Teacher education in India has to face the challenge of producing teachers for a new society. In order to meet the challenge successfully, it is necessary to improve the quality of teacher education.

Teacher education thus holds the most crucial position in the education system today. Teaching is a lifetime profession and also due to the rapid explosion of knowledge and attitude of teachers towards their profession is changing rapidly. Attitude is a mental state of readiness. It should be possessed by the persons positively if she/he wants to shine in his/her field. Each specific type of competence is called competency. Teaching competency is the sum total of all the competencies possessed by the teacher that are used in teaching situation. Teaching competency that includes self-control process, and metacognitive skills processing. Metacognitive skills are related to thinking about thinking and more precisely, thinking about one’s own learning.

The investigator, being the mathematics teacher and teacher educator for about a decade, finds the relevance of metacognition in the teaching of mathematics. The experiences have taught the investigator that the mathematics teachers should possess the skill of metacognition so that they can improve the same to the students. As far as the studies reviewed by the researcher are concerned, the areas related to prospective mathematics teachers, their teaching competency and metacognition are hardly touched. The present study “Metacognition, Teaching Competency and Attitude towards Teaching Profession of Prospective Mathematics Teachers” therefore, is undertaken.

The investigator, in this study, adopts the survey method of research. The population for the present study was identified as the prospective mathematics teachers. Among the population, 500 student teachers were selected. Double stage random sampling technique was adopted by the investigator. Metacognition tool, Teaching competency scale and Attitude scale towards teaching profession are the tools used. The statistical techniques applied were percentage analysis, ‘t’ test, chi-square analysis, correlation, multiple correlation, factor analysis and graphical representation.

It is found out from this study the metacognition of prospective mathematics teachers is moderate (72.40%), the teaching competency of prospective mathematics teachers is moderate (68.20%) and the attitude of prospective mathematics teachers towards teaching is moderate (70.40%). There is significant positive correlation between teaching competency and metacognition of prospective mathematics teachers and metacognition and attitude of prospective mathematics teachers towards teaching profession. There is no significant positive correlation between attitude of prospective mathematics teachers towards teaching profession and teaching competency. There is significant influence of metacognition and attitude towards teaching profession on teaching competency of the prospective mathematics teachers. The suitable recommendations are also given at par with the findings.

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