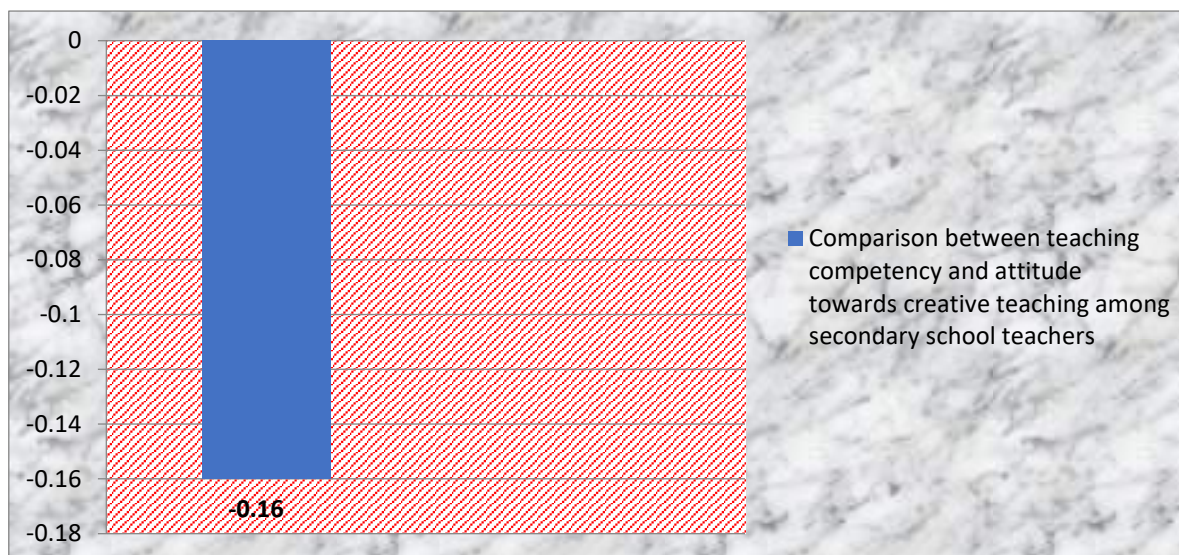


Figure 1.5 shows non-significant negative relationship between teaching competency and attitude towards creative teaching among secondary school teachers

## Conclusion

1. There exists no significant difference in the mean scores of teaching competency among government and private secondary school teachers.
2. There exists no significant difference in the mean scores of attitude towards creative teaching among government and private secondary school teachers.
3. There exists no significant difference in the mean scores of teaching competency among male and female secondary school teachers.
4. There exists no significant difference in the mean scores of self-regulated learning of secondary school students with respects of locale.
5. There exists negative relationship between teaching competency and attitude towards creative teaching among secondary school teachers.

## Educational implications

On the basis of the findings of the present study a few educational Implications are indicated as follows:

1. The negative correlation between teaching competency and attitude towards creative teaching implies that the teachers having favorable attitude towards creative teaching which provide teachers effective involvement among students.
2. Appropriate involvement of study and resources should be provided to the students with good teaching competency level.

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