CHAPTER I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 TEACHER, YOU ARE IMPORTANT

To the child, the teacher is the key to knowledge, understanding and wisdom;
To the community, the teacher represents the voice of wide understanding needed in
the solution of problems in and out of the classroom;
To the nation, the teacher is necessary for he instills the basic knowledge about the
rights and the responsibilities of the Government, so the free citizens can
govern themselves;
A nation’s economic strength, too stems from the teacher who conveys not only the
skills that advance the nation but also enables the citizens to think.

These chanting lines of Robert. H. Wayatt clearly reveals the fact that the teacher
is a yard stick that measures the achievements and aspirations of the nation in general and
the child in particular.

The fierce competition that we witness in every sphere of life today demands
competent teachers to empower the students to face the emerging challenges of the global
world. ‘When the uncapped potential of a student meets the liberating art of a teacher a
miracle unfolds (Hatwood, 2001:35). Every teacher in every class, everyday is expected
to perform a miracle which helps in shaping millions of learners to become worthy
citizens of the world.

The identification of able teaching personnel therefore constitutes one of the most
important of all educational concerns. Obtaining competent teachers is our intrinsic
interest and obligation of education. Competency has become the key word in the current
educational scenario in India. If competent teachers can be obtained, the likelihood of
attaining desirable educational outcomes is substantial.

What constitutes teaching competency? and what are the distinguishing
characteristics of a competent teacher? It is said that teaching is competent to the extent
that the teacher acts in ways that are favourable to the development of basic skills,
understanding work habits, desirable attitudes, value judgements and adequate personal adjustment of the pupil” (Ryans, 1960: 2).

“Competency is the proven ability to produce results. It is the result of intelligent effort. Those knowledge, skills and behaviors required of a teacher to bring about desirable behavioural changes among learners” (Passi, 1976: 8). Teaching competencies was functional abilities which teachers show in their teaching activities (Sachdeva, 2002: 57). Teaching competency is the ability of the teacher to transmit knowledge, application and skills to the students. Competency does not imply perfection; it implies performance at a stated level (Ashworth, 1990: 1). Teaching competency is the ability of a teacher manifested through a set of overt classroom behaviour.

Teaching competency is the skill, ability and capability possessed by the teacher so as to make the teaching -learning effective and productive there by realising the full potential of teacher as well as students and in turn achieving the goals of education (Anisha, 2008: 305).

Competent teaching demands exceptional qualities – intellectual, moral, physical, emotional and a sincere devotion to human betterment (Gould, 1947:3). Teaching is a deliberate and persistent activity which is calculated to vitalize the mind of the young with mental pabulum that has to be not only palatable but also rich in the constructive elements of culture. That is how the work of the teacher has come to be regarded as Educreation instead of mere Education. Therefore people with high intellectual caliber, quick with imagination and resourcefulness, should take to the teaching profession so as to sustain the interest of the young and ignite them into constructive activity along the lines of their natural aptitudes and in accordance with the urgent needs of gainful occupation. The pupils of to-day are the builders of tomorrow. They must be taught to understand the responsibilities that await them and trained to shoulder them effectively. The immense potentialities, can be moulded into desirable patterns of life and conduct only by the human element supplied by the teachers’ personality. Therefore the duty of teachers is to implant in juvenile hearts right habits and wholesome attitudes.

Competent teaching is a par excellence attribute of quality education which helps in cultivating the resources of persons. A competent teacher must be a perpetual seeker of intellectual integrity and universal compassion. He should be a devoted person and must
make teaching as his mission. He must take efforts to acquire such desirable traits of a competent teacher as,

i. Interest in pupils  
ii. Ability to motivate learning  
iii. Stimulation of thought  
iv. Sympathy  
v. Sincerity and a sense of justice  
vi. Adoptability and consideration for others  
vii. Cheerfulness and enthusiasm  
viii. Breadth of interest  
ix. Good judgement and  
x. Self control

In selecting a teacher the authorities should not only take account of his scholarship but should consider how far he is likely to exert a high moral and spiritual influence on his pupil.

1.2 SINE QUA NON OF COMPETENT TEACHING

Sincerity of purpose and earnestness of endeavour are the two wings that will bear aloft the teacher to the tower of success. The right attitude and not academic brilliance is an essential pre-requisite of competent teaching. The teacher’s main function is creative decision making about how to act, what to do, and how to perform, in order to achieve the result he desires. He must prove his expertise, integrity and sharp acumen. Inherent self-satisfaction, sense of service, consistency in behaviour, mastery over his subject and the pedagogy are some other traits that he seems to be endowed with. The teacher by virtue of his education and experience is expected to be able to guide and assist his pupils in the acquisition of usable knowledge, understanding, skill, group approved attitudes and value systems. Empathy, communication, leadership, team-spirit and the ability to influence others will make the teacher competent and successful. Successful teachers make hard things easy. They believe in the worth and dignity of each human being and recognize the supreme importance of the pursuit of truth and devotion to excellence. They have to be emotionally balanced, knowledgeable, satisfied with the students,
find joy in teaching, commit themselves to their profession and willing to change themselves according to the changes in the environment. Teachers need to mould the mind, refine the emotions and chisel the character of the young through a strenuous process of instruction. The teacher’s place in society is that of a visionary architect whose mission evokes universal respect (Joshi, 1981: 136). Teachers not only raise students’ achievement levels, they also raise students’ sense of pride and self-esteem. It is the supreme art of the teacher which awakens the joy in creative expressions and knowledge.

1.3 MODUS OPERANDI OF TEACHING COMPETENCY

In order to perform his task skillfully a teacher must acquire intellectual qualities like

i. High level of intelligence
ii. Versatile imagination
iii. Deep understanding
iv. Keen observation
v. Power of discrimination
vi. Originality
vii. Good memory
viii. Resourcefulness and alertness and
ix. Broad and varied interests such as literary, cultural, intellectual and aesthetic.

The teacher - the child’s window to learning and knowledge must be active, resourceful and competent. In addition to imparting knowledge through the allotted curriculum the teacher ensures the best possible academic performance and an optimum development of the personalities of the students. She must enquire deeper into their own practices, explore new ways to motivate the learners, make use of learning styles, introduce multiple intelligences, integrate learning and teach thinking and in the process discover the passion and the purpose that make teaching exciting and effective. There can be no significant innovation in education that does not have at its centre the attitudes of the teachers. The beliefs, assumptions, and feelings of the teachers are the air of the learning environment that determine the quality of life within it. Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty. Hence the teacher must be prepared to learn in order to improve intelligence and commonsense. Every teacher must read continuously in order to supplement the knowledge. She should
have a sharp memory and must remember all the essentials of her subject. She must have the urge and zeal to improve professionally. Teachers should never miss the opportunity to attend enrichment and enhancement programmes like seminars and workshops to gain vigour and maintain fertility. Constant enrichment to knowledge keeps her teaching alive and energetic. She should keep-up with new literature as it comes out. A competent teacher has to develop the spirit of enquiry among her students, a spirit which is linked with the scientific spirit. So she must retrain herself continuously with regard to subject matter, pedagogy and educational technology.

She is conscious enough to be a member of the professional societies by attending educational conferences, acting in accordance with the code of conduct and keeping herself up-to-date with educational literature for the advancement of knowledge in the field she is working in.

Teaching calls upon a teacher to undertake simple research in her day-to-day work. She must believe in experiments in the classroom situations. Research does not only contribute to quality teaching but also a valuable means of learning.

A teacher can no longer assume that she will talk to her students from great heights of wisdom. Teaching must become communication and learning. Teaching is for edification of the student and teacher and not for the glorification of either. Therefore teacher - pupil relationship is the basic relationship of education.

A school is a little society and everything one staff member does affect others. Hence the relations of the teacher with other members of the faculty are very important. Good staff relationships are developed out of the attitudes, good intentions, sincere purposes and intelligent actions of the staff members. The ability to work successfully with others is a prime necessity for the highest achievement in teaching. Teachers must work together in harmony with a common purpose in mind.

1.4 THEORIES OF TEACHING

A bird’s eye view of the theories of teaching illustrated in the book *Dynamic Teaching* by Bourai (2000) will widen our understanding about the process of teaching.
The Rationality theory of teaching:

Irrall Scheffler was one of the first to stress rationality in teaching. It gives importance to reasoning and rationality. Rationalists argue that teaching is not making the students behave according to set norms rather it makes the students to reason and to analyse the views to draw conclusions or judgements. A teacher should treat her student as rational and must acknowledge his pupils’ reason in the way he proceeds.

Linguistic theory of Teaching:

Teaching involves four uses of sentences says Price - An assertive use, A clarificatory use, An explanatory use and Supervisory use. A teacher may employ the use of the sentences in teaching. While teaching a teacher explains the relevant facts, relates them to one another and the underlying questions.

Theory of Explaining:

Explaining is an activity in which people of all sorts and of all ages engage. A teacher is said to be explaining when he is describing ‘How’, ‘Why’ and sometimes ‘What’ of a concept phenomenon, event, action or condition. It is an activity intended to bring about an understanding of the concept, principle etc. It is a process of relating an object, phenomenon, action to other objects, phenomena, action so that the understanding about the former is enhanced. Thus explanation is a set of interrelated statements made by the teacher related to a phenomenon, an idea in order to bring about or increase understanding in the pupils about it. As a matter of fact, teachers not only need to learn how to explain, they need also to learn to explain. A teacher’s main purpose is to nurture the powers of explanation in teaching his pupils.

Theory of Understanding:

This theory emphasises pupils’ understanding. Understanding involves looking at things through other persons eyes and being sympathetic towards her. Since understanding is a skill of seeing connections a particular sort of competence is necessary if one is to understand a certain class of things.

Doctrine of Verstehen:

This theory has found wide support among Philosophers, Social Scientists and Historians. This theory focuses the fact that in order to understand human being and their
actions, we must put ourselves in their position for eg. think their thoughts, feel their feelings, that is to say we understand other as an analogy with ourselves.

Newson’s Theories

It may be useful to quote Newson’s theories of teaching which give an excellent summary of the different views of the task of the teacher in relation to students (Guha, 1970: 9).


The child is the mug and the teacher is the jug. The jug tips its contents into the mug and that’s that. What was in the teacher’s mind is now in the child’s mind.

b. The Potter and the Clay theory

The teacher is the potter and the child the clay. The potter has decided what he wants the clay to become, and he moulds and shapes it to his own particular pattern and eventually the clay becomes what the potter wants it to be.

c. The Gardener and the Plant theory

The teacher is the gardener and the child is the plant. The plant has certain common characteristics with all other plants, some peculiar to its own species, and same quite individual to itself. Moreover it is growing, whether the gardener likes it or not, according to the laws of its being. The job of the gardener is to water when necessary, manure when necessary, prune when necessary, transplant when necessary, or in other words, to help the plant to grow, but not to try and turn it into something else, or, to interfere with its normal and proper development.

1.5 THREE MODELS FOR EFFECTIVE TEACHING

Sadker (1991: 89) in his book Teachers, schools and society suggests three models of effective teaching. They are briefed here.

1. Direct teaching model:

This model is effective for subjects that are highly structured, such as mathematics, reading, grammar and vocabulary. In this model, the role of the teacher is that of a strong leader, who structures the classroom and sequences subject matter
to reflect a clear academic focus. This model is also called systematic, active, or explicit teaching model. It emphasizes the importance of a structured lesson in which presentation of new information is followed by student practice and teacher feedback. Six principles are identified in direct teaching. They are:

**Daily review:**

At the beginning of the lesson prior learning is reviewed. Review focuses on assigned homework, clarifies points of confusion, and provides extra practice for facts and skills that need more attention.

**Presentation of new material:**

New information is broken down into small steps and is covered at a brisk pace. Main points are illustrated by use of concrete examples. The teacher asks questions frequently to check for student understanding and to make sure that students are ready for independent work using new skills and knowledge.

**Guided practice:**

In this segment of the lesson, students use new skills and knowledge under direct teacher supervision. During guided practice, teachers ask many content questions.

**Providing correctives and feedbacks:**

Correct answers to questions should acknowledged clearly so that students will understand when their work is accurate. When student answers are hesitant, the teacher provides process feedback. Inaccurate responses should be corrected immediately before errors become habitual.

**Independent practice:**

In this stage students work by themselves. Cooperative learning and student tutoring of one another are effective strategies during independent practice.
Weekly and monthly reviews:

Weekly and monthly reviews offer students the opportunity for more practice, a strategy related to high achievement. This model works best in teaching skill subjects, such as grammar or mathematics. It is also effective in teaching History and Science subjects which are comprised of an inherent structure that should be taught step by progression.

2. Cooperative learning:

Although cooperative learning is considered a new development in effective teaching, it has its roots in the 1920’s. In cooperative learning, students work on activities in small groups, and they receive rewards or recognition based on overall group performance. Cooperative learning improves students achievement especially for maths in the elementary grades. Students who participate in cooperative learning have higher level of self esteem and greater motivation to learn. Students have high regards for one another.

3. Mastery learning:

It’s based on the mastery by model development by Benjamin Bloom’s in 1968, Mastery learning programs require specific and carefully sequenced by objectives. Once the behavioral objective is defined, students are taught the skill or material in the objective; then they are given a test to determine if they have met the objective. These students who complete the test successfully go on for acceleration or enrichment, while those students who fail to demonstrate mastery of objective participate in corrective instruction. Finally there is re-test for the group needing additional instruction. The success of mastery learning rests on instructional alignment, which refers to a close match between what is taught and what is tested.

Studies on mastery learning show that it is powerful tool that has the following effects on teachings and learning:

i. Students achieve more and remember what they have learned longer.

ii. Students at the elementary and junior high levels seem to benefit most.

iii. Students in language arts and social studies classes benefits more than those in math and science.

iv. In general, students have more positive attitudes about learning and their ability to learn.
v. Teachers have more positives attitudes towards teachings and higher expectations for their students.

From the above discussion, it is clear that teaching is complex and many sided, demanding a variety of human traits and skills. Ryan (1960:4) grouped these traits in to two major categories (i) Those involving the teachers mental abilities and skills, her understanding of psychological and educational principles and her knowledge of general and special subject matter to be taught and (ii) those qualities stemming from the teacher’s personality her interests attitudes and beliefs, her behaviour in working relationships with pupils and other individuals and the life.

In the present study the investigator attempts to explore the contribution of the traits viz. Multiple Intelligence, Perception of Teacher Status and Personal Ideology towards teaching competency.

1.6 MULTIPLE INTELLIGENCE AND TEACHING COMPETENCY

Our life is determined by various dimensions - a biological inheritance and physical appearance that distinguish us from other living beings; a psychological make-up which determines our mental, emotional, linguistic, behavioural and moral aspects, a social need which affects all aspects of our existence and life style; and a spiritual dimension which helps us to distinguish right and wrong (Motah, 2006: 74). The most important and most prized possession is intelligence.

Professor Howard Gardner developed a theory of multiple intelligence. Based on his observation of different categories of persons - the normal, the brain damaged, the gifted, prodigies and experts from different walks of life Gardner developed a theory of multiple intelligences. He defined the first seven intelligences in *frames of mind* (1983). He added the last two in *intelligence reframed* (1999). In his book *frames of mind* (1983) he says, People use at least seven relatively autonomous intellectual capacities – each with its own distinctive mode of thinking – to approach problems and create products” (Nalini, 2008: 440). Every normal individual possesses varying degree of each of these intelligences, but the ways in which intelligences combine and blend are as varied as the faces and the personalities of individuals.
Gardner says that all human beings have multiple intelligences. These intelligences can be nurtured or strengthened or ignored or weakened. He proposed the following eight Multiple Intelligences, which are employed in a variety of ways and a variety of setting including work and educational settings.

**Linguistic Intelligence**

It is the capacity to use words spoken or written when communicating. Linguistic intelligence includes the ability to use language to express oneself rhetorically or poetically. It indicates the use of syntax, structure, semantics and the meaning of language. People with linguistic intelligence tend to learn best by reading, taking notes and listening to lectures. They are skilled at explaining and speaking. They have high verbal memory and an ability to understand and manipulate syntax and structure (Gardner, 1993).

**Logical Mathematical Intelligence**

It is the ability to think and analyse logically. It lays emphasis in deductive and inductive reasoning, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations. This intelligence indicates the ability to use and understand numbers and apply reasoning skills to explain relationships and abstractions.

**Spatial Intelligence**

It deals with the perception of visual and spatial world. People with spatial intelligence are very good at visualizing and mentally manipulating objects. They have good sense of direction and may also have very good hand-eye coordination. They possess the capacity to transform their perceptions into form, colour, space and relationships. They also have the ability to form mental images of concepts and of their personal experiences and to transform these images into personal meanings and applications.

**Bodily-kinesthetic Intelligence**

This intelligence helps people to acquire the expertise in using the whole body to express ideas and feelings, and the ability to building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with
strong bodily-kinesthetic intelligence seem to remember things through their body, rather than through words or images.

Musical Intelligence

This intelligence is built around the use of rhythms, music and sounds to illustrate and communicate creative thinking. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms and music. They learn best through lecture and oral stimulations. They will often use rhythms to learn and memorise information and may work best with background soft music playing (Gardner, 1993).

Interpersonal Intelligence

People in this category are likely to indulge in and foster successful relationships and are characterized by their sensitivity to others moods, feelings, temperaments and motivations and their ability to cooperate in order to work as a group. They can communicate effectively and emphasize easily with them when working in groups, and may be either leaders or followers (Gardner, 1993). They communicate effectively and possess the ability to persuade others; they typically learn best by working with others and often enjoy discussion and debate. They are attentive to nonverbal factors such as facial expression, bodily gestures and voice.

Intrapersonal Intelligence

People with this intelligence are believed to have more self knowledge and tend to be more introspective, and cognitively and consciously self-aware, and prefer to work alone. Their self awareness makes them capable of understanding their own emotions, goals and motivations. They learn best when allowed to concentrate on the subject by themselves (Gardner, 1999). There is often a high level of perfectionism associated with this intelligence and tends to be aware of their personal strengths and weaknesses.

Naturalistic Intelligence

It is the capacity to recognize and make distinctions between the natural and the artificial dimension of things in the world. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming, and interacting with animals. They are also good at recognizing and classifying different species (Gardner, 1999).
Multiple Intelligence theory makes its greatest contribution to education by suggesting that teachers need to expand their repertoire of techniques, tools and strategies beyond the typical methods (Anisha, 2007).

It is through good and conscientious teachers with high multiple intelligence that the basic ego needs of the pupils are properly assessed and properly met. The teacher endowed with high multiple intelligence observes the nature of her students, watches their natural bends, chooses activities suitable to their capacity and stimulates them to bring out the best in them so that they may come to a successful fruition. With erudition, scholarship and high moral and spiritual influence she shapes the intellectual, physical and moral standing of her pupils. The inquisitiveness of the child, her wondering questions, her impulses to create, to participate to blossom out into a fully developed personality all await the magic touch of the teachers’ multiple intelligence to come alive.

1.7 PERCEPTION OF TEACHER STATUS AND TEACHING COMPETENCY

In the past, the teachers enjoyed spontaneous respect from all sections of the people. He shone as the accredited channel of true knowledge and wisdom. He was not only an instructor of the young but also the preceptor of the community whose sage advice was sought for the solution of knotty problems. But today the teacher has fallen from his pedestal and does not command by and large the influence and the esteem which are the prerogative of his calling.

The unfortunate degradation of the teacher is due to several factors. In the first place, the concept of Education has become very much atrophied. It is identified with information in a few subjects, much of which lacks purposefulness and validity. This has led to the feeling that anybody can dabble in education and that teaching does not require any special skill or training.

The teacher gets reduced to the plight of a helpless victim to ubiquitous interference. Between a rigid curriculum which provides very little scope for originality in effect on the one hand and the plethora of counsels which dwarf his work without zest and becomes purblind to the higher purpose of Education.
Another trend that has weakened the teacher’s influence is that education has come to be looked upon as an industry which deserves to be organized in such a way as would yield the maximum material gain. To achieve this end, in terms of the cost of production, unqualified teachers who may be paid very much less than the approved minimum wages, are employed in several institutions which are conducted in a spirit of private proprietorship.

The deficiencies in the scheme of education in vogue have adversely affected the status of teacher. It is increasingly realized that the present system of education is too theoretical and unrelated to the grim realities of life in a fast-changing world.

The teacher must be helped to regain and maintain his proper and legitimate place in society if education is to be resuscitated into a power and a benediction. His material status has definitely to be improved and brightened.

It is true that status does not depend upon material prosperity alone but upon due recognition of merit. The teacher who is an enlightened and cultured citizen should have every chance of rising to positions of trust and responsibility. Hence it is said,

“Honour and shame from no condition rise:
Act well thy part; there all the honour lies”.

Status is a product of the reaction of society to the image which a teacher projects of herself, by the way she conducts herself in life in general and in her professional pursuits in particular. Not wealth and links with powerful people but competence as a teacher and professional recognition determine the status of a teacher. It is not the emoluments but the perception of the teacher about the profession counts his status.

Sinha (1998) elaborates three important facts of the term ‘status’. First is termed as *objective status* in which people attach value and quantum of respect to a profession irrespective of who occupies it. According to the order of priority and importance, status or prestige is accorded to the profession by the society. Objective status is indicative of the extent of importance which the community attaches to the profession.
The second is the *subjective status* which resides in attitudes, opinions and perceptions that various groups hold about different professions. It is what is expected and recognized by others. This is indicative of a person’s position in society as well as the perception of his status by others.

The third significant aspect of status is related to various roles ascribed to the profession. Status is considered a conglomeration of various roles. The obligatory behaviours that are expected of the incumbent who occupies a position and his status is perceived according to the way he performs his professional roles. This is called *individual status*. Thus a teacher may be known for his profound scholarship or excellence in teaching or for his sterling character. The inter governmental conference organized by the UNESCO in Paris in October 1966 regarding the status of teachers is worth mentioning here. “The expression of status as used in relation to teachers means both the standing or regard accorded them as evidence by the level of appreciation of the importance of their functions and of their competence in performing it, and the working conditions, remunerations and other material benefits accorded them relative to other professional groups” (Buch & Dave, 1998: 31).

From the above discussions it is inferred that teaching competency largely depends upon the perception of teacher status and the attitude towards teaching. Therefore the prospective teachers should not allow the gloom which surrounds them at present to blind them to the sanctity of the vocation which may permanently impair the reputation built up for the profession by the predecessors. Let the prospective teachers reconstruct their personalities and attune themselves to the new spirit of duty and service that is sweeping over the land so that they may be able to mould the students entrusted to them shortly into the right type of citizens who will play their parts worthily in the new order.

**1.8 PERSONAL IDEOLOGY AND TEACHING COMPETENCY**

An ideology is a set of beliefs, aims, and ideas, especially in politics. It can be thought of as a comprehensive vision, as a way of looking at things. It is a set of ideas proposed by the dominant class of a society to all members of the society.
purpose behind an ideology is to offer change in society through a normative thought process.

The term was born in the highly controversial philosophical and political debates and fights of the French Revolution. The word was coined by Destutt Tracy in 1976 assembling the parts of idea and logy meaning “Science of Ideas” (http://en.wikipedia.org/wiki/ideology, 2009).

Meta-ideology is the study of the structure, form and manifestation of ideologies. Meta-ideology posits that ideology is a coherent system of ideas, relying upon a few basic assumptions about reality that may or may not have any factual basis, but are subjective choices that serve as the seed around which thought grows. Ideologies are relativistic intellectual strategy for categorizing the world. Minar (http://en.wikipedia.org/wiki/Ideology, 2008) describes six different ways of which the word “ideology” has been used:

i. As content based collection of ideas
ii. As form or internal logical structure that ideas have within a set
iii. Role that ideas play in human-social interaction
iv. Role that ideas play in the structure of an organization
v. As meaning whose purpose in persuasion
vi. As the laws of social interaction

The four basic characteristics of an ideology as suggested by Mullins (2008) are:

i. It must have power over cognition
ii. It must be capable of guiding one’s evaluation
iii. It must provide guidance towards action and
iv. Must be logically coherent.

Psychological research suggests that ideologies reflect motivational process. Ideologies spread because of basic human motives to understand the world, avoid existential threat and maintain valued interpersonal relationships. Psychologists have also found that personality traits, needs and ideological beliefs seem to have a common thread (http://en.wikipedia.org/wiki/ideology, 2008).

The concept of ideology throws light on the fact that every one of us consciously or unconsciously has our own ideology regarding human nature, regarding aims of life,
and regarding what is right and what is wrong. We live in accordance with our ideology of life. As we have widely divergent views regarding the nature of man and of his ideal of life, there is a good deal of divergence of opinion regarding the aims, content and the ideal form of education. The aim of education must be enlargement of life and an improvement of the conditions of human life. If education is the dynamic aspect of ideology of life then teachers give practical shape to the philosophic ideal.

Teachers inspire the students with their noble character, by their love of knowledge and selfless dedicated service. They are expected to have high ideals which the students imitate. A competent teacher must commit himself firmly to certain ideals which she accepts wholeheartedly and which she must try to realize at all costs. A teacher without faith and loyalty to her vocation and commitment to an ideal has no right to become a teacher.

1.9 STATEMENT OF THE PROBLEM

It is said that competent teaching depends upon the attitude of the teacher, the way she sees her own role and the way she relates it to his students (Bourai, 1991: 23). Hence the investigator ventured to find the correlation of Teaching Competency with multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers and titled the study as “Profile of Teaching Competency among Prospective Secondary Teachers”.

1.10 DEFINITIONS OF KEY TERMS

a) Profile:

‘Set of measures of individual characteristics or variables of an individual or group which have been standardized in order to facilitate comparison. Profiles are frequently graphic representations of batteries of tests’ (Page, 1978: 274).

A graphic representation of the results of a test battery in order to show clearly and simultaneously the relative height of the various results of an individual, (Eysenck, 1972: 45).
A graph that depicts the relative standing of an individual or group on several different measures as a means of describing the characteristics of the individual or group. A summary of an individual student or teacher’s performance over time (Singh, 2002: 507).

b) Teaching Competency:
Teaching competency is an ability to apply to practical situation, the essential principles and techniques of teaching (Sachdeva, 2002: 57).

It is the ability of the teacher to make teaching and learning effective and productive by realising the full potential of the teacher and learner and in turn achieving the goals of education (Anisha, 2008: 305).

c) Multiple Intelligence
Gardner defines Multiple Intelligence as the ability to solve problems, to create products which are valued in one or more cultural settings” (Buch, 1998: 75).

Multiple Intelligence is defined by Gardner as a set of skill such as verbal, linguistic intelligence, Logical Mathematical intelligence, Visual-spatial intelligence, Bodily kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalistic intelligence (Santrock, 2006: 111).

d) Perception:
According to Henry (1993:206), perception is the process of recognizing or identifying something; usually employed of sense perception when the thing which we recognize or identify is the object of a sense organ.

Perception is a process by which the individual organizes and makes sense of his or her sensory experience. (Page, 1978: 261).

e) Teacher Status:
The Inter Government Conference of UNESCO defined the term ‘Teacher status’ as “the stand and regard accorded to teachers by the society as evidenced by the level of appreciation of the importance of their function and competence in performing it as well as working conditions, remuneration and other
material benefits accorded them relative to other professional group” (Aggarwal, 1996: 334).

f) Ideology

It is a system of thought based on related assumptions beliefs and explanations of social movements or policies (World Book of Encyclopedia, 1989: 47).

Page (1978: 169) gives the meaning of ideology as beliefs, ideals of a person or social group.

Ideology is a system of ideas and principles farming the basis of an economic or political theory. It is a set of beliefs held by a particular group (Soanes, 2004: 443).

1.11 OPERATIONAL DEFINITION OF KEY TERMS

a) Profile:

It is a summary of an individual’s performance on a group of traits which helps to predict his/her relative stranding on different traits.

b) Teaching Competency:

The knowledge, skills and values required of a teacher to bring about desirable changes in pupils’ behaviour. Teaching competency is an amalgam of the teacher characteristics, teaching acts and their effects on the educational outcomes of classroom teaching.

c) Prospective Secondary Teacher:

One who is undergoing pre-service secondary teacher education course for one year after his / her graduation or post graduation.

d) Multiple Intelligence:

It is a set of cognitive abilities which allow us to acquire and apply knowledge to solve problems.

e) Perception:

It is a process of recognizing, identifying and organizing the sensory experience to make sense.
f) **Teacher Status:**

It refers to the power, position, respect and prestige given to teachers for their service.

g) **Personal Ideology:**

It is the unique individualistic system of thought, beliefs, ideals and assumptions about things and events.

### 1.12 NEED AND SIGNIFICANCE OF THE STUDY

One of the most important decisions that a person will ever have to make is the choice of his career. The selection of an occupation or profession is a critical step in the life of the individual. It is important not only for the individual concerned but also for the society as well. The wrong selection of a profession tends to affect adversely the individual’s competency in other matters. Therefore a person who is thinking about teaching as his/her vocation must examine carefully the nature of the profession, the opportunities, the responsibilities it offers, and his/her personal aptitude for it. It is all the more vital, than any other vocation, to ponder over the above aspect of teaching profession because it is not only a personality-building profession but a nation-building vocation.

Teaching is a far more complex and difficult profession than it may appear. Teaching means more than any dictionary definition. Teaching is complex, exacting and highly stimulating. It is complex and exacting because it is concerned with passing on the heritage of the race, highly stimulating the young minds to further curiosity in various areas of learning and also helping young people to develop constructive attitudes, well balanced emotions and the ability to put into useful action the learning and insight which they gain in school (Zeran, 1953: 13). Teaching is not meant for those who do not love it because it involves great sacrifices and the way to success as a teacher is rugged and steep. Teachers’ job is a thrill of conquest; victory over ignorance and superstition-the enemies of a nation’s progress; theirs is the pride of kindling the fire that in later years shall banish darkness for ever from our land.
Teachers are expected to be embodiment of all virtues. The teacher is not an instructor or task master; she is a helper and a guide. She does not actually train the pupils' mind; she shows him how to perfect the instruments of knowledge and encourages him in the process. She does not impart knowledge to the students but shows them how to acquire knowledge. She does not call for the knowledge within but shows the learner where it lies and how it can be habituated to raise to the surface (Singh, 2003: 90). Teacher’s task is to impart knowledge and to train the students to accumulate knowledge for a better future.

Teaching is concerned with the development of the whole personality of the pupils. Teachers with their unique talents and intelligence bring out the physical, mental, moral and spiritual potentialities of the pupils. The professionally minded teacher attempts to work out with the student a way of life which will enable him to be physically fit, economically efficient, morally and emotionally stable, intellectually awake and efficient in his civic relationships (Gould, 1947: 2).

Teachers have responsibility beyond subject specialization. Teaching is not only a mission but a vocation. Unlike other professionals teachers are dealing with living entities and not with commodities. They deal with constantly changing phenomenon of human beings right from the childhood to the adulthood. If the teachers are not committed and competent, they will damage the whole society beyond redemption. Hence it is said as is the teacher so is the student, as is the student so is the society. Teaching profession is the mother of all professions. The elevated status of a teacher will elevate the achievement and success in every field of national life. That is why Kothari Commission (1964) started its report with the statement ‘the destiny of India is being shaped in her classroom’ and stated that ‘of all the different factors which influenced the quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant’. The Secondary Education Commission (1952) also emphatically emphasized that the most important factor, in the contemplated educational reconstruction is the teacher, her personal quality, her educational qualifications, the place that she occupies in the school as well as in the community. Hence prospective teachers must be conscious of their high calling as the guardians of the past and builders of the future. They must recognise this illuminating truth and honour their profession.
The rapidly changing and shrinking world in which we live today calls for teachers with a broad, deep and thorough understanding of life. The teachers’ entire personality is reflected on the minds of the students. Teachers’ attitude towards the problems of life, their point of view and their methods of coping influence the learner. A teacher’s wholesome philosophy of life has an important bearing on the life of the pupils. The teacher with a positive ideology towards life is one who through his thoughts, words and deeds gives an impression of an honest upright life which can serve as model for the students to imitate, follow and emulate. In short, teachers’ thoughts, feelings, gestures, movements, words, attitudes and activities profoundly influence their wards albeit unconsciously,” says Joshi (1955: 26). Their personal ideology exercises a great influence over the events that affect their lives. Positive ideology enhances human accomplishment and personal well being in many ways.

Apart from knowledge explosion and population explosion, there is expectation explosion – people want more and more education. There is a tremendous expectation on the teachers. They have to cater to individuals, parents and society. Teachers are expected to play a very complex role which is full of challenges. Knowledge industries are taking off at breakneck speed. Information highways are opening new prospects. A teacher has to face these competing demands in order to transform the nation into a developed nation. To make the dream a reality, we require, teachers who are competent in their teaching assignment.

“A teacher affects eternity; he can never tell where his influence stops,” says Henry Adams. For many teachers this is earnestly to be hoped; with regard to others it is a despairing thought. It seems reasonable to assume that good teachers - those who are skillful in developing understanding of the world in which man lives, insightful with respect to the ways and means of stimulating intellectual appetites and capable of patience, understanding and sincere feelings for others – may pay way for an enlightened and productive society (Ryans, 1969: 1). The identification of competent teachers therefore constitutes one of the most important and inescapable needs of all educational concerns for setting up educational institutions of excellence which in turn will bring out the best talent and nurture it with care and competence. Only with competent teachers, the likelihood of attaining desirable educational outcomes is substantial.
The above discussions clearly indicate the fact that ‘COMPETENCY’ is an important personality trait of teachers which extends its correlating hands with a variety of personality traits such as multiple intelligence, perception of teacher status and personal ideology.

Hence the investigator tried to identify the significant contribution of the variables namely, multiple intelligence, perception of teacher status and personal ideology on the teaching competency of prospective teachers. The findings of the study will be of immense value to the personnel of colleges of education and educational administrators at various levels. The yield of the study will help the educational administrators to fit right type of pegs into the right holes and to device the right type training process. The study bears its significance to the prospective secondary teachers who selected the profession either by choice or by chance to understand their stand in the educational process by helping them to realize the importance of acquiring teaching competency.

1.13 OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1) To find the level of teaching competency, multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.

2) To find the level of teaching competency of prospective secondary teachers with regard to

   a) Personal variables such as gender, age, religion, mental status, educational qualification and optional subjects;
   b) Institutional variables such as status of the college, type of management and locality of the institution; and
   c) Familial variables such as father’s occupation, mother’s occupation, father’s education, mother’s education and nature of family.

3) To find the level of multiple intelligence of prospective secondary teachers with regard to

   a) Personal variables;
   b) Institutional variables; and
c) Familial variables.

4) To find the prospective secondary teachers’ perception of teacher status with regard to
   a) Personal variables;
   b) Institutional variables; and
   c) Familial variables.

5) To find the personal ideology of prospective secondary teachers with regard to
   a) Personal variables;
   b) Institutional variables; and
   c) Familial variables.

6) To find the significant difference, if any, in the teaching competency of prospective secondary teachers with regard to
   a) Personal variables;
   b) Institutional variables; and
   c) Familial variables.

7) To find the significant difference, if any, in the multiple intelligence of prospective secondary teachers with regard to
   a) Personal variables;
   b) Institutional variables; and
   c) Familial variables.

8) To find the significant difference, if any, in the prospective teachers’ perception of teacher status with regard to
   a) Personal variables;
   b) Institutional variables; and
   c) Familial variables.

9) To find the significant difference, if any, in the personal ideology of prospective secondary teachers with regard to
   a) Personal variables;
b) Institutional variables; and
c) Familial variables.

10) To find the significant correlation, if any, between teaching competency and the predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.

11) To find the significant correlation, if any, between teaching competency and the predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

12) To find the significant correlation, if any, between teaching competency and multiple intelligence of prospective secondary teacher with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

13) To find the significant correlation, if any, between teaching competency, and the prospective secondary teachers’ and perception of teacher status with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

14) To find the significant correlation, if any, between teaching competency and personal ideology of prospective secondary teachers with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

15) To find the significant correlation, if any, between multiple intelligence and the prospective secondary teachers’ perception of teacher status with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

16) To find the significant correlation, if any, between multiple intelligence and personal ideology of prospective secondary teachers with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

17) To find the significant correlation, if any, between perception of teacher status and personal ideology of prospective secondary teachers with regard to
a) Personal variables;
b) Institutional variables; and
c) Familial variables.

18) To find the significant multiple correlation, if any between teaching competency and the predictor variables viz., multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.

19) To determine the predictive powers of the predictor variables viz., multiple intelligence, perception of teacher status and personal ideology on the criterion variable – teaching competency.

20) To determine the combined percentage of predictive power of the predictors.
21) To find out the highest predictor of teaching competency.
22) To find out the relative position of the predictors.

1.14 NULL HYPOTHESES

Based on the objectives the investigator framed the following null hypotheses.

$H_0$: There is no significant difference in the teaching competency of prospective secondary teachers with regard to personal variables viz. gender, sex, religion, marital status, educational qualification and optional subjects.
H_0 2: There is no significant difference in the teaching competency of prospective secondary teachers with regard to institutional variables viz. status of the college, type of management and locality of the institution.

H_0 3: There is no significant difference in the teaching competency of prospective secondary teachers with regard to familial variables viz. father’s occupation, mother’s occupation, father’s education, mother’s education and nature of family.

H_0 4: There is no significant difference in the multiple intelligence of prospective secondary teachers with regard to personal variables.

H_0 5: There is no significant difference in the multiple intelligence of prospective secondary teachers with regard to institutional variables.

H_0 6: There is no significant difference in the multiple intelligence of prospective secondary teachers with regard to familial variables.

H_0 7: There is no significant difference in the prospective secondary teachers’ perception of teacher status with regard to personal variables.

H_0 8: There is no significant difference in the prospective secondary teachers’ perception of teacher status with regard to institutional variables.

H_0 9: There is no significant difference in the prospective secondary teachers’ perception of teacher status with regard to familial variables.

H_0 10: There is no significant difference in the personal ideology of prospective secondary teachers with regard to personal variables.

H_0 11: There is no significant difference in the personal ideology of prospective secondary teachers with regard to institutional variables.

H_0 12: There is no significant difference in the personal ideology of prospective secondary teachers with regard to familial variables.

H_0 13: There is no significant correlation between teaching competency and the predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.
H₀ 14: There is no significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to personal variables.

H₀ 15: There is no significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to institutional variables.

H₀ 16: There is no significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to familial variables.

H₀ 17: There is no significant correlation between teaching competency and prospective secondary teachers’ perception of teacher status with regard to personal variables.

H₀ 18: There is no significant correlation between teaching competency and prospective secondary teachers’ perception of teacher status with regard to institutional variables.

H₀ 19: There is no significant correlation between teaching competency and prospective secondary teachers’ perception of teacher status with regard to familial variables.

H₀ 20: There is no significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to personal variables.

H₀ 21: There is no significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to institutional variables.

H₀ 22: There is no significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to familial variables.

H₀ 23: There is no significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to personal variables.

H₀ 24: There is no significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to institutional variables.

H₀ 25: There is no significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to familial variables.

H₀ 26: There is no significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to personal variables.
**H₀ 27:** There is no significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to institutional variables.

**H₀ 28:** There is no significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to familial variables.

**H₀ 29:** There is no significant correlation between perception of teacher status and personal ideology of prospective secondary teachers with regard to personal variables.

**H₀ 30:** There is no significant correlation between perception of teacher status and personal ideology of prospective secondary teachers with regard to institutional variables.

**H₀ 31:** There is no significant correlation between perception of teacher status and personal ideology of prospective secondary teachers with regard to familial variables.

**H₀ 32:** There is no significant multiple correlation between teaching competency and predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.

**H₀ 33:** Multiple intelligence, perception of teacher status and personal ideology are not significant predictors of teaching competency of prospective secondary teachers.

### 1.15 DELIMITATIONS OF THE STUDY

The delimitations of the study are listed below:

1. The scope of the study is restricted to prospective teachers studying in colleges of education affiliated to Manonmaniam Sundaranar University only.

2. The sample size is 685.

3. The investigator has included only multiple intelligence, perception of teachers’ status and personal ideology as predictor variables.

4. The investigator has constructed her own tool viz. teaching competency scale, perception of teachers’ status scale and personal ideology scale and adopted measures to make it valid and reliable, for the purposes it has to serve.

*The following chapter is on the review of related studies.*