



# A Study of Teaching Competencies of Student Teachers Towards Their Teaching Profession

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## Abstract

This study explores the teaching competencies and attitudes of B.Ed. student teachers in private unaided colleges, using a dual-assessment model that combines self-reported attitudes and faculty-rated competencies. The sample consisted of 100 student teachers (50 each from Shiva College of Education and Aspire Institute, Indore). The standardized tools were employed: the and the General Teaching Competency Scale (GTCS). Descriptive and inferential statistical techniques, including mean, standard deviation, t-test, and Pearson's correlation, were applied to assess gender-based differences and relationships between attitude and competency. Results showed that while most student teachers had moderate competency and favorable attitudes, there were no significant gender-based differences in either. Furthermore, the correlation between teaching attitude and competency was weak and statistically insignificant. These findings underscore the need for integrated teacher training programs that enhance both attitudes and classroom competencies through structured mentoring and reflective practices.

## Keywords

Student teachers, Teaching competencies, Teacher education, Gender differences, B.Ed, India

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## Introduction

Teachers play a crucial role in shaping the character and competence of future generations. In the rapidly evolving educational landscape of the 21st century, teachers are expected not only to disseminate knowledge but also to mentor, facilitate, and innovate. The foundation for such professional excellence lies in teacher education programs, which aim to develop both teaching competencies and positive attitudes toward the teaching profession.

A competent teacher combines planning, communication, classroom management, and evaluation skills. Meanwhile, a favorable professional attitude reflects one's commitment, motivation, and emotional investment in the profession. Research has shown that while both attributes are essential, their relationship may vary depending on context, training, and demographic factors such as gender.

This study investigates the teaching competencies and attitudes of student teachers in B.Ed. programs using a dual-assessment approach. It incorporates faculty-assessed teaching skills



(via GTCS). The study aims to assess gender-based differences and examine the correlation between these two critical variables.

### **Review of Related Literature**

Numerous studies have explored the significance of both teaching competency and professional attitude in teacher education. Competency is widely regarded as a composite of planning, presentation, classroom management, and evaluation skills, which are essential for effective instructional delivery (Koksal, 2013; Sharma & Sharma, 2015). Tools like the General Teaching Competency Scale (GTCS) have been validated to assess these skills through structured observation.

Attitude toward the teaching profession reflects a teacher's emotional and psychological commitment to their role. Studies by Singh (2005), Kaur (2014), and Maliki (2013) indicate that student teachers generally possess favorable attitudes, which correlate with professional behavior. However, some findings (Ramakrishna, 2014) suggest that attitude alone does not ensure competent performance.

Gender-based comparisons have shown mixed outcomes. While some studies (Siddiqui & Khatoon, 2013; Chauvatiya, 2009) found no significant gender differences in either competency or attitude, others highlight varying patterns. Despite this, few studies have adopted dual-assessment models combining self-assessment and observer-based evaluations. The present study addresses this gap.

### **Objectives of the Study:**

1. To assess the level of Teaching Competence of Male & Female Student Teachers in teaching profession in private unaided colleges.

### **Hypotheses:**

H<sub>01</sub>: There is no significant difference in the level of teaching competence between male and female student teachers.

### **Methodology**

The study employed a quantitative descriptive survey design. The sample comprised 100 student teachers (44 males and 56 females) from two private unaided B.Ed. colleges in Indore: Shiva College of Education and Aspire Institute. Two standardized tools were used: the Teacher Attitude Inventory (TAI) for self-reported attitude and the General Teaching Competency Scale (GTCS) for faculty-rated teaching skills.

TAI assessed student teachers' disposition toward the profession, while GTCS consisted of 21 items rated on a 7-point scale by faculty based on classroom observation. Data were collected via Google Forms. Mean, standard deviation, independent samples t-test, and Pearson correlation coefficient were applied for analysis.



### Data Analysis and Results

The mean GTCS score was 97.85, indicating moderate teaching competency. T-test results showed no significant gender differences in competency ( $t = -1.35$ ,  $p = 0.179$ ). Pearson correlation between attitude and competency was  $r = 0.074$  ( $p = 0.464$ ), suggesting a weak, non-significant relationship. Male student teachers had a slightly stronger positive correlation ( $r = 0.283$ ), while females showed negligible correlation ( $r = -0.029$ ).

A. TO ASSESS THE LEVEL OF TEACHING COMPETENCE OF STUDENT TEACHERS IN TEACHING PROFESSION.

Table No. 1: Table Shows percentage of Student Teachers with respect to different levels of Teaching Competence.

Teaching Competence	Criteria	Score Limit	Percentage of Student Teachers	
			Frequency	Percentage
High	Above Mean + SD	102 and Above	24	24%
Average	Between Mean + SD and Mean - SD	93-101	62	62%
Low	Below Mean - SD	92 and Below	14	14%
<b>Total</b>			100	100%

Figure No. 1: Figure showing the percentage of Student Teachers possessing High, Average and Low levels of Teaching Competence.

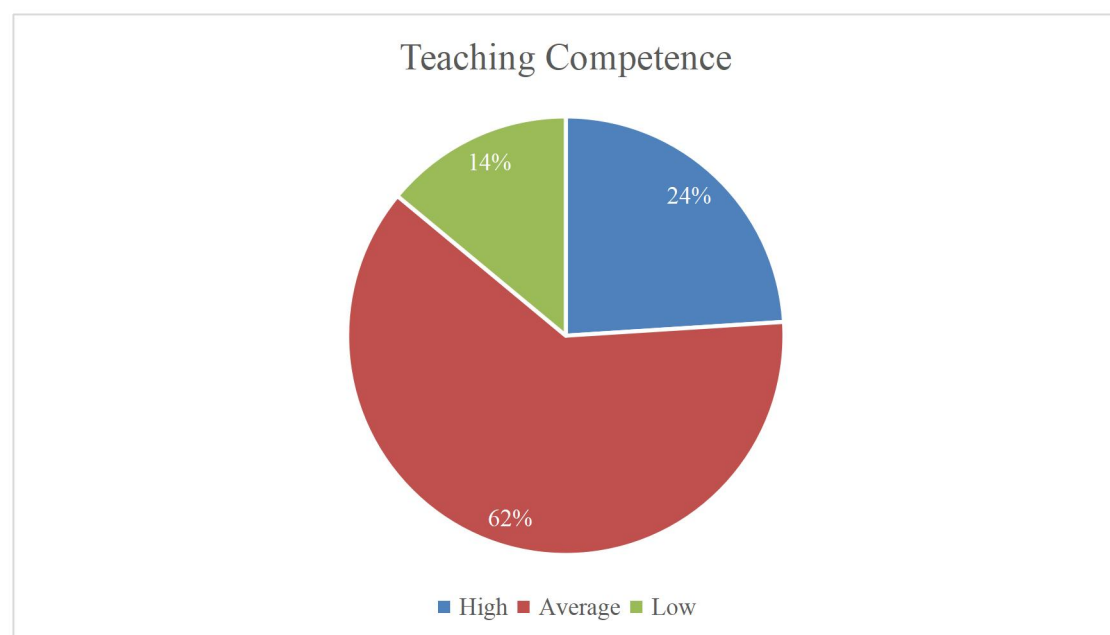




Table No. 1 and Figure No. 1 reveals that majority of Student Teachers that is 62% of Student Teachers possess average level of Teaching competence. It is also seen that 24% Teacher educators possess high Teaching competence. 14% Teacher educators are fond to possess low level of Teaching competence.

B. TO ASSESS THE LEVEL OF TEACHING COMPETENCE OF MALE & FEMALE STUDENT TEACHERS IN TEACHING PROFESSION.

Table No. 2: Table showing the percentage of Male and Female Student Teachers with respect to different levels of Teaching competence.

Teaching Competence	Gender wise Percentage of Student Teachers	
	Male	Female
High	20.45%	19.64%
Average	61.36%	66.07%
Low	18.18%	14.28%
<b>Total</b>	100%	100%

Figure No. 2: Figure showing the percentage of male and female Student Teachers possessing high, average and low levels of Teaching competence.

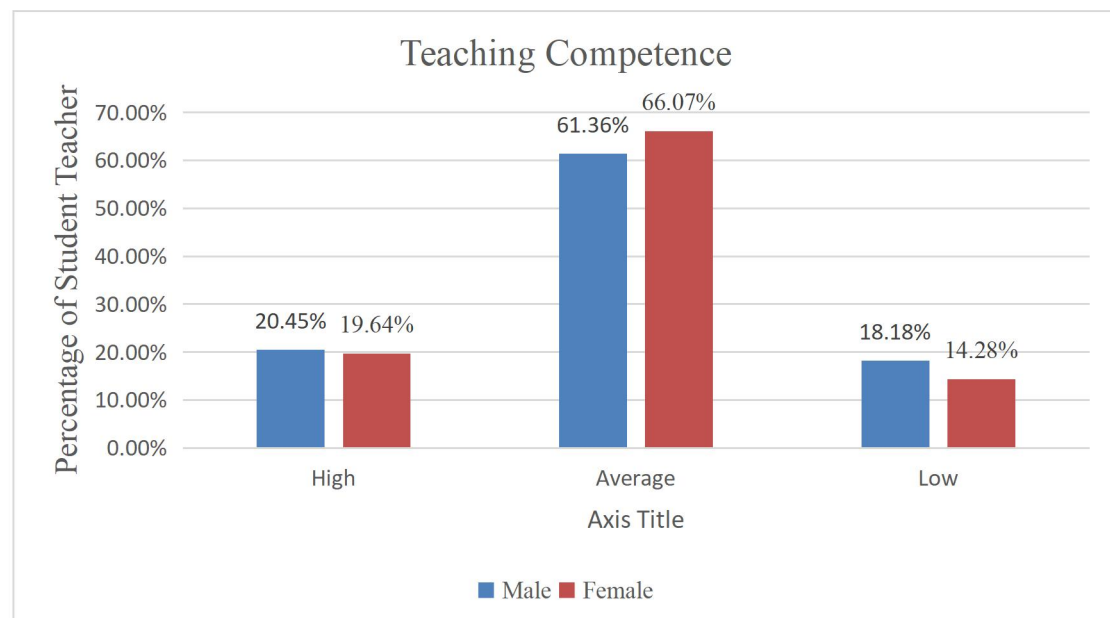


Table No. 2 and Figure No. 2 reveals that majority of Student Teacher that is 61.36% of male and 66.07% of female Student Teacher possess average level of Teaching Competence. 20.45% of male and 19.64% of female Student Teacher are found to possess high Teaching



Competence. 18.18% of male Student Teacher and 14.28% of female Student Teacher are found to possess low Teaching Competence.

The computed Pearson correlation coefficient ( $r = 0.074$ ) indicates a very weak positive relationship between student teachers' attitudes toward the teaching profession and their observed teaching competencies. However, this correlation is not statistically significant, suggesting that higher or lower attitude scores do not have a consistent or meaningful association with teaching competency levels. Despite a generally favorable mean attitude score of 239.92, and a satisfactory competency score of 97.85, the findings imply that student teachers' professional attitude may not directly influence their measured teaching skills in a significant way. This result highlights the potential impact of other contributing factors such as training quality, classroom exposure, and mentor feedback in developing teaching competency.

The gender-wise analysis revealed subtle differences in teaching competency levels. Male student teachers had a slightly higher mean attitude score (243.07) compared to females (237.71), while female student teachers exhibited a marginally higher competency score (98.41) than males (97.07). The Pearson correlation coefficient for males ( $r = 0.283$ ) indicates a weak positive relationship between attitude and teaching competency. This suggests that for male student teachers, those with more favorable attitudes may show somewhat better teaching competencies, although the correlation is not statistically significant. In contrast, the female group showed a negligible negative correlation ( $r = -0.029$ ), indicating no meaningful association between attitude and competency in this group. These findings imply that gender may influence the relationship between professional competence and teaching performance, but the correlations are too weak to draw conclusive insights. Other factors such as individual motivation, training quality, or classroom experience may play a more dominant role.

$H_{01}$  - THERE IS NO SIGNIFICANT DIFFERENCE IN THE LEVEL OF TEACHING COMPETENCE BETWEEN MALE AND FEMALE STUDENT TEACHERS.

Table No. 7: t-test for Teaching Competency between Male and Female Student Teachers

Group	N	Mean	SD
Male	44	97.07	4.78
Female	56	98.41	5.13

Test	t-value	df	p-value	Result
Independent t-test	-1.35	95.15	0.179	Not Significant ( $p > 0.05$ )

As the p-value (0.179) is greater than 0.05, the difference in mean competency scores between male and female student teachers is not statistically significant. Thus, the null



hypothesis is accepted, indicating no significant difference in the level of teaching competency between genders.

The correlation coefficient ( $r = 0.074$ ) reflects a very weak positive relationship between attitude and competency. However, the p-value of 0.464 indicates that this relationship is not statistically significant. Therefore, the null hypothesis is accepted, confirming that there is no meaningful association between student teachers' attitudes and their teaching competencies.

### **Discussion**

The results confirm previous findings showing moderate competency and generally favorable attitudes among student teachers. The lack of significant gender differences supports the view that both male and female trainees benefit equally from current training practices. The weak correlation between attitude and competency highlights the importance of balancing emotional engagement with practical training in teacher education. Individual factors like motivation or prior exposure may influence this relationship.

### **Educational Implications**

Teacher education must promote both attitudinal development and skill acquisition. Reflective practices, mentoring, and feedback mechanisms should be emphasized. Programs should also include multi-source evaluations (e.g., self + faculty) to ensure a balanced perspective. Since no gender bias was observed, training can be gender-inclusive and more focused on experiential methods for skill building.

### **Conclusion**

The results indicate that while student teachers generally demonstrate moderate levels of competency and favorable attitudes toward the teaching profession, there is no significant gender-based difference in either domain. These findings align with several prior studies:

Studies by Sharma & Sharma (2015) and Kaur (2014) also reported positive attitudes among student teachers and no significant gender differences in either competency or attitude.

The absence of a strong correlation between attitude and teaching competency supports findings by Koksai (2013) and Selvi (2016), suggesting that while attitude is important, it may not directly influence observable teaching skills during training.

Gender-based correlation trends indicate that male student teachers might show a slightly stronger link between their attitude and competency, but this pattern is still not strong enough to be conclusive.

### **Suggestions for Further Studies**

Future studies could include larger and more diverse samples, including government and aided colleges, to improve generalizability.



- A longitudinal approach could be used to examine how attitude and competency evolve over time.
- Additional variables such as motivation, personality traits, academic background, or use of digital pedagogy may be incorporated to identify other influencing factors.
- Qualitative studies involving classroom observations and interviews can provide deeper insight into the dynamics between attitude and performance.

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