CHAPTER- 6
SUMMARY

6.1 INTRODUCTION

The history of man to teach and communicate can be traced back from the earliest symbols and drawings on the walls of caves and through the development of written language and formal schooling to our present complex instructional technology. Thus improving teacher’s performance through more effective teacher training is an essential ingredient in solving most educational problems. Educationists from all over the world have started realizing that only great number of teachers will not do but most important is recruiting such teachers as have the right type of knowledge, skill, attitude and competence. Due to this increased stress on the qualitative aspect of teacher education, a lot of fresh thinking of a progressive nature has been going on in the field resulting in emergence of certain new horizons.

The turn of the century surely requires teachers who are be able to meet the new challenges and who are equipped academically and professionally to grapple with the demands of new education policy issued by the government of India and also the demands of the modern educational theories that are going to formulate in the new India. Such teachers would display a fair amount of attitude towards teaching, coping strategies, intelligence, adjustment, creativity, mental health, effectiveness and values etc for the success of educational system. Out of these attributes, the present study is delimited to the following attributes of the teachers.

The main aim of teachers is to make students learn effectively and efficiently. For doing so, a teacher has to do several activities such as plan properly, provide effective instruction and evaluate learning using appropriate methods and techniques. That means a teacher has to perform a lot of activities inside and outside the classroom. Effectiveness and ineffectiveness of teaching are closely linked to a teacher’s professional competencies. Professional competence refers specially to the professional characteristics of a teacher. He is the one who not only imparts the entire educational curricula allotted to him in the best possible manner but improves academic performance and brings all round development of students.
A professional competence based qualification is made up of units, each of which contains number of statements of competence, each with performance criteria defined in terms of standard and range. They describe the skill and knowledge that a candidate must be able to demonstrate in order to be judged competent. The teaching profession has resisted the introduction of competency-based teacher training programs arguing that many of the areas of skills, knowledge and understanding cannot be described in terms of observable behaviour and require a developmental rather than instrumental model of learning and assessment.

Professional competence refers specially to the professional characteristics of a teacher. He is the one who not only impart the entire educational curricula allotted to him in the best possible manner but improves academic performance and brings all round development of students. The public expects a professional association to certify people with the highest standards of ethical and professional conduct. This much has become crystal clear in the post-Enron era of public scrutiny. So every profession must identify the areas of practice that are essential to only those who demonstrate this level of expertise.

Mcber from a series of interviews with teachers, identified 16 “professional characteristics” including personality traits and individual attitudes which she then classified into five groups: (a) Professionalism: commitment, confidence, trustworthiness, respect (b) Thinking, analytic and conceptual thinking; (c) Expectations: realization of achievement of high objectives, are for permanent comprehension of reality (e.g. the students, the order), and undertaking of initiatives; (d) Leadership: flexibility, accountability, passion for learning; (e) Relations with others: fertile interaction which involves educational process, skills of common work and comprehension.

Education is the most powerful instrument whose effective use requires the strength of will, dedication and sacrifice. Since this instrument is in the hands of teachers, they must possess teaching competence for its effective use. Teacher education system holds a key responsibility in the making of professionally qualified teachers. The deep-seated requirement for global standards of education is the trained graduates and professionally competent teachers. As it looks today, in the Indian context, where there is an outburst of education enterprise, there is a great demand for good teachers. This situation is common to all the developing countries.
Teacher is considered a professional because he is said to be trained to teach and to acquire core teaching skills. The profession of a teacher demands certain code of conduct or norms of behavior because he/she is supposed to be a role model and nation builder for a particular society. The ethical conduct of teachers makes them responsible or accountable towards the pupils, management, society, and, most importantly, towards their own self. Since, teacher is said to be a candle that burns itself to enlighten others, they should develop appropriate ethics among themselves so that the same values can be developed among the students.

Attitude is a broad concept covering almost all the educational, sociological and psychological fields, the importance of the attitude in the life of a teacher is universally very well recognized. His success in the teaching profession and in any walk of life depends on two things: his aptitude and attitude. Without an attitude teacher tends to remain inactive, dormant and sluggish and despite all his capacities, he achieves little. It is held in general by different psychologists that attitude of a teacher towards teaching affects the teacher to a great extent. The positive attitude may evoke brilliant and effective results while negative may evince diametrically the opposite. Many of the twisted, perverted and crippled minds and house-bound characters in the world were made by careless teachers having no scholarship and attitude towards teaching. Knowledge of the subject and methodology of teaching may be of no avail if the teacher cannot put his heart and soul together in his job.

Teaching is a performance activity to provide the pupil with opportunities to learn. The aim of the teacher is to make the students learn and achieve their educational goals. He plays different roles when he works with his pupils. Sometimes he is a friend and the other time he is an instructor, guide and director. So teaching may be summed up as decision making direction, guidance and instruction. In school, a teacher who has positive attitude towards teaching and school work will enjoy teaching. Only such a teacher is able to maintain a state of harmonious relation with his pupil and it is further characterized by mutual affection and sympathetic understanding.

Attitude of teachers play a crucial role in teaching profession. A teacher is required to have higher level of professionalism because of rapidly changing circumstances. The importance of teacher’s professional development is being too much emphasized today.
Attitude guides our behaviour and affects action more than knowledge does. Thus their knowledge and training are equally essential for the full and wholesome education of the individual besides formal teaching. Attitude has intellectual, biological, social and emotional components that are derived from experience and exercise a determining influence upon behaviour.

The teacher who possesses professional and interpersonal skills are more effective in their classrooms in regards to students’ behaviour, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favourability and un-favourability for various attitudinal objects.

It is a necessary predisposition, evoked by a variety of stimuli patterns, a cue and a drive, producing significant changes in individual’s behaviour, as it describes, evaluates, directs and advocates a teacher’s actions. A successful teacher is one who is satisfied with teaching as a profession. Teaching is a matter of attitude. Now the theory of in born-teachers has undergone a drastic change. A teacher who enters into the profession comes out with certain beliefs, opinions and experiences with regard to students, school and teaching itself. It becomes attitude towards teaching. The importance of particular attitude for a teacher is well recognized. His success in teaching profession and in any walk of life depends on two things: his aptitude and attitude.

Psychological coping mechanisms are commonly termed coping strategies or coping skills. Subconscious or non-conscious strategies (e.g. defense mechanism). The term coping generally refers to adaptive or constructive coping strategies, i.e. the strategies reduce stress levels. However, some coping strategies can be considered maladaptive, i.e. stress levels increase. Maladaptive coping can thus be described, in effect, as non-coping. Furthermore, the term coping generally refers to reactive coping, i.e. the coping response follows the stressor. This contrasts with proactive coping, in which a coping response aims to head off a future stressor.

Coping also refers to cognitive thinking or behaviour aimed at reducing or relieving stress that arises from harmful threatening or challenging condition, includes the individual attempt to change their appraisal or stressors as less threatening and
include individual’s attempt to regulate emotions of distress. It is an important aspect of mental health.

Coping includes anything an individual thinks or does in trying to adapt to stress, regardless of how well it works because the situation is constantly changing. Coping is a dynamic, evolving process and choosing the most appropriate strategy requires continuous reappraisal of the relationship between the person and the environment.

The process of coping may consist of a rather large arrangement of overt and covert behaviors. The process of coping is a very complex response that occurs when an individual attempts to remove stress or what is perceived as a threat from one's environment. The actual reaction one has from an environmental event is as important as the event itself (Garland & Bush, 1982). Therefore, not only does one's coping ability have implications for mental and physical health, but the person's state of health can also affect one's ability to cope.

An additional distinction that is often made in the coping literature is between active and avoidant coping strategies. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing stressful events. Generally speaking, active coping strategies, whether behavioral or emotional, are thought to be better ways to deal with stressful events, and avoidant coping strategies appear to be a psychological risk factor or marker for adverse responses to stressful life events.

Thus coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of strategies to combat most stressful events.
As a result of the interaction between organization and environment, organizational climate becomes rich in content. Using different operational definitions, researchers tended to select different atmosphere dimensions in studies. Organizations differ not only in physical structure but also in the attitudes and behavior they elicit in people. He further emphasized that organizational characteristics affect the behavior of individuals at the workplace. As one of the influencing factors in organizations, organizational climate should also be considered a crucial factor for successful implementation of e-learning. It is known as organizational climate.

Organization is that social system whose activities are governed by social laws as said by Keith Davis “Just as people have psychological need, they also have social roles and status.” Educational institutions are organizational set up for achieving particular purpose. They are social systems. Organizations are “complex, socio-technical” having both “adaptive and maintenance mechanisms.” The urge to modify structure and functioning in order to confirm to the changing conditions and also the urge to resist change, both being inherent in every organization, creates tensions, stresses and conflicts within it and affects its worker participation as well as the climate.

Climate may also be defined as “the set of properties of the work environment, which are specific to a particular organization,” that may be assessed by the way the organization deals with its employees and its societal and task environments. It may also influence the behavior of individual in organizations. As such, when one visits a number of schools one notes quickly how schools differ from one another in their “feel”. One finds the teachers and the principal zestful, confident in what they are doing in one school, whereas in another the brooding discontent of teachers is palpable and the principal trying hard to hide his incompetence and poor leadership. This definition views the climate as an entity generated by some unique way of interactions of a particular organization with its limitations.

6.2 STATEMENT OF THE PROBLEM
STUDY OF PROFESSIONAL COMPETENCE IN RELATION TO ATTITUDE TOWARDS TEACHING, COPING STRATEGIES AND ORGANIZATIONAL CLIMATE OF SCHOOL TEACHERS
6.3 OBJECTIVES OF THE STUDY

1. To study the nature of professional competence, attitude towards teaching, coping strategies and organizational climate of teachers of government secondary schools.

2. To study the nature of professional competence, attitude towards teaching, coping strategies and organizational climate of teachers of private secondary schools.

3. To study relationship between professional competence and attitude towards teaching of teachers of government and private secondary schools.

4. To study relationship between professional competence and coping strategies of teachers of government and private secondary schools.

5. To study relationship between professional competence and organizational climate of teachers of government and private secondary schools.

6. To compare professional competence, attitude towards teaching, coping strategies and organizational climate of teachers of government and private secondary schools on professional competence.

7. To study the interactional effect of attitude towards teaching and coping strategies of secondary school teachers on professional competence.

8. To study the interactional effect of attitude towards teaching and organizational climate of secondary school teachers on professional competence.

9. To study the interactional effect of coping strategies and organizational climate of secondary school teachers on professional competence.

6.4 HYPOTHESES OF THE STUDY

1. There will be no significant relationship between professional competence and attitude towards teaching of government as well as private secondary school teachers.

2. There will be no significant relationship between professional competence and coping strategies of government as well as private secondary school teachers.

3. There will be no significant relationship between professional competence and organizational climate of government as well as private secondary school teachers.
4. There will be no significant difference between professional competence, attitude towards teaching, coping strategies as well as organizational climate of government as well as private secondary school teachers.

5. There will be no significant interactional effect of attitude towards teaching and coping strategies of secondary school teachers on professional competence.

6. There will be no significant interactional effect of attitude towards teaching and organizational climate of secondary school teachers on professional competence.

7. There will be no significant interactional effect of coping strategies and organizational climate of secondary school teachers on professional competence.

6.5 DESIGN OF THE STUDY

It is necessary to adopt a systematic procedure to collect the necessary data, which helps to achieve the objectives and to test the hypothesis of the study. The present study was designed to study the professional competence in relation to attitude towards teaching, coping strategies and school organizational climate. The method of investigation was descriptive.

6.6 SAMPLING

The important part of the any research is sampling. The reliability and adequacy of data depends upon the real representative sample of the population. For the purpose of present study 400 teachers from government as well as private schools of Malwa Region of Punjab were taken. The purposive cum Random sampling technique will be employed for the selection of 200 government and 200 private teachers of different schools. From total schools (4128), a total number of 63 schools were selected. From these 63 schools those teachers were selected for the conduct of study who teaches the 9th and 10th classes.

6.7 TOOLS USED

The choice of tools for the collection of data was guided by the educational definitions of the terms and concepts. For the purpose of data collection following tools were used:
1. Professional competence scale prepared by investigator herself.
2. Attitude scale toward teaching by Kulsum (2008)
3. Ways of coping questionnaire by Folkman & Lazarus (1988) validated by investigator herself according to Indian conditions.

6.8 STATISTICAL TECHNIQUES

1. Descriptive statistics i.e. mean, median, standard deviation, skewness and kurtosis was used to ascertain the nature of distribution of scores on the variables of attitude towards teaching, coping strategies and organizational climate.
2. The t-ratio was used to find out the differences and coefficient of co-relation was used to find the relationship between dependent and independent variables.
3. Anova was used to find the interaction between variables.

6.9 FINDINGS OF THE STUDY

The following conclusions were drawn on the basis of the results of the study:

(i) **Professional competence of government and private secondary school teachers**

- There exists significant difference in professional competence of secondary school teachers.
- Government secondary school teachers are significantly more professionally competent than the private secondary school teachers because the mean difference is in favour of government secondary school teachers.

(ii) **Attitude towards teaching of government and private secondary school teachers**

- There exists significant difference in attitude towards teaching of secondary school teachers.
- Government secondary school teachers show significantly more favourable attitude towards teaching than the private secondary school teachers because the mean difference is in favour of government secondary school teachers.
(iii) Coping strategies of government and private secondary school teachers

- There is no significant difference in coping strategies of secondary school teachers.
- Government secondary school teachers use slightly more coping strategies than the private secondary school teachers because the mean coping strategies score of government school teachers is slightly higher than the private school teachers.

(iv) Organizational climate of government and private secondary school teachers

- There exists significant difference in organizational climate of secondary school teachers.
- Government secondary school teachers have significantly better organizational climate than the private secondary school teachers because the mean difference is in favour of government secondary school teachers.

(v) Relationship of professional competence with attitude towards teaching and coping strategies and organizational climate of secondary school teachers

- Overall professional competence and its dimensions of government as well as private secondary school teachers are positively and significantly related with attitude towards teaching as a whole.
- Overall professional competence as well as relations with others one the dimension of Professional Competence of government secondary school teachers is positively and significantly related with coping strategies. Expectations, one the dimensions of Professional Competence is negatively correlated with coping strategy. Other dimensions such as professionalism, analytic and conceptual thinking and leadership are not significant.
- Overall professional competence and its dimensions such as professionalism, leadership and relations with others of government secondary school teachers is positively and significantly related with organizational climate. But dimensions such as analytic and conceptual thinking and expectation of
government secondary school teachers is related with organizational climate but this relationship is non-significant.

- Overall professional competence and its dimensions such as professionalism, analytic and conceptual thinking, leadership and relations with others of private secondary school teachers is related with coping strategy but this relationship is non-significant.

- Overall professional competence and its dimensions such as professionalism, analytic and conceptual thinking, leadership and relations with others of private secondary school teachers is positively and significantly related with organizational climate. But dimension such as expectation of private secondary school teachers is related with organizational climate but this relationship is non-significant.

**(vi) Inter-correlation of professional competence, attitude towards teaching and coping strategies of secondary school teachers**

- Professional competence is positively and significantly correlated with its different dimensions, attitude towards teaching and organizational climate. Professional Competence is positively related with coping strategy but this relationship is non-significant.

- Attitude towards teaching is positively correlated with Professional Competence and its different dimensions, coping strategy and organizational climate. But this inter-correlation is significant for professional competence and its different dimensions but non-significant for coping strategy and organizational climate.

- Coping strategy is positively related with professionalism, analytic and conceptual thinking, leadership and expectation, overall professional competence, attitude towards teaching and organizational climate. Coping strategy is negatively related with expectations.

- Organizational climate is positively and significantly correlated with professionalism, analytic and conceptual thinking, leadership, relations with others and overall professional competence. Organizational climate is positively correlated with expectations, but this relationship is non-significant.
(vii) Main Interactional effect of attitude towards teaching, coping strategies and organizational climate secondary school teachers on professional competence

(a) Main Interactional effect of secondary school teachers on professional competence scores having more and less favourable attitude towards teaching using more and less coping strategies is as:

- The main effect of attitude towards teaching of secondary school teachers contributes significantly. This shows that the different dimensions of attitude towards teaching show significant difference on secondary school teachers.
- The main effect of coping strategies of secondary school teachers on professional competence contribute significantly. This shows that the use of less or more coping strategies show significant effect on professional competence scores of secondary school teachers.
- The interactional effect of attitude towards teaching and coping strategies of secondary school teachers do not contribute significantly. This shows that the non-significance interaction effects are indicative of the fact significant effect of more or less favourable attitude towards teaching and use of more or less coping strategies of secondary school teachers are independent of each other.

(b) Main Interactional effect of secondary school teachers on professional competence scores of more and less favourable attitude towards teaching having good as well as poor organizational climate is as:

- The main effect of attitude towards teaching of secondary school teachers on professional competence contributes significantly. This shows that more or less favourable attitude towards teaching shows significant effect on professional competence scores of secondary school teachers.
- The main effect of organizational climate of secondary school teachers on professional competence contributes significantly. This shows that the secondary school teachers weather having good or poor organizational climate differ significantly on dimensions of professional competence. This indicates that organizational climate have significant effect on professional competence of secondary school teachers.
The interactional effect of more or less favourable attitude towards teaching and good or poor organizational climate of secondary school teachers do not contribute significantly. This shows that the significant effect of more and less favourable attitude towards teaching and good as well as poor organizational climate of secondary school teachers are independent of each other.

(c) Main Interactional effect of secondary school teachers on professional competence scores using more and less coping strategies having good or poor organizational climate is as:

- The main effect of organizational climate of secondary school teachers contributes significantly. This shows that the different dimensions of organizational climate show significant difference on secondary school teachers.
- The main effect of coping strategies of secondary school teachers do not contribute significantly. This shows that the different dimensions of coping strategies do not show significant difference on private secondary school teachers.
- The interactional effect of organizational climate and coping strategies of secondary school teachers do not contribute significantly. This shows that the significant interactional effect of organizational climate and non-significant effect of coping strategies of secondary school teachers are independent of each other.

From the above results of the present study pertaining to psychological predictors, it is evident that attitude towards teaching, coping strategies and organizational climate play a significant role in determining professional competence as well as its different dimensions i.e. professionalism, analytic and conceptual thinking, expectations, leadership and relations with others of secondary school teachers.

6.10 EDUCATIONAL IMPLICATIONS

Since teacher’s attitude towards teaching and professional competence are significantly correlated, the variables of coping strategies is found to be good predictor of professional competence. The congenial school organizational climate
helps in promoting the professional competence of teachers. This also enhances their quality as narrated below:

- The organizational climate is found to be a good predictor of professional competence. Thus we should make climate congenial as well as soothing to help the teachers to work in a professional manner. Teacher’s participation in the activities of institution by way of active members of some subject association helps in the enhancement of their professional competence. Therefore, there should be proper work culture and encouragement to the teachers. Teachers and association should play positive role by organizing some seminars or academic activities which, in turn, help the teachers in their professional growth. This will automatically help them to reach higher in their professional competence.

- Workshops should be organized on coping with stress and stress management techniques irrespective of gender and experience. Training must be provided to the teachers for the efficient use of coping strategies already used by them and also providing them with information about other coping strategies available and encouraging them to use different coping strategies in different situations.

- It is true that competence is inherited but still some part of it can be acquired also. In the schools, teachers should be engaged in higher order mental exercises, so that their intellect is further polished and enhanced.

- Attitude towards teaching as well as organizational climate are the integral factors that improve the quality of teaching. Teachers having high level of attitude towards teaching are active in the orientation of student’s work and life. Hence, it is time to incorporate a set of programs in teacher education programs for developing professional competence and high attitude towards teaching. Attitude towards teaching and organizational climate are positively related. So teachers must provide healthy educational climate in which teachers have freedom to respond, think and act which, in turn, will help in the development of healthy attitude towards teaching.
• The results of the present study shows that government secondary school teachers are more professionally competent than the private secondary school teachers. Government secondary school teachers are recruited on the basis of merit and now teacher eligibility test has been introduced with reference to Right to Education. Hence, policies that can contribute professionally competent teachers should be mentioned as well as recognized by the private authorities.

• Private secondary school teachers should be given training for improving attitude towards teaching which includes management training, communication, conflict resolution and stress management training. Teachers can play a pivotal role in improving the understanding level of students by providing suitable climate in which they can master their understanding.

• The results of the present study shows that government secondary school teachers use more coping strategies than the private secondary school teachers. So there is redraft of teacher education courses dealing with totally specialized skills, specialized code of ethics. It can be done by having good theoretical base of philosophy, psychology or such other subjects that they should create a body of knowledge so that the future teachers start philosophizing or thinking psychologically for developing their professional competence.

6.11 SUGGESTIONS FOR FURTHER STUDY

On the basis of gaps found during the process of research reported in this thesis, following are some of the potential areas which need attention and further studies.

1. The present study has been done on secondary school teachers and similar studies can be done on elementary school teachers, college teachers as well as on teacher trainees.

2. Another area that needs attention of future researchers is that of motivation, intelligence, teacher success and creativity.

3. Professional Competence can be studied with some learning factors, learning strategies, motivation, self-efficacy, self-concept, cognitive styles, evaluation factors, school management factors, teacher’s quality as well as socio-economic status.
4. More research is needed to determine the exact connection of attitude towards teaching and coping strategies. Additionally, qualitative mixed method research designs might be employed to examine the interaction effect.

5. Professional competence can be studied with teachers’ sense of personal effectiveness as to how teachers see their own capacities with regard to the process and outcomes of schoolings.

6. Teaching methods and techniques probably play an important role for enhancing mental health. In this context it will be worthwhile to undertake some studies for developing coping strategies on the basis of findings of the study.

7. Professional competence can also be studied by developing modules related to different skills.

8. A comparative study of teachers of different states can also be done by taking variables like professional competence as well as attitude towards teaching.

9. The teachers in the present study are generally positive about their professional competence. The self-rating of competence, pedagogic and student’s performance could be identified. Studies can be done on students’ achievement and professional competence of teachers as student’s achievement can be an important source of feedback on the school organizational climate.

10. Studies can be taken up by taking the state and the nation as units to identify the level of professional competence, attitude towards teaching, coping strategies and school organizational climate.

6.12 DELIMITATIONS OF THE STUDY

The present study was delimited to the following areas:

1. Study was limited to variables of professional competence, attitude towards teaching, coping strategies and organizational climate.

2. Study was restricted to the 400 teachers of Malwa region of Punjab only.

3. Study was restricted to secondary school teachers only.