

# A STUDY ON THE IMPACT OF TEACHERS' TEACHING ATTITUDE ON TEACHING COMPETENCY

EKTA SARDE<sup>1</sup>, Dr. MANJU SAHU<sup>2</sup>

<sup>1</sup>Research Scholar, <sup>2</sup>Supervisor, Assistant Professor (Education)  
Bharti Vishwavidyalaya, Durg (C.G)

## Abstract:

This research paper explores the impact of teachers' teaching attitude on their teaching competency. A sample of 100 teachers, comprising 50 government and 50 private school teachers, was studied using the Teaching Attitude Scale by Dr. S.P. Ahluwalia (2019) and the Teaching Competency Scale by B.K. Pasi and M.S. Lalitha (2017). The t-test analysis revealed significant differences between the two groups, with private teachers demonstrating higher teaching attitude and competency scores. The findings emphasize the importance of cultivating positive teaching attitudes to enhance teaching effectiveness. This study provides valuable insights for educators, policymakers, and institutions to foster a conducive teaching environment.

## Introduction

Teaching is not merely the transfer of knowledge but a complex interaction of pedagogy, personality, and professionalism. The teaching attitude of a teacher plays a vital role in shaping teaching competency, which refers to the ability to effectively deliver educational content and foster student learning. This study aims to explore the impact of teachers' teaching attitude on their teaching competency, comparing government and private school teachers.

## Objectives

- To assess the teaching attitude of government and private school teachers.
- To evaluate the teaching competency of both groups.
- To compare the teaching attitude and competency using statistical analysis.

## Hypotheses

H<sub>01</sub>: There is no significant difference in teaching attitude between government and private school teachers.  
H<sub>02</sub>: There is no significant difference in teaching competency between government and private school teachers.

## Sample and Tools Used

The study was conducted on a sample of 100 teachers, comprising 50 government and 50 private teachers. The tools used were:

- Teaching Attitude Scale by Dr. S.P. Ahluwalia (2019)
- Teaching Competency Scale by B.K. Pasi and M.S. Lalitha (2017)

## Methodology and Statistical Analysis

Descriptive statistics including mean and standard deviation were calculated for both groups. An independent t-test was conducted to compare the teaching attitude and teaching competency between government and private teachers.

## Results and Interpretation

**Table 1:** Teaching attitude and Teaching competency between government and private teachers.

Group	N	Mean Teaching Attitude	SD Teaching Attitude	Mean Teaching Competency	SD Teaching Competency	t
Government	50	67.90	4.86	71.53	6.19	7.18
Private	50	74.52	3.78	77.55	4.90	5.01

The calculated t-value for teaching attitude (7.18) and teaching competency (5.01) are statistically significant at the 0.05 level, confirming that there is a significant difference between government and private teachers in both parameters.

- Mean values show that private school teachers score higher on both teaching attitude and teaching competency than government teachers.
- Standard deviations indicate less variability in the private teachers' scores, suggesting more consistency.

## Hypothesis Testing:

H<sub>01</sub>: There is no significant difference in teaching attitude between government and private school teachers.

→ Rejected (because  $p = 0.0000 < 0.05$ )

H<sub>02</sub>: There is no significant difference in teaching competency between government and private school teachers.

→ Rejected (because  $p = 0.0000 < 0.05$ )

## Conclusion:

Private school teachers demonstrate significantly better teaching attitudes and higher teaching competencies compared to government school teachers. This suggests that the type of institution plays a role in shaping both attitude and competency, possibly due to differences in training, motivation, or institutional support.

## REFERENCES:

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