

# A Study On Teaching Competence In Relation To Digital Literacy And Creative Teaching Attitude Of Prospective Teachers

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## Abstract:

The study was undertaken to study Teaching Competence in relation to Digital literacy and Creative Teaching Attitude. The sample of the study consisted of Prospective Teachers enrolled in various teacher training colleges (B.Ed, colleges) of Kashmir Valley. A multistage random sampling technique was used in order to get the required sample of 350 Prospective Teachers from the target population. For the collection of data, the investigator employed tools VIZ; General Teaching Competence Scale developed by Vimal Vadushy (2020), Teachers' Digital Competence Scale developed by Ramakrishna (2017) and Attitude Scale of Creative Teaching by R.P, Shukla (2008) and Correlation was computed by employing Pearson's Product Moment Coefficient of Correlation on Teaching competence, Digital literacy, and Creative teaching attitude of Prospective teachers. The findings of the study revealed that a significant and positive relationship was found between Teaching Competence and (i) Digital Literacy, and (ii) Creative Teaching Attitude of Prospective Teachers on composite scores.

Key Words: Prospective Teachers, Teaching Competence. Digital literacy, Creative Teaching Attitude.

## Introduction

The quality of our teachers is instrumental to good quality

education which is reflected in providing better education to the Student Community. Effective teaching is determined by content mastery and pedagogical skill. NEP 2020 emphatically states, that teachers will really shape the future of our children and therefore, the future of our country, which means that teachers will have to fulfill the great responsibility of nation building by creating high quality human resources in their classrooms. Teachers must be provided the needed trainings to develop and cultivate critical thinking, skills, aptitude, positive attitude and competencies. It is only because of our competent teachers that our future generations can make a genuine contribution to the country's progress and development. There is a dire need to reconstruct the professional character of teacher trainees, and nurture their skills and proficiency through proper orientations and trainings. The pre-service training provided to the teachers is essential for providing effective teachers.

The Indian Education Commission (1964-66), beautifully remarked that the "Destiny of the nation is being shaped in its classrooms" Traditionally, teachers would deliver information to students and fill their minds with it but the teachers in the 21<sup>st</sup> century need to be more competent to support learners in exploring and expressing their unique competencies in challenging world Teachers need to help students to develop certain competencies, instill certain values, skills and attitudes that society regards as essential. The success of the learners is ensured if teachers are competent enough to facilitate the learning of their students. A truly competent teacher imbibes knowledge, skills, attitudes, and 'experiences among students with excellence.

Digital literacy is considered as an essential life skill in the present digital world. Teachers who make use of technology in their classrooms, support different learning styles and engage students of diverse needs. Digital platforms, virtual classrooms, online libraries or webinars and other digital media make possible new and innovative forms of teaching and learning in schools, vocational institutions and universities as well as in other training institutions. In the present scenario, Digital learning helps student community how to expand their communication, language and media skills. Learners grow and engage the world through images, diagrams, audio and video

media. They also develop dynamic creativity helping them to think, communicate, design and engage in the world. Digital devices help in connecting classrooms around the globe to share insights, learning, and experiences. Making use of digital media in education results in new areas of communication, cooperation and networking. Digital instruction is more flexible, individualized and mobile because it is not bound by time and place. Digital skills aid people to embrace success whether in school, at university or on the job. Tyger, (2011) is of the view that a person using these skills to interact with society may be called a digital citizen. Since digital technologies have influenced all aspects of our life, schools are getting transformed into smart schools. The online, on-demand, learner-centered learning is now a universal reality. Therefore, Digital Literacy is the fundamental pre-requisite in order to become a competent teacher. Digital Literacy has put its impacts on the curriculum, teaching methodologies, and on the whole educational standards. It is now essential for today's students to be digitally advanced in order to use the digital tools in meaningfully knowledgeable and critical ways.

Creative Teaching Attitude is considered a finer characteristic for a competent teacher. Teachers with favorable Creative Teaching Attitude (CTA) are highly devoted towards their teaching profession. A teacher with high creative ability will use independent thinking and always try to update his teaching approaches. After making suitable and necessary changes in his methods of teaching, he tries to recognize every student and plan his teaching methods and techniques in harmony with the benefits and aptitudes of students. A high creative teacher is Non-conformist and Un-conventional who is more inclined towards new teaching practices and learning outcomes. Teachers with Creative Teaching attitude reflect capabilities and proficiencies to predict creative thoughts and desires of their students. They are often seen interested in creativity driven classroom. They prefer to encourage question-answer sessions, valuation of performance and rational feedback. This creative, constructive and productive approach involves in seeking more participation of students in creative activities. A High creative teacher makes emphasis on independent thinking and constructive ideas. They are often seen involving and participating in constructive and creative activities. They

provide Brainstorming sessions for their students and involve students in problem solving behaviors. At any level of teaching (Primary, Secondary or University), it has been observed that competent teachers who possess creative attitude and intelligence bring miracles in their classrooms.

Research has been undertaken on Teaching Competence in relation to many personal and Environmental factors. Desae, Susheela and Deshpande, Shashikala (1996) in their study found no significant difference in the teaching competence of two groups i.e. high neurotic and low neurotic student teachers. In the study "Some Correlates of Success in Teaching of Secondary School Teachers" Mann (1980) revealed that more competent teachers were significantly more expressive, ready to co-operate, bright and alert, efficient in abstract thinking, attentive to people, emotionally mature and realistic about life. Jain (1977) found intelligence creativity and interests as important factors for teaching competence Singh & Grewal S.S.(1991) "Professional Competency of physical education teachers in relation to their intelligence, emotional maturity and self-esteem", a positive significant relationship was found between all the three variables and professional competency of physical education teachers. Sheik Allauddin (1999), in his study "A Study of Creativity and its Impact on Professional Competency among Secondary School Teachers found a positive, significant relationship between creativity and professional competency. Dixit (1977) found creative male teachers as more competent in teaching. Government aided and Private College teachers were found significantly under the higher level of occupational stress than the teachers working in government colleges in the study of Satvinderpal Kaur (2017). The study of Darling-Hammond (1999) found that teachers with less than three years experience were less efficient than those teachers with more experience. It was also found that the teachers working on contract basis were found under higher level of occupational stress than regular teachers. Dr. Ansarul-Hasan, (2014) found private primary school teachers highly stressed as compared to their government primary school teachers counterparts. In the study of Kumar, I.A, et al., (2013), it was found that Female Elementary school teachers have more occupational stress level than their male counter parts. The study of G. Lokanadha Reddy and R. Poornima, (2012)

revealed a positive relationship between the occupational stress and professional burnout of university teachers. Junior college teachers were found experiencing significantly more stress on most of the dimensions of stress as compared to senior teachers in the study of Dhruv Kumar and JM Deo (2011).

Ranjini & Mohanasundaram (2012) highlighted a significant difference in teacher competencies of secondary teacher trainees and academic achievement. Ranjini and Sundaram (2011) found a significant relationship between teachers' competencies and academic achievement of secondary teacher trainees. The Findings put forth by Jacobson Barineka Nbina (2012) highlighted a significant relationship between teachers' competence and students' academic performance in chemistry. The study of Agharuwhe, A. Akiri (2013) highlighted no significant relationship between teachers' effectiveness and students' academic performance.

Augustine (2010) too found a significant relationship between teaching competency and teaching aptitude of student teachers. In a comparative study of Bala and Singh (2013), it was found that Teacher trainees having high aptitude obtained higher teaching competency as compared to the teacher trainees having low aptitude. Nalini Srivastava and Pratibha (2009) studied the relationship of teaching competency with teaching aptitude and found a positive and significant connection between teaching aptitude and teaching competency of the teachers. Sharma (2006) too found that teaching aptitude of the pupil teachers was significantly related with their general teaching competency. In the study of Zeichner (2008), teaching aptitude affects were found on teaching competence among student teachers.

The Findings shown in the study of Nagaraj Murigeppa Shivalli (2005) highlight that there is a significant positive relationship between teaching competencies and job satisfaction. Basi (1991) found a positive correlation between the measures of job satisfaction and the criterion measures of teaching competence. In the Study "A comparative study of job satisfaction among primary school teachers", Dixit (1977) found a positive relationship between socio-economic status and teaching competency. Rashmi Rekha (2017) found large class size, inadequate salary, lack of healthy interaction among

staffs, Problem in managing students behavior, Heavy workload etc. among the factors of occupational stress of females teachers.

In the study of Jayavel G.(2019) titled, 'Teaching Competency of English Teachers in Relation to Digital Literacy', a significant difference was found between the digital literacy of English language teachers with regard to their gender. The study also revealed that female teachers were more significant in their level of digital literacy .Private school teachers were found more significant in their level of digital literacy implying that they use more digital tools for their instructional purposes in language teaching. Teaching competence and digital literacy were found positively correlated, in the study of Singh & Mohinder (2019), implying that prospective teachers with high digital literacy are more competent in teaching.The findings of the study undertaken by Serkan & Aslam (2022), revealed that a cooperative learning model and a flipped classroom model were both significantly effective in developing the pre-service teachers'skills

The findings of the study investigated by Kumari, et al. (2020), revealed that teachers do not differ in their attitude towards creative teaching on the basis of subject streams. The study of Mukherjee (2019), did not show any significant difference between the creative teaching attitude of male and female B.Ed. student –teachers. The study also found no significant difference between the creative teaching attitude of science and arts student–teachers. Results of the investigation undertaken by Khan S. (2015) revealed a positive but low correlation between general teaching competency and attitude towards creative teaching.

Keeping in mind the changing and challenging needs of the 21st- century students, teachers, society and the whole education system, the investigator studied the qualities and characteristics of the competent teachers and reviewed many relevant studies. It was found that Teaching Competence, Digital Literacy, and Creative Teaching Attitude were some of the uniquely effective parameters for effective teachers in contemporary situations. After going through exhaustive literature-review, the investigator observed that there were some studies conducted on Teaching Competence, Digital

Literacy, and Creative Teaching Attitude independently in various areas. But not even a single study was found combining all these three extremely significant variables (namely Teaching Competence, Digital Literacy, and Creative Teaching Attitude) in context of either Prospective Teachers or in-service teachers and hence, provided a clear picture of the need for such an investigation. Hence this topic emerged for a detailed study and the investigator took the initiative of studying Teaching Competence, Digital Literacy and Creative Teaching Attitude of Prospective Teachers.

The proposed problem for the present study reads as:

**To study Teaching Competence in relation to Digital Literacy and Creative Teaching Attitude of Prospective Teachers.**

**Objectives of the Study**

The objectives of the present study are as follows:

- 1) To study Teaching Competence in relation to Digital Literacy.
- 2) To study Teaching Competence in relation to Creative Teaching Attitude.

**OPERATIONAL DEFINITIONS OF THE KEY TERMS USED**

**Teaching Competence:**

Teaching competence for the study means the competencies of the Prospective Teachers in carrying out their prescribed job. In this study Teaching Competence refers to the scores obtained by Prospective Teachers on General Teaching Competence Scale standardized by Nand kishor, and Vimal Vadushy (2021).

**Digital Literacy:**

Digital Literacy refers to one's ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.

In this study Digital Literacy refers to the scores obtained by Prospective Teachers on Teachers' Digital Competence Scale developed by Ramakrishna (2017).

**Creative Teaching Attitude:**

Attitude towards teaching of a teacher refers to his or her

favorable and unfavorable thinking and feeling about the various areas of teaching learning profession like classroom practices, students, educational practices etc. Creative Teaching Attitude refers to how do a teacher thinks or feels about the creative ways and roles in which he or she intends to act as a teacher. In this study creative Teaching Attitude refers to the scores obtained by Prospective Teachers on Attitude Scale of Creative Teaching developed by R.P Shukla (2008).

**Prospective Teachers:** Teacher candidates enrolled in Teacher Training Colleges and are in their final semester of their course (B.Ed.)

**Hypotheses:**

The following hypotheses have been formulated for the present study:

Ha 1: There exists a significant relationship between Teaching Competence and Digital Literacy of Prospective Teachers (Composite Score).

Ha 2: There exists a significant relationship between Teaching Competence and Creative Teaching Attitude of Prospective Teachers (Composite Score).

**SELECTION OF THE SAMPLE**

For the present investigation probability sampling Method was used in which Multi- Stage sampling technique was employed to choose the sample of 350 prospective teachers enrolled in various teacher training colleges (B.Ed, colleges) of Kashmir Valley. **Tools**

In the present study, the researcher has used the following standardized tools to collect the required and relevant data:

1. General Teaching Competence Scale standardized by Nand Kishore and Vimal Vadhusy (2021).
2. Teachers' Digital Competence Scale standardized by Ramakrishna (2017).
3. Attitude Scale of Creative Teaching standardized R. P Shukla (2008).

**Co-relational Analysis**

Relationship between Teaching Competence, Digital Literacy, and Creative Teaching Attitude.

**Table 1: Coefficient of Correlation between Teaching**



**Competence (TC) and Digital Literacy (DL) of Prospective Teachers (N=350).**

Variables	N	Coefficient of Correlation	Level of Significance
Teaching Competence(TC)	350	.462	Sig. at 0.01 level
Digital Literarily(DL)			

**Table 2: Coefficient of Correlation between Teaching Competence (TC) and Creative Teaching Attitude (CTA) of Prospective Teachers (350)**

Variables	N	Coefficient of Correlation	Level of Significance
Teaching Competence(TC)	350	.278	Sig. at 0.01 level
Creative Teaching Attitude (CTA)			

**Correlation between Teaching Competence and Digital Literacy of Prospective Teachers.**

The perusal of table 1 shows that the coefficient of correlation between Teaching Competence and Digital Literacy is .462 which is significant at 0.01 level. This means that Hypothesis Ha1 stating that **'There exists a significant relationship between Teaching Competence and Digital Literacy of Prospective Teachers'** is accepted.

A positive correlation shows that the increase in one variable is followed by corresponding increase in the other variable. This means that if Prospective Teachers are digitally literate their teaching competence will also be improved and vice versa. This positive correlation between Teaching Competence and Digital Literacy may be due to the digitization, use of new digital tools, digital learning, effect of digital environment and changing role of teachers in the well equipped digital classrooms. At present, Digital Literacy plays a crucial role in the teaching and learning. Teachers' digital competencies have become an essential aspect of training teachers to promote learning in their

students that moves away from the knowledge transfer model and moves towards a talent development model (Touron, et al., 2018). The results of the above table are in line with **Satheesh Kumar (2022), Jayavel (2019) and Dinesh Shaky (2018).**

**Satheesh Kumar(2022)** found a Significant and positive relationship between digital competence and teacher effectiveness of prospective teachers. The study undertaken by **Jayavel (2019) indicated a** positive and significant relationship between teaching competence and digital literacy. The investigator, **Dinesh Shaky (2018)** found a significant correlation between General Teaching Competence and Computer awareness among Teacher Trainees.

#### **Correlation between Teaching Competence and Creative Teaching Attitude of Prospective Teachers.**

It is evident from the table 2 that the coefficient of correlation between Teaching Competence and Creative Teaching Attitude is .278 which is significant at 0.01 level. Therefore the  $H_a$  stating that **“There exists a significant relationship between Teaching Competence and Creative Teaching Attitude of Prospective Teachers.”** is accepted.

A positive correlation shows that the increase in one variable is followed by corresponding increase in the other variable. It can be concluded that if Prospective Teachers possess Creative Teaching Attitude, their Teaching Competence shall improve. This significant correlation between Teaching Competence and Creative Teaching Attitude may be due to the competencies which a competent teacher required for the effective teaching-learning experience. Since the Teacher is the most important element in this process, he/she has a key role in nourishing creativity through creative teaching. The teachers' attitude towards creative teaching, their level of understanding it, have a direct relationship on enriching their teaching competency.

The result of the above table shows the significant relationship exists between Teaching Competence and Creative Teaching Attitude. The results analyzed and discussed in above cited paragraph are in line with **Khan(2015), Narayanan(2017), Niwas(2018), Gour (2018),**

**Khan (2015)** found that there is positive correlation between general teaching competency and attitude towards creative teaching. **Narayanan (2017)** in his study found a positive relationship between creativity and teaching methods of

teachers. In the study undertaken by **Niwas (2018)**, it was found that a positive relation existed between teaching competency and attitude of teacher trainees towards their creative teaching. In the study conducted by **Gour (2018)**, it was found that secondary school teachers have higher level of awareness regarding various dimensions of creativity and have positive attitude towards nurturing creativity among the learners

**Conclusion:**

The investigator after analyzing the data systematically reached to the following conclusions;

- 1) A significant and positive relationship has been found between Teaching Competence and Digital Literacy of Prospective Teachers.
- 2) A significant and positive relationship has been found between Teaching Competence and Creative Teaching Attitude of Prospective Teachers.

**Inferential Suggestions:**

- Teachers' professional training and professional development is a necessary ingredient to support innovative and beneficial teaching. Prospective teachers should be taught useful ways of enhancing their teaching competencies in light of research findings.
- The teacher training programmes should be organized in such a way that ensure inculcating the needed set of skills, values, beliefs and practices in the prospective teachers.
- Teachers should teach the students through Mess-finding, Fact-finding, Problem-finding, Idea-finding, Problem-solving and Acceptance-finding methods in order to infuse the creative ideas among the learners.
- A series of lectures should be delivered at Teacher Training Colleges by the professionally competent creative teachers in order to arouse interest and inculcate, creative and joyful teaching skills among prospective teachers.
- All teacher education institutes must be equipped with

appropriate digital devices so that Trainees will get an opportunity of working with computers; smartclasses etc.

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