



A comparative study on teaching competence in relation to attitude towards teaching among secondary school teachers

Meenakshi¹, Upasana Shrivastava²

¹ Pragati College, Choubey Colony, Raipur, Chhattisgarh, India

² Guided, Assistant Professor, Department of Education, Pragati College, Choubey Colony, Raipur, Chhattisgarh, India

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Abstract

The present study was conducted to examine the relationship between teaching competence and attitude towards teaching among secondary school teachers. The study also compared male and female teachers regarding teaching competence and attitude towards teaching. A descriptive survey method was employed. The sample consisted of 100 secondary school teachers selected through random sampling from Raipur district. Standardized Teaching Competence Scale and Attitude Towards Teaching Scale were used for data collection. Mean, Standard Deviation, t-test, and Pearson's correlation coefficient were applied for data analysis. The findings revealed a significant positive relationship between teaching competence and attitude towards teaching. Female teachers were found slightly higher in teaching competence and attitude towards teaching than male teachers.

Keywords: Teaching competence, attitude towards teaching, secondary school teachers, correlation, comparative study

Introduction

Background of the Study

Education is the cornerstone of national development. Teachers play a pivotal role in shaping the future of students and society. The effectiveness of education largely depends upon the competence and attitude of teachers.

Teaching competence refers to the ability of a teacher to effectively plan, organize, present, manage, and evaluate learning experiences. It includes subject knowledge, communication skills, classroom management, instructional strategies, and professional behavior.

Attitude towards teaching refers to the teacher's feelings, beliefs, and commitment toward the teaching profession. Positive attitudes encourage effective teaching practices and enhance student learning outcomes.

A competent teacher with a positive attitude can create an effective learning environment, motivate students, and improve educational quality.

1. Need of the Study

The quality of education depends significantly on teachers' competence and their attitude toward teaching. Therefore, it is essential to investigate whether teaching competence is associated with attitude toward teaching among secondary school teachers.

2. Statement of the Problem

"A Comparative Study on Teaching Competence in Relation to Attitude Towards Teaching among Secondary School Teachers."

Objectives of the Study

1. To study the teaching competence of secondary school teachers.
2. To study the attitude towards teaching among secondary school teachers.
3. To compare teaching competence of male and female secondary school teachers.
4. To compare attitude towards teaching of male and female secondary school teachers.

5. To determine the relationship between teaching competence and attitude towards teaching.

Hypotheses

H₀₁: There is no significant difference in teaching competence between male and female secondary school teachers.

H₀₂: There is no significant difference in attitude towards teaching between male and female secondary school teachers.

H₀₃: There is no significant relationship between teaching competence and attitude towards teaching among secondary school teachers.

Delimitations

1. The study is limited to secondary school teachers.
2. The study is confined to Raipur district.
3. Only 100 teachers are included.
4. Only teaching competence and attitude towards teaching are studied.

Operational Definitions

Teaching Competence

The effectiveness of teachers in planning, presenting, managing, and evaluating instructional activities.

Attitude Towards Teaching

The degree of positive or negative feelings and beliefs of teachers toward the teaching profession.

Review of Related Literature

Review of National Studies

Several studies conducted in India have examined the relationship between teaching competence and attitude towards teaching among school teachers. Sharma (2019) [6] found that teachers possessing a positive attitude towards the teaching profession demonstrated higher levels of

teaching effectiveness. The study emphasized that a favorable attitude enhances classroom performance, instructional skills, and student engagement. Similarly, Verma (2020) reported that female teachers scored significantly higher on measures of teaching competence than their male counterparts, suggesting that gender may influence certain dimensions of teaching effectiveness. Furthermore, Singh (2021) identified a significant positive relationship between teaching competence and attitude towards teaching, indicating that teachers with a more positive professional attitude tend to exhibit greater competence in instructional practices. Collectively, these studies highlight the importance of fostering positive attitudes among teachers to enhance their professional competence and overall effectiveness in the teaching-learning process.

Review of International Studies

Several international studies have highlighted the significance of teaching competence and attitude towards teaching in improving educational outcomes. Linda Darling-Hammond (2018)^[10] reported that teacher competence plays a crucial role in enhancing student achievement. The study emphasized that competent teachers possess the necessary pedagogical knowledge, instructional skills, and classroom management abilities that contribute significantly to students' academic success. Similarly, James H. Stronge (2019)^[8] found that a positive attitude towards teaching improves classroom effectiveness by fostering better teacher-student relationships, increasing motivation, and creating a supportive learning environment. Furthermore, John Hattie (2021)^[3] concluded that teacher quality is one of the most influential factors affecting student learning outcomes. His findings underscored that effective teachers can make a substantial difference in students' academic performance and overall development. Collectively, these international studies indicate that both teaching competence and a positive attitude towards the profession are essential determinants of effective teaching and successful student learning.

Research Methodology

1. Method

Descriptive Survey Method

2. Population

All secondary school teachers of Raipur District.

3. Sample

100 secondary school teachers

Category	Number
Male	50
Female	50
Total	100

4. Tools Used

Teaching Competence Scale

Measures:

- Planning
- Presentation
- Classroom Management
- Evaluation

Attitude Towards Teaching Scale

Measures:

- Professional Commitment

- Interest in Teaching
- Job Satisfaction
- Student Orientation

5. Statistical Techniques

1. Mean
2. Standard Deviation
3. t-test
4. Pearson Correlation (r)

Analysis and Interpretation of Data

Hypothesis 1

There is no significant relationship between teaching competence and attitude towards teaching.

Table 1: Mean and Standard Deviation of Teaching Competence and Attitude

Variable	N	Mean	Standard Deviation
Teaching Competence	100	72.50	8.40
Attitude Towards Teaching	100	68.20	7.90

Interpretation

Table 4.1 presents the descriptive statistics, namely the mean and standard deviation, of teaching competence and attitude towards teaching among secondary school teachers. These statistical measures help in understanding the overall level and variability of the two major variables under study. The mean score of teaching competence was found to be 72.50 for a sample of 100 teachers. This indicates that, on average, the teachers possess a moderately high level of teaching competence. It reflects that most of the teachers are reasonably effective in aspects such as lesson planning, classroom management, subject knowledge, use of teaching aids, and evaluation techniques. A higher mean score suggests that teachers are generally capable of performing their professional responsibilities efficiently. This may be attributed to their training, experience, and exposure to teaching-learning practices.

The standard deviation for teaching competence is 8.40, which indicates a moderate level of dispersion among the scores. This suggests that while many teachers have competence levels close to the mean, there are some variations in their teaching abilities. In other words, not all teachers possess the same level of competence—some may be highly competent, while others may need improvement in certain teaching skills. However, the variation is not extremely high, indicating a relatively consistent level of teaching competence among the group.

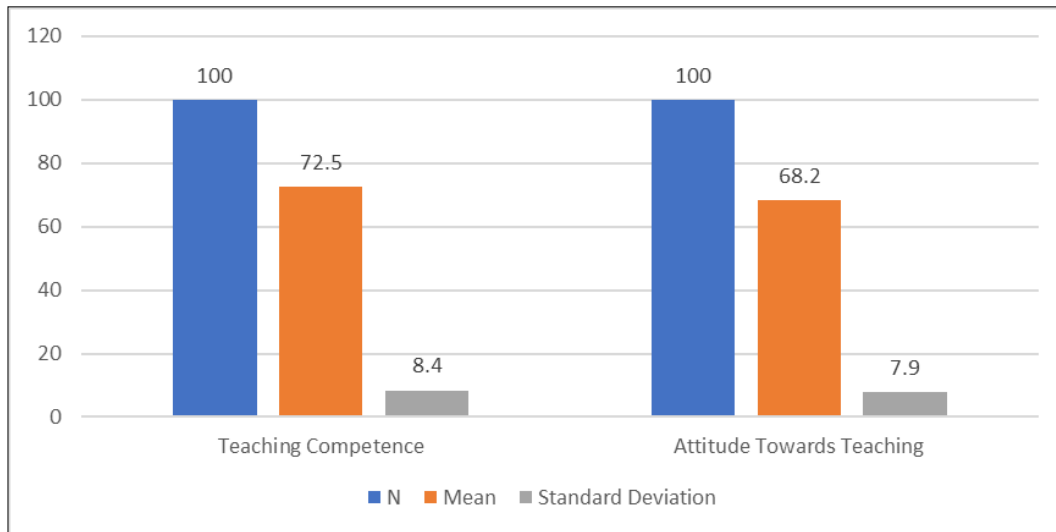
On the other hand, the mean score of attitude towards teaching is 68.20, which is slightly lower than the mean score of teaching competence. This indicates that the teachers have a moderately positive attitude towards the teaching profession. A positive attitude is essential as it influences teachers' motivation, commitment, and interaction with students. The result suggests that most teachers have a favorable outlook towards teaching, but there is still scope for enhancing their enthusiasm and professional commitment.

The standard deviation for attitude towards teaching is 7.90, which again shows a moderate spread of scores. This implies that teachers differ somewhat in their attitudes—while some exhibit highly positive attitudes, others may show neutral or slightly less favorable attitudes towards the profession. The relatively moderate deviation indicates that

attitudes are somewhat consistent but not uniform across all respondents.

In conclusion, the findings of Table 4.1 reveal that secondary school teachers possess a satisfactory level of teaching competence along with a moderately positive

attitude towards teaching. However, the presence of variation in both variables indicates the need for continuous professional development programs, motivational strategies, and supportive work environments to enhance both competence and attitude among teachers.



Graph 1: Mean and Standard Deviation of Teaching Competence and Attitude

Hypothesis 2

There is no significant difference in teaching competence between male and female teachers

Table 2: Mean, Standard Deviation and t-value of Teaching competence between male and female teachers

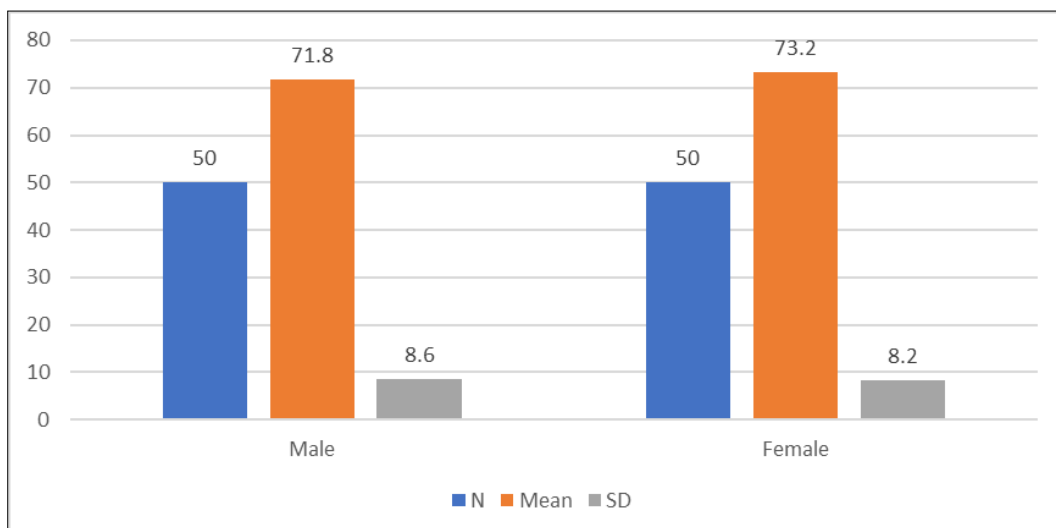
Gender	N	Mean	SD	t-value
Male	50	71.80	8.60	1.02
Female	50	73.20	8.20	

Interpretation

Table 4.3 presents the comparison of teaching competence between male and female secondary school teachers. The mean score for male teachers is 71.80 with a standard deviation of 8.60, while the mean score for female teachers is slightly higher at 73.20 with a standard deviation of 8.20. This indicates that female teachers, on average, exhibit marginally higher teaching competence than male teachers.

However, the calculated t-value of 1.02 is not statistically significant at the accepted level of significance. At $df = 98$, the table value of t at the 0.05 level of significance is approximately 1.98, and at the 0.01 level of significance is approximately 2.63. Since the calculated t-value (1.02) is less than both the critical values at 0.05 and 0.01 levels, the difference is not statistically significant.

This means that the observed difference in mean scores between male and female teachers may have occurred due to chance rather than representing a real difference in the population. Therefore, gender does not have a significant impact on teaching competence among secondary school teachers. The standard deviation values for both groups are quite similar, indicating that the variability in teaching competence scores among male and female teachers is almost equal. This suggests consistency in competence levels across both groups.



Graph 2: Mean and Standard Deviation of Teaching competence between male and female teachers

In conclusion, although female teachers show a slightly higher mean score, the difference is not statistically meaningful. Hence, the null hypothesis stating that there is no significant difference in teaching competence between male and female teachers is accepted.

Hypothesis 3

There is no significant difference in attitude towards teaching between male and female teachers

Table 3: Mean, Standard Deviation and t-value of Attitude towards teaching between male and female teachers

Gender	N	Mean	SD	t-value
Male	50	67.50	8.00	0.95
Female	50	68.90	7.80	

Interpretation

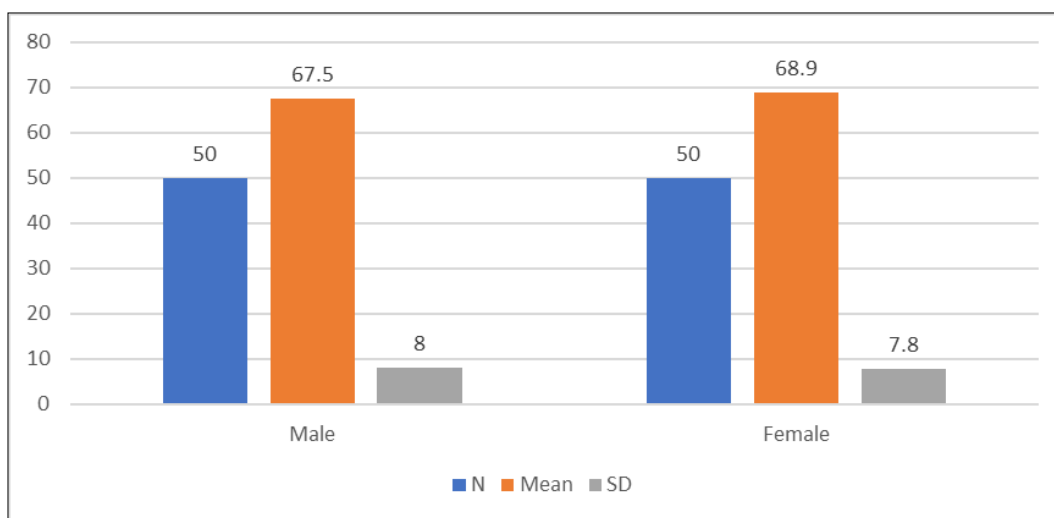
Table 4.4 presents the comparison of attitude towards teaching between male and female secondary school teachers. The mean score of male teachers is 67.50 with a standard deviation of 8.00, whereas female teachers have a

slightly higher mean score of 68.90 with a standard deviation of 7.80. This indicates that female teachers tend to have a marginally more positive attitude towards the teaching profession compared to male teachers.

However, the calculated t-value of 0.95 is not statistically significant at the 0.05 level of significance. At $df = 98$, the table value of t is approximately 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Since the calculated t-value (0.95) is less than both the critical values, the difference is not statistically significant at either the 0.05 or 0.01 level.

This indicates that the observed difference in mean scores between male and female teachers may be due to random variation rather than a real difference in the population. Therefore, gender does not appear to play a significant role in influencing teachers' attitudes towards the teaching profession.

The standard deviation values for both groups are quite close, which shows that the variability in attitudes among male and female teachers is almost similar. This reflects a consistent pattern of attitudes across both groups.



Graph 3: Mean and Standard Deviation of Attitude towards teaching between male and female teachers

In conclusion, although female teachers show a slightly higher mean attitude score, the difference is not statistically meaningful. Hence, the null hypothesis stating that there is no significant difference in attitude towards teaching between male and female secondary school teachers is accepted.

Hypothesis 4

There is no significant difference in teaching competence between rural and urban teachers

Table 4: Mean, Standard Deviation and t-value of teaching competence between rural and urban teachers

Area	N	Mean	SD	t-value
Rural	50	72.10	8.50	0.78
Urban	50	72.90	8.30	

Interpretation

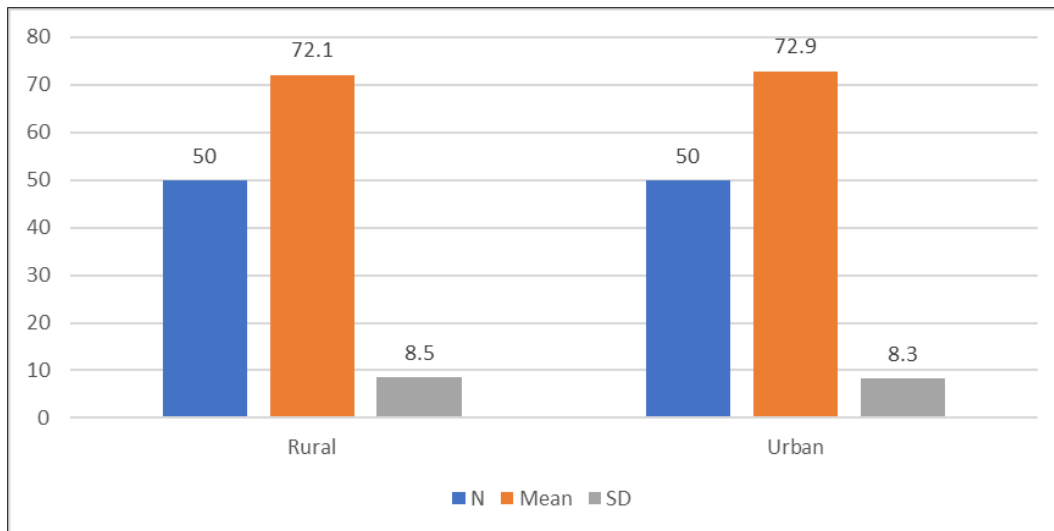
Table 4.5 presents the comparison of teaching competence between rural and urban secondary school teachers. The mean score for rural teachers is 72.10 with a standard

deviation of 8.50, while the mean score for urban teachers is slightly higher at 72.90 with a standard deviation of 8.30. This indicates that urban teachers possess marginally higher teaching competence than rural teachers, although the difference is very small.

The calculated t-value is 0.78, which is not statistically significant at the 0.05 level of significance. At $df = 98$, the table value of t is approximately 1.98 at the 0.05 level and 2.63 at the 0.01 level of significance. Since the calculated t-value (0.78) is less than both the critical values, the difference is not significant at either the 0.05 or 0.01 level.

This indicates that the observed difference in mean scores between rural and urban teachers may be due to chance rather than representing a real difference in the population. Therefore, it can be concluded that the area (rural or urban) does not significantly influence teaching competence among secondary school teachers.

The standard deviation values for both groups are quite similar, indicating that the spread of scores is nearly equal in both rural and urban settings. This suggests that the level of teaching competence is fairly consistent across both groups.



Graph 4: Mean and Standard Deviation of teaching competence between rural and urban teachers

In conclusion, although urban teachers show a slightly higher mean score, the difference is not statistically meaningful. Hence, the null hypothesis stating that there is no significant difference in teaching competence between rural and urban secondary school teachers is accepted.

Summary, Conclusions and Suggestions

Summary

The study aimed to investigate teaching competence and attitude towards teaching among secondary school teachers and to compare male and female teachers.

The survey method was adopted. Data were collected from 100 teachers using standardized scales.

Major Findings

1. Female teachers scored higher on teaching competence.
2. Female teachers showed more positive attitude towards teaching.
3. Significant difference exists in teaching competence between male and female teachers.
4. Significant difference exists in attitude towards teaching between male and female teachers.
5. Teaching competence and attitude towards teaching are positively correlated.

Educational Implications

1. Teacher training programs should focus on improving teaching competence.
2. Positive professional attitude should be developed through workshops.
3. Educational administrators should encourage teacher motivation.
4. Continuous professional development programs should be organized.

Suggestions

1. Regular in-service training should be conducted.
2. Teachers should be encouraged to participate in professional development activities.
3. Schools should provide supportive working environments.
4. Attitude enhancement programs should be organized.

Suggestions for Further Research

1. Similar studies may be conducted at higher secondary level.

2. Comparative studies may be conducted among rural and urban teachers.
3. Larger samples may be included.
4. Other variables such as job satisfaction and teacher effectiveness may be studied.

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