



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

TO STUDY THE RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND ATTITUDE TOWARDS THEIR TEACHING PROFESSION

Pooja Sharma

Assistant Professor,
Khalsa college of Education,
Ranjit Avenue, Amritsar (Panjab)

E-mail: ps691211@gmail.com

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/07.2021-21848538/IRJHIS2107013>

Abstract:

The purpose of the study was to explore the relationship between teacher effectiveness and attitude towards their teaching profession. A total number of 200 government and private secondary school teachers were participated in the study. To collect the sample Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N Murtha (1999) and Teacher Attitude Scale by Dr. Pradeep Kumar (2012) were used. Result showed that there was no relationship between Academic, Social, Emotional, Personality (dimensions of teacher effectiveness) and attitude towards teaching of school teachers. No significant difference was found in the dimensions of teacher effectiveness (Professional, Social, Emotional, Moral, and Personality) of Government and Private school teachers. The Government and Private school teacher possesses almost same level on these dimensions (Professional, Social, Emotional, Moral, and Personality) of teacher effectiveness. A significant difference was found in one dimension of teacher effectiveness (i.e. Academic) of Government and Private school teachers. It concluded that there was significant difference in attitude towards teaching of Government and Private school teachers which showed that the Private school teachers have more positive attitude in their teaching as compare to Government school teachers. The study shows that Teachers belonging to Private schools are more efficient in their teaching profession.

Keywords: Teacher Effectiveness, Teacher Attitude, Social, Emotional, Moral, Personality.

INTRODUCTION:

It is the teacher who has privilege of shaping and molded the behavior, habits, attitude, interests and character of pupils. Teacher plays an important role in the uplift of ideas and values of our society. The teacher has to perform numerous roles in education system. Teachers are national builder and the modern technology rightly assumes that teaching is not only an art but also a science,

teachers are not only born but they can be made effective through institutes. So we can say teachers also play vital role in the development of the nation.

EFFECTIVENESS:

Effectiveness is the ability of producing a desired result when something is considered effective, it means it has an intended or expected outcome, or produce a deep, realistic impression. Education is only savior of mankind. Empowerment and enlightenment of human beings is possible only through effective system of education. To a large extent, the effective education system depends upon the effective teachers. Teacher is the innovator of civilization and moving force behind all social, cultural and economic advancements. Without the cultural and effective teachers, no educational system can thrive. The effectiveness of the educational system to great extent depends upon the competent teachers and active resourceful. Teachers open the way for enlightened society, thus effective teachers do it effectively.

It is often approved that the "effectiveness" of an educational programmed depends up to a most of all on performance and quality of teachers available to implement the programmer. An educational institution may have magnificent material resources however building, library, laboratory, equipment, and other infrastructure facilities accompanying a curriculum suitably adopted to outfit the social need, but if the teachers are unresponsive or not fit to their responsibilities and duties, the entire programmer is likely to be unproductive and wasted.

TEACHER EFFECTIVENESS:

Teacher effectiveness comprises two words teacher and effectiveness. The teacher signifies to a person who teaches in school or college and effectiveness as the eminence of being effective. An effective teacher must have professionalism, self - confidence, skill of motivating the students, interest in co-curricular activities, good character, effective teacher taught relationships etc. It is the power to realize socially valued, objectively agreed for a teacher's work, especially but not exclusively, the work concerned with enabling pupils to learn (Oxford English Dictionary). This definition emphasized five dimensions of distinctive effectiveness; these are differences in activeness, difference in subjects, difference in pupil's background, difference in pupil's personal characteristics and difference in cultural and organizational context. In teaching, teacher effectiveness is the result of vital personality of teachers.

ATTITUDE:

The concept of attitude is most exclusive and in expandable concept. Psychologists and Sociologists have contributed many studies regarding attitude. Attitude cannot be defined in a single definition however it is a complex term. The several approaches to define the concept of attitude such as differ in degree of emphasis rather than in kind of essence. The way of looking at the person and things, likes and dislikes projects or certain values and forms of readiness approaching and

withdrawing behavior have been put together in all the workable concept of attitude. It is certain mental state of an individual according to his behavior towards it is molded.

According to Allport (1935) "Attitude is a mental and neural state of readiness organized through experience, exporting a direct influence upon the individual's responses to all objects and situations with which it is related".

Although attitude is a personal disposition common to individuals but it is also possessed by different individual in different degree. It demands them to reacts situations, objects or proposition in this way that can be considered favorable or unfavorable. This fundamental motivation is responsible for shape the nature of attitude in each individual. In terms of appetites and aversions, continuous motivation manifests. Through experience the development of favorable and unfavorable inclination towards various objects or classes of objects.

ATTITUDE TOWARDS TEACHING PROFESSION:

The teachers who spread education may change framework of education. Therefore it is all important that those individuals who are going choose the teaching profession should have the right kind of attitude towards their profession. In their profession, a teacher must have faith, with favorable and dynamic attitude towards their work teacher can play the role of nation builders. Moreover teachers with unfavorable orientation towards their work can prove to be intolerable liability for any society. Towards his profession a teacher's attitude will surely satisfy an individual and hence determine the zeal with which person would take up his work. A teacher attitude towards teaching profession is very pivotal because it is reflected in his teaching.

Beyond teaching a teacher professional duties may extend. Beyond the classroom teachers may assist the students on field trips, help with the organization of school functions, supervise study halls and serve as supervisors for co-curricular activities. For discipline in some education system, teachers may have duties and responsibility. Around the world teachers are commonly required to obtain specialized education, internal monitoring knowledge and codes of ethics.

OBJECTIVES:

1. To study the teacher effectiveness of school teachers with respect to type of school.
2. To study attitude towards teaching of school teachers with respect to type of school.
3. To study the relationship between teacher effectiveness and attitude towards teaching of school teachers.

HYPOTHESES:

1. There exists no significant difference in teacher effectiveness of Government and Private school teachers.
2. There exists no significant difference in attitude towards teaching of Government and Private school teachers.

3. There exists no significant relationship between teacher effectiveness and attitude towards teaching of school teachers.

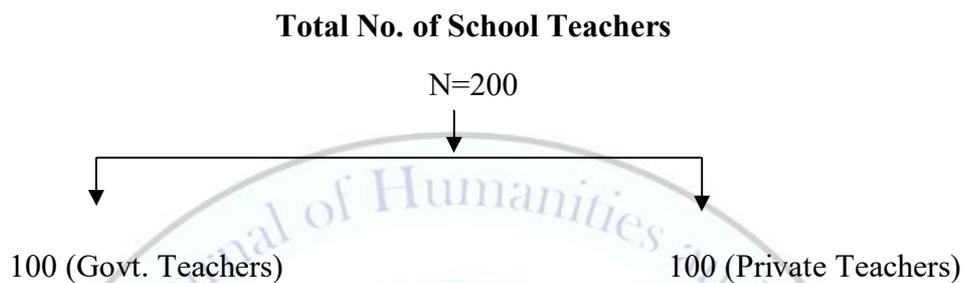
METHOD AND PROCEDURE:

Types of Research:

The present study comes under the domain of descriptive research.

Sample:

The sample will comprise of 200 female secondary school teachers. The distributions of sample are presented through the following chart:



TOOLS USED:

For collection of data the following tools were used:

1. Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N Murtha (1999)
2. Teacher Attitude Scale by Dr. Pradeep Kumar (2012)

STATISTICAL TECHNIQUES:

The following Statistical Techniques were employed to give concise picture of the whole data. These techniques are usually employed to the hypothesis. The investigator used the following statistical measures:

- Descriptive statistical like Mean and SD were used to analyze the data.
- 't' test was applied to find out the significance of difference between different variables teacher effectiveness and teacher attitude.
- 'r' value was calculated to find the relationship of teacher effectiveness and teacher attitude.

RESULT AND DISCUSSION:

The present study was design to study the significant difference between teacher effectiveness and attitude towards teaching profession among secondary school teachers. Result showed that there is no significant difference was found in the dimensions of teacher effectiveness (Professional, Social, Emotional, Moral, and Personality) of Government and Private school teachers. The Government and Private school teacher possesses almost same level on these dimensions (Professional, Social, Emotional, Moral, and Personality) of teacher effectiveness. A significant difference was found in one dimension of teacher effectiveness (i.e. Academic) of Government and Private school teachers. Teachers belonging to Private schools are more efficient in

their teaching profession. There was significant difference in attitude towards teaching of Government and Private school teachers which concluded that the Private school teachers have more positive attitude in their teaching as compare to Government school teachers.

It was concluded that there was no relationship between Academic, Social, Emotional, Personality (dimensions of teacher effectiveness) and attitude towards teaching of school teachers. There was relationship between Professional, Moral (dimensions of teacher effectiveness) and attitude towards teaching of school teachers.

EDUCATIONAL IMPLICATIONS:

- Education is life become meaningful only when we have efficient teachers with positives attitude towards their teaching profession. Hence, it is important to have these types of teachers for educational development.
- Organizing sensitization seminars, workshops developing positive attitude among teachers towards their teaching profession.
- Teachers must use innovative ideas and methods of teaching for promoting effective teaching.
- The teachers must try to arouse interest in the noble ideas of subject matter.
- This study will help teachers to improve their positive attitude and justify their role towards their teaching profession.

REFERENCES:

1. Allport, G.W. (1935). *A Handbook of Social Psychology*. Clark University Press, Worcester, Mass.
2. Ambasana, A. (2012). University teachers' attitude towards professionalism. *Edutracks*, 10(5), 35.
3. Anderson, W. (1991). *Increasing teacher effectiveness*. Retrieved on April 13, 2016 from <http://www.unesco.org>.
4. Bain, R. (1928). An attitude on attitude research. *American journal of sociology*, 33, 940-957.
5. Belagali, H.V. (2009). A Study of teachers attitude towards teaching profession of secondary school in relation to gender and locality. *International Referred Research Journal*, 3(32).
6. Benjamin, A., Sahayarani, E.W. J., & Stanly, L.S. (2011). A study on attitude towards teaching profession and achievements in teaching competency of B.Ed. trainers. *New Frontiers in Education*, 44(3), 250-253.
7. Capa, Y., & Cil, N. (2000). Prospective teachers attitudes toward teaching profession investigation of different variables. *Journal of Education Faculty*, 18, 69-7.

8. Cavas, B., & Kaiser, C.T. (2003). Primary science teacher's attitude towards computer assisted learning. *Journal of Education*, 3(2), 35-43.
9. Celikoz, N., & Cetin, F. (2014). Factors affecting anatolian teacher high schools students attitude towards teaching profession. *Journal of National Education*. 162, 160-167.
10. Cheung, H.W. (2006). Inactivation of human MAD2B in nasopharyngeal carcinoma cells leads to chemosensitization to DNA-damaging agents. *Cancer Res* 66(8), 57-67.
11. Cornelious, A. (2000). Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees. *Unpublished M. Phil Thesis*, University of Kerala.
12. Dhillon, J.S., & Kaur, N. (2009). Teacher effectiveness in relation to their value patterns. *Edutracks* 9(3), 26 .
13. Dfreeman, I.H. (1957). "Anastasia Rose in Stormy Ranks" New York Times. Retrieved on 29 December 2011.
14. Ghosh, S., & Bairagya, S. (2010). Attitude of secondary school teachers towards teaching profession in relation to some demographic variables, *Edusearch* 1(1), 55-58.
15. Gnanaguru, S.A., & Kumar, S. (2007). Attitude of under normal and overachievers towards teaching profession and their home environment. *Journal of All India Association for Educational Research*, 19 (3), 36-37.
16. Gnanamuthu, J., & Kumar, R. (2010). Attitude of B.Ed. teachers trainers towards ICT. *Journal of Educational research and Extension*, 47(1), 67-78.
17. Hasan, M. (2006). A comparative study of attitude of secondary school teachers towards teaching profession. Unpublished paper (Department of Education, Aligarh, Aligarh Muslim University).
18. Hilgard, E.R. (1953). *Introduction to Psychology*. New York: Harcourt Brace and Co.
19. Husain, S., Ali, R., Khan, M., & Muhammad, R. (2011). Attitude of secondary school teachers towards teaching profession. *International journal of academic research*, 3(1), 985.
20. Hussain, S.M., Paperno, R. & Khatoon, Z. (2010). Length-weight relationship of fishes collected from the korangi-phitti Creek area (Indus delta, Northern Arabian Sea). *Journal of Applied Ichthyology*. 26, 477-480. Hwang, F.F. (2006). The relationship between emotional intelligence and teaching effectiveness. Paper presented at the 2nd International conference on youth & Education for the 21st century. Texas A & M University corpus Christ. May 30-June 2.
21. Jones, M.L. (1956). Analysis of certain prospects of teaching ability. *Journal of Experimental Education*, 25, 103-108.

22. Kaur, A., & Kaur, G. (2005). A study of some factors effective teacher's effectiveness. *The progress of education*, 71(6), 137-140.
23. Kumar, P. & Murtha, D.N. (1999). *A Manual for Teacher Effectiveness Scale*. New Delhi: Prasad Psycho Corporation.
24. Kumar, T.P. (2012). *A Manual for Teacher Attitude Scale*. New Delhi: APH Publishing Corporation.
25. Macmillan, A. (2002). *English Dictionary for Advanced learners*. New York: Macmillan Education publishers Ltd.
26. Malik, U., & Malik, S. (2015). Teaching effectiveness of secondary school teachers in relation to their sense of humor, *Global Journal for Research*, 4, 77-81.
27. Marry, M., & Samuel, R. (2011). *Attitude of B.Ed. teachers towards and academic achievement* 10(6), 28-35.
28. Marsh, H.W. (2007). Do university teachers become more effective with experience? A multilevel growth model of student's evaluations of teaching over 13 years. *Journal of Educational Psychology*, 99 (4), 775-790.
29. Pandit, B., & Surwade, L. (2006). The effect of emotional maturity on teacher effectiveness, *Edutracks*, 6 (1), 37-38.
30. Pervez, M., & Shakir, M. (2013). Attitude of prospective teachers towards teaching profession. *Journal of Education and Practice*, 4(10), 172-178.
31. Shah, A. (2013). A comparative study of government and private secondary school teachers towards their teaching profession, *Journals of education and practice*. 1(14), 2013.
32. Shah, S.I.A., & Thoker, A.A. (2013). A comparative study of government and private secondary school teachers towards their teaching profession. *Journal of Education and Practice*, 4(1), 118-121.
33. Temizkan, M. (2008). Research of turkish students teacher's attitude towards to teaching profession. *Journal of Turkish Educational Sciences*, 8, 461-486.
34. Travers, J.F. (1993). *Educational Psychology: Effective Teaching, Effective Learning*. New York: Macmillan Company.
35. Whitaker, J.O. (1976). *Introduction to Psychology*. Philadelphia: Saunders Company.