



TEACHING COMPETENCES AND ATTITUDE OF DAY AND BOARDING SCHOOL TEACHERS IN KASHMIR- A COMPARATIVE STUDY

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Abstract

The present study was designed to compare Day and Boarding school teachers on teaching competency and attitude. The main objective of the investigation was to know the teaching competences and attitude of Day and Boarding School Teachers of Kashmir. The research was conducted on 400 secondary school teachers (200 Boarding school teachers and 200 Day School teachers). The investigator used B.K. Passi Teaching competency scale to assess the teaching competency and S.P. Ahluwalia teaching attitude inventory to assess the attitude of the sample subjects. The data was analyzed by using statistical techniques like Mean, S.D and t-value. The major findings of the study depicts that there is significant difference between Day and Boarding School Teachers on Teaching Competency and attitude. The Boarding school teachers were found to have better teaching competency and attitude towards teaching than day boarding school teachers.

Keywords: Teaching Competency, Attitude, Day, Boarding, Teachers.



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INTRODUCTION

Teacher plays an important role in student's life. It is the teacher which leads students towards his goal. Teacher before providing any education to child or guiding him should understand him properly. Teacher is one of the pillars of education on which the foundation of education stands. Teacher in fact should be taken as the corner stone of educational development. It is teacher who is responsible to carryout programmes of education and has a pivotal position in any educational system as the future of educational system is directly linked with him, is an accepted fact. If teacher is himself fully involved with his job then success is ensured. The involvement of the teacher is not the only important but inseparable factor for well performance of students. We can obtain not only tangible but also marvelous results if teachers are fully and solely involved in this profession. For this purpose of creating and cultivating in them certain qualities, skills, attitudes and behavior patterns, which determines the teachers

teaching competency. Teaching competency will be defined as any knowledge, skill or professional value which includes: (i) A teacher may be said to possess, and; (ii) The possession of which is believed to be relevant to the successful practice of teaching. The level of complexity of which competency is defined is arbitrary and depends on the use to be made of them. The definition of competency accompanies two properties that need emphasis, one of them is that competencies must be defined in terms of process, or what the teacher does, not in terms of product, and second is the possession of some set of communication skills necessary for effective communication. Teacher competency on the other hand is conceived of a matter of degree, some teachers are more competent than others. Teachers grow in competence with training and experience. Teacher's competency is defined in terms of repertoire, how competent a teacher is depends upon the repertoire of competencies he or she possesses: because of the arbitrariness of the level of which individual competencies may be defined there is some flexibility in the way that a particular level of competencies may be specified. Teaching competency is the critical piece in improving student's achievement and closing the gap in the achievement of the students. The most important difference between most and least effective classroom is the teacher (William, 2007). Teaching competence is focused on the role of the teacher in the classroom, directly linked with the craft of teaching with professional knowledge and skill mobilized for action (Hagger and McIntyre, 2006). Teaching competencies are the skills and knowledge that enable a teacher to be successful to maximize the students learning, teacher must have expertise in wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). In short we can say teaching competence refers to the ability of teacher to perform or carryout definite tasks in particular to context at higher level of excellence. It also refers to excellence capability which includes knowledge, skill, attitude, and experience to perform or carryout a definite task in a particular level of high excellence by a teacher. In general teaching competency is a pattern of thinking, feeling, and acting or even speaking that cause a teacher to be successfully to do his/her job.

Teaching being dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teaching proficiency depends on the attitude teacher possess for the profession. The positive attitude helps the teacher to develop a conductive learner friendly environment in classroom. Attitude of teacher helps in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). Attitude is made up of three components Affective, Behavioural and cognitive hence acts as a yard stick of the individual behavior (Feldman, 1985). Teacher's attitude is almost as important

as those of the students. Attitude of teachers towards teachers affects the achievement of the students. Attitude plays an important role in teaching. It is defined as the pre-dispositions of tendency to react typically towards a given object situation or value, usually accompanied by feeling and emotions. Attitude of teacher towards teaching is of great importance for the success of educational system. Attitude gives continuity to men's personality. It gives meaning to men's daily perception and activities, it serves in his attempted achievement of various goals and development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz and Cetin, 2004). Thus we can say that both teaching competencies and attitude of teacher towards teaching influence the process of teaching and learning and to make the process of teaching and learning success a teacher must fulfill all the dimensions of teaching competency and should have a positive attitude towards the teaching.

OBJECTIVES

The following objectives have been formulated for the present investigation.

1. To study and compare Boarding and Day School Teachers on Teaching Competence.
2. To study and compare Boarding and Day school teachers on Attitude.

HYPOTHESES

- i. There is significant difference between Day and Boarding school teachers on their teaching competences
- ii. There is significant difference between Day and Boarding School teachers on attitude.

SAMPLE

The sample for the present study consisted of 400 secondary school teachers (200 Day School Teachers and 200 Boarding School Teachers) selected randomly from the different schools of Kashmir. The sample was selected randomly to ensure that every unit of the population could get equal chance of being get selected. The sample for the present study was selected from different boarding and day schools of Kashmir.

The breakup of the sample is as under:

Group	N	Total
Day School Teachers	200	400
Boarding School Teachers	200	

SELECTION OF THE TOOLS

Selection of the tools is very important in any research study. If appropriate tools are not used, the investigator may be misled and the efforts of the investigator would go waste as he would not be able to achieve the objectives of the study. An investigator has to look for such

procedural techniques and tools which will answer his pursuits or hypotheses objectively. A competent investigator, therefore, looks into the possible measures which can help him in arriving at the desired results. Accordingly the present investigator used the following tools for the collection of the data.

Tools Used

The data for the present study was collected with the help of General Teaching Competency Scale by B.K Passi and M.S. Lallitha and S.P Ahlluhwalia Teacher Attitude inventory. Both the scales are highly valid and having high reliability coefficient.

Table 1.0: Showing mean comparison of Day and Boarding Schools Teachers on Their Teaching Competency.

Group	Mean	S.D	N	t-value	Level of significance
Boarding	60.66	9.5	200	9.81	Significant at 0.01
Day	52.51	7.2	200		

The perusal of the above table shows the mean difference between the Boarding and Day school teachers on Teaching Competences. The statistical data reveal that there is significant difference between the two groups and the difference was found to be significant at 0.01 level which confirms that the boarding school teachers have better Teaching Competences than Day School teachers.

Table 1.1: Showing mean comparison of Day and Boarding Schools Teachers on Their Teaching Attitude.

GROUP	MEAN	S.D	N	t-value	Level of Significance
Boarding	55.09	9.1	200	4.78	Significant at 0.01
Day	51.23	6.9	200		

The perusal of the above table shows the mean difference between the boarding and day school teachers on attitude. The statistical data reveals that there is significant difference between the two groups and the difference was found to be significant at 0.01 level which confirms that the boarding school teachers have better attitude towards teaching than day school teachers. **DISCUSSION AND CONCLUSION**

The discussion of the results based on the analysis and interpretation of the data is presented. The results are discussed as under:

1. Comparison of Day and Boarding School Teachers on Teaching Competency.
2. Comparison of Day and Boarding school Teachers on Attitude.

1. Comparison of Day and Boarding school teachers on their Teaching

Competences

The day and boarding school teachers were compared on their teaching competences. Both the group's viz. day and boarding school teachers showed significant difference on their teaching competency. It reveals that Boarding school teachers are more competent than Day school teachers. In view of the above discussed results the 2nd hypotheses which reads, "*there is significant difference between day and boarding school teachers on their teaching competences*", stands accepted.

2. Comparison of Day and Boarding school teachers on their Attitude.

Day and Boarding school teachers were compared on various dimensions of attitude viz. Attitude towards teaching profession, classroom teaching, child centered teaching, Educational Process, Pupil and teacher. It was found that boarding school teachers display better attitude towards teaching profession, child centered teaching, educational process. They showed better results in their teaching profession, child centered teaching, educational process whereas the day school teachers display comparatively low attitude on these dimensions. The results displayed by the day boarding school teachers indicates that they are adjusted in their teaching profession, classroom teaching, child centered teaching, but also shows equal adjustment on classroom teaching, pupil and teacher. It is revealed that there is a significant difference between day and boarding school teachers on overall dimension of attitude. In view of the above discussed results the 1st hypotheses which reads, "*there is significant difference between day and Boarding School teachers*", on attitude towards teaching stands accepted.

CONCLUSIONS

On the basis of analysis, interpretation and discussion of the results presented in the forgoing chapter, certain meaningful conclusions have been drawn and these have been reported as under:

1. There is significant difference between Day and Boarding school teachers on their teaching competences.
2. There is significant difference between Day and Boarding School teachers on attitude.

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