

# Teaching Competency And Attitudes Towards The Teaching Profession Among Secondary School Teachers: Levels And Association

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## ARTICLE INFO

## ABSTRACT

This study delved into the teaching competency and attitudes towards the teaching profession among secondary school teachers in Imphal West district, Manipur. A primary objective was to ascertain the relationship between these two variables. A random sample of 256 teachers from a total of 425 teaching in 59 secondary schools was selected to represent the entire population of secondary school teachers in the district. To measure teaching competency and attitude towards the teaching profession, the General Teaching Competency Scale (GTCS), developed by B.K. Passi and M.S. Lalitha, and the Attitude Scale Towards Teaching Profession (ASTTP), created by Umme Kulsum, were respectively administered. Data analysis involved descriptive statistics and Pearson's Product Moment correlation to understand the distribution of scores and the association between the variables. The findings revealed that secondary school teachers in the district exhibited a moderate level of both teaching competency and attitude towards the teaching profession. Importantly, a moderate positive correlation was observed between these two variables, indicating that as teaching competency increased, so did the teachers' positive attitude towards their profession. This relationship remained consistent across various demographic groups, including gender, teaching experience, subject specialization, and educational qualifications. These results suggest a positive correlation between teacher competence and their professional outlook within the context of secondary education in Imphal West.

**Keywords:** Attitude; Teaching Competency; Secondary school; Teaching profession; Education.

## 1. Introduction

Teachers have a significant influence on the education system. They are the essential pillars of the educational system, shaping mankind and contributing to the development of the nation. The "Right of Children to Free and Compulsory Education (RTE) Act" ensures that education is accessible to all children aged six to fourteen. The act also emphasises the need for well-trained teachers with proper qualifications to ensure high-quality education for every child. Secondary education not only serves as a very crucial link between the primary schooling and higher education, but also plays a pivotal role in shaping the national workforce. It is during this phase that students' personalities develop, their critical thinking skills sharpen, and they gain essential life experiences. Failing to achieve these objectives during secondary education risks producing individuals who are ill-prepared for life, thereby compounding economic, social, and political challenges within the nation. Well-trained teachers who are motivated and dedicated to their profession significantly enhance student learning. However, teachers are frequently criticized for not fulfilling their duties effectively. Conversely, there are educators who excel in their roles due to their passion and strong commitment to the profession. Effective teaching demands training, expertise, a sense of social responsibility, adherence to ethical standards, and a strong sense of autonomy and personal accountability.

### 1.1. Teaching Competency:

Competency has become a pivotal concept in the contemporary educational landscape in India. The Education Commission (1964-66) mentioned that the most significant factors in fostering the quality of the education system and national development include the quality, competence, and character of teachers. The terms 'Competency' and 'Competence' are used interchangeably. Halls & Jones (1976) describe competencies as "composite skills, behaviours or knowledge that can be demonstrated by the learners and are desired for explicit conceptualizations of the desired outcomes of learning. Competencies are states to make possible the assessment of student learning through direct observation of student behaviours". Walker (1992) defines competence as "the attributes (knowledge, skills, and attitudes) that enable individuals or groups to perform a role or set of tasks to a satisfactory standard and thus make the individual or groups competent in that role". Barbara and Field (1994) define competencies as "the types of skills, knowledge, and attitudes that will form the basis of effective professional practice". Passi and Lalitha (2011) view competency in teaching as the effective performance of observable behaviours in teachers that bring about desired student outcomes.

### 1.2. Attitude

According to Allport (1935), "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all the objects and situations with which it is related". Bobbit (1994) defined "Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitude expresses how an individual feels about something". According to Soibamcha and Pandey (2016), teachers who have a negative attitude are unlikely to succeed in their profession. The success of students and their personality development is significantly influenced by teachers' attitudes, emotional responses, and habits, as noted by Brooks & Sikes (1997).

### 1.3. Research Questions

1. What is the teaching competency among secondary school teachers?
2. What perceptions and attitudes do secondary school teachers hold towards their profession?
3. In what ways do teaching competency and attitudes towards the teaching profession intersect or influence each other among secondary school teachers?

### 1.4. Significance of the Study

While numerous studies have investigated teachers' teaching competency and their behaviours towards the teaching profession in various regions of the country, scant attention has been paid to understanding them among teachers in Manipur. Therefore, this study is considered significant as it seeks to fill up the research gap by assessing the perspectives of teaching competency of secondary school teachers and their attitudes towards their profession in one of the districts of the capital city of Manipur.

### 1.5. Research Objectives

1. Assessment of secondary school teachers' teaching competency and their attitudes towards the teaching profession in the Imphal West District of Manipur.
2. Identification of the influence of each other among the secondary school teachers concerning their gender, experience, subject stream, school types and qualifications.

### 1.6. Research Hypotheses

- Ho1. The teachers from secondary schools have a high level of teaching competency.  
 Ho2. The teachers from secondary schools have a high level of attitude towards the teaching profession.  
 Ho3. There exists no significant relationship between teaching competency and attitude towards the teaching profession among secondary school teachers.

## 2. Literature Review

### 2.1. Competency Level

Several studies have investigated the teaching competence of educators. Research by Suruchi & Behera, Mahendra & Sahu, and Sanjaya (2021) found that most aspiring teachers exhibit an average level of teaching ability. Similarly, Singh and Rao (2020) reported below-average overall teaching competency among pupil-teachers. Additionally, research by Ayishabi & Amruth (2005), Rana and Nishita (2019), Anisha (2013), Ahmad & Khan (2016), and Jan (2016) consistently indicated average teaching competency levels across various teacher demographics.

### 2.2. Attitude Level

Banerjee & Behera (2014) found average attitudes among secondary school teachers in Purulia District, West Bengal. Norjit Meitei & Suresh Singh (2018) reported moderate positive attitudes among government higher secondary school teachers in Imphal, Manipur. Sheergugri, Gupta & Raj (2022) found moderate levels of favourable attitudes among upper secondary school teachers in south Kashmir.

### 2.3. Association of Attitude and Competency

Several studies have explored the relationship between teacher competence and attitudes towards teaching. Research by Liakopoulou (2011), and Basapur (2019) indicates that a teacher's special skills, pedagogical knowledge, content knowledge, and overall attitude towards teaching significantly influence their teaching competence. Furthermore, these studies found a strong connection between a teacher's competence and their positive attitude towards the profession. Jagannadh (2011) also supported this finding, identifying a positive relationship between teaching competency and attitude towards teaching. Hussain et al. (2011) discovered a strong correlation between teachers' professional attitudes and their teaching behaviors. Zambare (2012) revealed a significant link between emotional competency and attitude towards teaching among pre-service teachers. Sharbain and Tan (2012) found that pre-service teachers' competency levels were closely tied to their attitudes towards teaching, both before and after training. Koksai (2013) also reported a positive correlation between perceived teaching competency and attitudes towards the profession. Anandan and Rajasekaram (2005) investigated this relationship among distance learners and found positive results for women and those with bachelor's or master's degrees. Kulkarni (2012) extended this research to primary school teachers, discovering a positive correlation between teaching competency and attitude regardless of gender or location. Choudhary and Chowdhury (2015) focused on secondary teacher educators, demonstrating a significant positive relationship between teaching competency and meta-cognition awareness. They also found gender differences in both teaching competency and meta-cognition awareness.

## 3. Research Design

### 3.1. Method

The research employed a survey model and followed a quantitative research design. The primary goal of the selected research method is to seek answers to the validity of the research question through a classroom observation and field survey.

### 3.2. Sampling

The present research focused on 425 secondary teachers teaching in 59 secondary schools in the Imphal West district of Manipur. A random sample of 256 teachers from 425 available teachers was selected as the representative of the whole population of teachers. Table 1 provides demographic information about the composition of secondary school teachers in the sample

**Table 1: Demographic Information of the Selected Samples (N=256)**

Background Variables	Dimension	Count	Percentage
Gender	Male	90	0.35%
	Female	166	0.65%
Teaching Experience	Experienced ( $\geq 10$ years)	131	0.51%
	Less experienced ( $< 10$ years)	125	0.49%
Subject Stream	Science	111	0.43%
	Non-science	145	0.57%
Qualification	Post-graduate	198	0.77%
	Graduate	58	0.23%

### 3.3. Data Collection Tools

The study utilized the following standardised scales to collect teaching competency and attitude information from the above sample of teachers.

1. The GTCS (General Teaching Competency Scale) scale developed by B.K. Passi and M.S. Lalitha (Passi and Lalitha, 2011). The scale comprises 21 items distributed across five sub-dimensions. Calculated Cronbach's alpha value was (0.740).
2. The ASTTP (Attitude Scale Towards Teaching Profession) scale developed by Umme Kulsum (2008). The scale comprises 55 items. Calculated Cronbach's alpha value was (0.825).

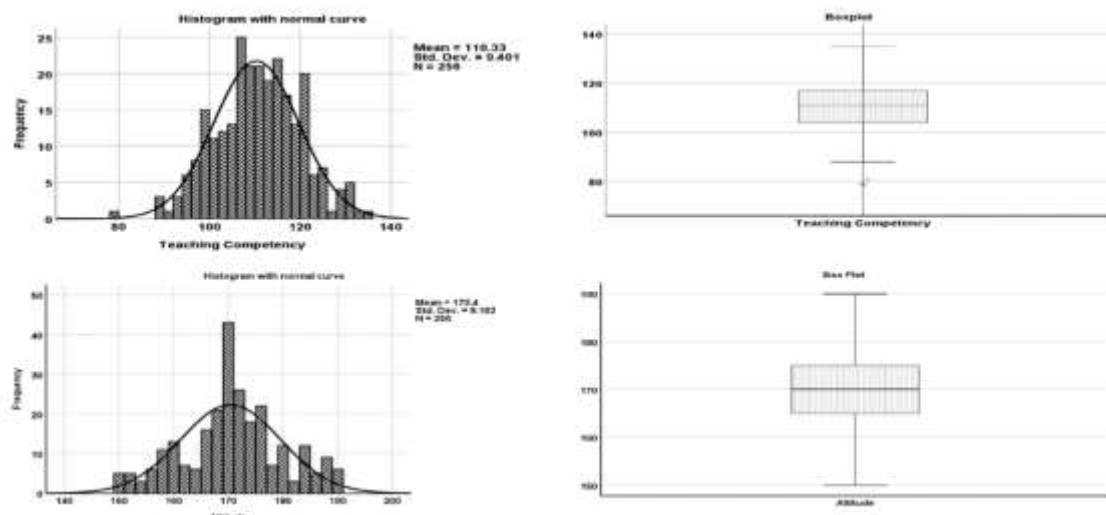
### 3.4. Statistical methods for analysis

To select the appropriate statistical analysis methods, an initial assessment was made to ascertain if the data exhibited a normal distribution. This involved calculating the mean, median, mode, standard deviation, Kurtosis, and Skewness coefficient as shown in Table 2.

The mean, median, and mode values on each scale are nearly the same, and the coefficients are within the range of -1 to +1. Figure 1 shows histograms overlaid with normal curves for competency and attitude data. These histograms display a bell-shaped and evenly spread distribution around the mean. The corresponding box plots also show symmetric features, with the median line near the centre of each box and evenly spread whiskers. This suggests that the data may follow a normal distribution. Since the data shows a normal distribution, both descriptive and parametric statistical methods of Pearson's Product moment correlation technique can be used for analysis.

**Table 2: Descriptive Statistics of Teaching Competency and Attitude towards the Teaching Profession (referred to as Attitude)**

Score	Mean( $\mu$ )	Std. Dev.( $\sigma$ )	Median	Mode	Kurtosis	Skewness
Teaching Competency	110.3	9.401	111.0	107.0	0.303	-0.090
Attitude	170.4	9.163	170.0	107.0	-0.168	-0.027

**Figure 1: Visual Check for normality of Teaching Competency and Attitude data**

Based on the mean scores and standard deviations of teaching competency and attitudes from the total sample of 256 teachers, they were divided into three groups based on their levels of competency and attitude: low, medium, and high. Table 3 illustrates the distribution of teachers across these competency levels, while Table 4 shows the distribution across attitude levels.

**Table 3: Distribution of teachers in different competency groups across demographic variables**

Demographic Variable	Teaching Competency Score Groups			
		Low (Score ≤ μ - σ)	Medium (μ- σ) < Score ≤ (μ+ σ)	High (μ+ σ) > Score
Gender				
Male	090	17.78%	66.67%	15.56%
Female	166	15.66%	65.66%	18.67%
Experience				
Experienced	131	16.80%	63.36%	20.61%
Less Experienced	125	16.80%	68.80%	14.40%
Subject Stream				
Science	111	17.12%	69.37 %	13.51%
Non-science	145	15.86%	63.45%	20.69%
Qualification				
Postgraduate	198	16.67%	66.16%	17.17%
Graduate	058	15.52%	65.52%	18.97%
Overall Attitude	256	16.41%	66.02%	17.58%

**Table 4: Distribution of teachers in different attitude groups across demographic variables**

Demographic Group		Attitude Score Groups		
		Low (Score $\leq \mu - \sigma$ )	Medium ( $\mu - \sigma < \text{Score} \leq (\mu + \sigma)$ )	High ( $(\mu + \sigma) > \text{Score}$ )
Gender				
Male	090	17.80%	66.70%	15.50%
Female	166	18.00%	65.70%	16.30%
Experience				
Experienced	131	18.30%	67.90%	13.80%
Less Experienced	125	17.60%	64.00%	18.40%
Subject Stream				
Science	111	18.90%	66.70 %	14.40%
Nonscience	145	17.20%	65.60%	17.20%

Qualification				
Postgraduate	198	21.20%	64.20%	14.60%
Graduate	058	06.90%	72.40%	20.70%
<b>Overall Attitude</b>	<b>256</b>	<b>18.0%</b>	<b>66.00%</b>	<b>16.0%</b>

## 4. Results

### 4.1. Level of Teaching Competency

The study of the distribution of teachers in Table 3 has revealed that a majority of secondary school teachers fall within the "medium" category of teaching competency, constituting 66.02% of the total sample. Across all demographic categories, between 63.36% and 69.37% of secondary teachers exhibit a medium level of teaching competency. While this suggests a reasonable level of competence, it does not unequivocally support the hypothesis (H<sub>01</sub>) suggesting that "Secondary school teachers have a high level of general teaching competency". Consequently, the hypothesis (H<sub>01</sub>) is rejected.

A closer examination of the data reveals variations across different demographic groups. For instance, there is a marginally higher percentage of males i.e., 17.78% in the "low" competency category, and a marginally higher percentage of females i.e. 18.67% in the "high" competency category. Experienced teachers, non-science teachers, and graduate teachers show a slightly higher representation in the "high" competency category compared to their counterparts.

### 4.2. Level of Attitude

The analysis results given in Table 4 indicate that the majority of teachers (66.00%) fall into the medium attitude level. While 16.00% of teachers exhibit a high level of competency, a significant portion 18.00% is classified as low competency. Across all demographic categories, between 64.00% and 72.40% of secondary teachers exhibit a medium level of attitude towards their profession. While the data indicates a moderate level of attitude among the teachers, it does not strongly support the hypothesis (H<sub>02</sub>), which posited that "Secondary school teachers have a high level of attitude towards the teaching profession" and is rejected.

Female teachers, less experienced teachers, non-science teachers, and graduate teachers show a slightly higher representation in the "high" attitude category compared to their counterparts.

### 4.3. Association between Attitude and Teaching Competency

To verify hypothesis (H<sub>03</sub>), the coefficient of correlation was calculated between scores of attitudes and teaching competency of secondary school teachers using Pearson's Product Moment correlation. Table 5 summarises the correlation coefficients (r), sample sizes (N), and 95% confidence intervals (CI) for the association between attitude and teaching competency for the overall data and different groups formed by the demographic variables.

A significant positive correlation was found between overall attitude and teaching competency ( $r = 0.607$ ,  $p < .001$ , 95% CI: [0.523, 0.677]). This indicates a moderate relationship between these variables. Further analysis by gender, teaching experience, subject stream, and qualification revealed consistent positive associations (Table 5). The confidence intervals for each group do not include zero, reinforcing the conclusion that there is a significant relationship between these two variables in that group. While all groups demonstrated significant correlations, the magnitude of the correlation varied. Females ( $r = 0.619$ ) and experienced teachers ( $r = 0.637$ ) tended to exhibit stronger relationships between attitude and teaching competency compared to males ( $r = 0.505$ ) and less experienced teachers ( $r = 0.512$ ). Similar patterns were observed across subject streams and qualification levels. Science teachers ( $r = 0.599$ ) and postgraduate teachers ( $r = 0.607$ ) exhibit stronger relationships between attitude and teaching competency compared to non-science teachers ( $r = 0.599$ ) and graduate teachers ( $r = 0.414$ ). Figure 2 summarizes the correlation between attitude and teaching competency in the overall sample and subsamples formed by the various demographic variables.

**Table 5: Correlation between Attitudes and Teaching Competency of Secondary School Teachers**

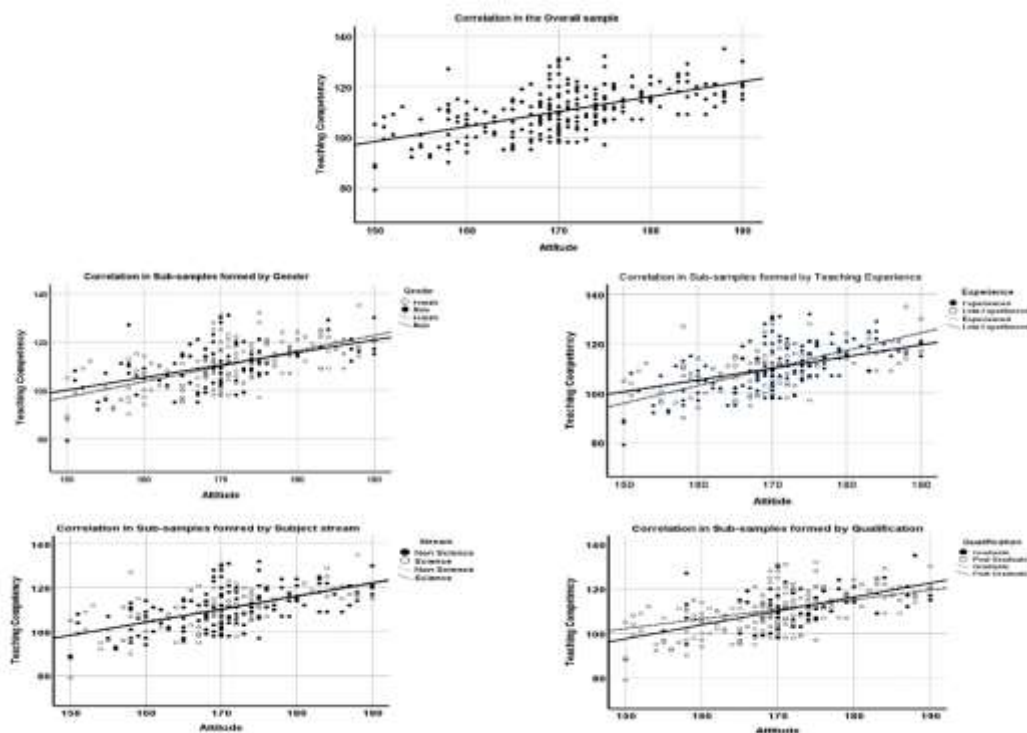
		(N)	Correlation ( <i>r</i> **)	P-value (2-sided)	95% CI of 'r'	
Subgroups					Lower	Upper
Gender	Male	090	0.505	<i>P</i> < .001	0.333	0.645
	Female	166	0.619	<i>P</i> < .001	0.515	0.705
Experience	Experienced	131	0.637	<i>P</i> < .001	0.523	0.729
	Less Experienced	125	0.512	<i>P</i> < .001	0.370	0.631
Subject Stream	Science	111	0.599	<i>P</i> < .001	0.464	0.707
	Nonscience	145	0.562	<i>P</i> < .001	0.439	0.664
Qualification	Postgraduate	198	0.607	<i>P</i> < .001	0.511	0.688
	Graduate	058	0.414	<i>P</i> < .001	0.174	0.607
Overall Sample		256	0.607	<i>P</i> < .001	0.523	0.679

\*\* significant at 0.01 level (2-tailed)



Table 5 and Figure 2 reveal a significant relationship between attitude towards the teaching profession and the teaching competence of secondary school teachers irrespective of their gender, teaching experience, subject stream, and qualification. Therefore hypothesis ( $H_03$ ) stating that there exists no significant relationship between teaching competency and attitude towards the teaching profession among secondary school teachers stands rejected.

**Figure 2: Correlation between Attitude and Teaching Competency in the Overall sample and sub-samples formed by Demographic variables**



## 5. Discussion

The majority (66.02%) of teachers exhibited moderate general teaching competency, while a smaller proportion (17.58%) demonstrated high levels of competency. These findings align with previous research (Ayishabi & Amruth, 2005; Ahmad & Khan, 2016; Anisha, 2013; Jan, 2016; Rana and Nishita, 2012; Sahoo, Suruchi & Behera, Mahendra & Sahu, Sanjaya, 2021; Singh, P.P. & Rao, Gaurav, 2020) indicating average or below-average teaching competency among educators. Similarly, teacher attitudes toward the profession were predominantly moderate (66.00%), with a smaller group exhibiting high levels of enthusiasm (16.00%). This outcome is consistent with prior studies (Banerjee, Srijita & Behera, S.K., 2014; Norjit Meitei, N. & Suresh Singh, R.K., 2018; Sheergugri, S.A., Gupta, D.S., & Raj, D.M., 2022) that also reported moderate teacher attitudes.

Finally, the observed significant relationship between teaching competency and attitude towards the teaching profession is supported by previous research (Anandan & Rajasekaram, 2005; Basapur, 2019; Choudhary & Chowdhury, 2015; Hussain et al., 2011; Jagannadh, 2011; Koksai, 2013, 2014; Kulkarni, 2012; Liakopoulou, 2011; Sharbain & Tan, 2012; Zambare, 2012).

## 6. Conclusion

The current study delved into a significant area of research, namely attitudes towards the teaching profession and teaching competency among secondary school teachers. Both variables directly correlate with the quality of education and student achievement. Findings revealed that a majority of secondary school teachers possessed a medium level of teaching competency and attitude towards their teaching profession. Therefore, further research on teaching competency and attitudes towards teaching is crucial, and based on findings, educational authorities, and stakeholders should consider restructuring educational environments to enhance the profession across theoretical, social, and cultural dimensions. The following steps are essential for fostering greater interest in the teaching profession and elevating standards:

1. The moderate level of teaching competency among secondary school teachers certainly demands a clear need for focused professional development programs to elevate this level.

2. Similarly, the moderate level of positive attitude towards the teaching profession indicates that efforts should be made to foster a more positive and fulfilling work environment. This can be achieved through initiatives such as improved teacher welfare, recognition programs, and opportunities for career advancement.
3. The established positive correlation between teaching competency and attitude towards the teaching profession underscores the importance of a holistic approach to teacher development. Programs aimed at enhancing competency should also incorporate strategies to boost teachers' morale and job satisfaction.
4. Given the potential influence of demographic variables on teaching competency and attitude, a more in-depth analyses to identify specific groups of teachers who may require targeted interventions with proper evaluation, regular monitoring, and feedback mechanisms to assess their effectiveness of the intervention in meeting the evolving needs of teachers.
5. To implement large-scale improvements in collaboration with policymakers, the findings of this study can be used to advocate for policies that support teacher development, well-being, and overall effectiveness,

These steps aim to promote a positive outlook on teaching, thereby improving overall educational quality and fostering professional development in the field.

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