

## A Study of Teacher Effectiveness in relation to attitude towards teaching profession

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**Abstract:** The purpose of the present study to examine the difference and comparison between effective and ineffective teachers in relation to their attitude towards teaching profession and their teaching experience, age and sex. Two research instruments Teacher Effectiveness Scale by developed by Kumar and Mutha in 1985 and Attitude Scale by developed by Kath and Bannur (1974) were used for collecting the data. Analysis of the data was done using correlation statistics technique. Findings of the study indicated that no significant difference effective and ineffective teachers in their attitude towards teaching profession. Further said that effective and ineffective teachers do not differ in their attitudes towards teaching profession, although they differ in their experience, age and sex.

**Key Words:** Teacher Effectiveness, Attitude, Teaching Attitude,

### I. INTRODUCTION

India has chosen a democratic way of life. The success of democracy largely depends on the degree of education and enlightenment of the people. As the Education Commission 1964-66 has rightly pointed out. "The destiny of the country is being shaped in her classrooms". Evidently, the commission has in mind the role of the teacher in realizing the goal of national reconstruction. For teaching the students effectively the teachers have to be effective. Because it is recognized that teaching is an expert's job and the teacher has to play a crucial role in his business. The teacher can help the students to make their lives better, fuller, happier and meaningful. The teacher has to create such a situation in the classroom that individuality of the students is fully developed and properly shaped in accordance with the requirement of the country. The students in the classrooms of our schools are human resources of the country. They have to be cultivated and developed in such a way that their potentialities can be utilized in the marking of the country and putting her on the path of progress and thus to realize the dreams and aspirations of our national leaders and country makers in real sense of the term teacher's role in the education of the child is crucial. In the present situation where classroom morale, school climate and social environment are being complex day by day, the teacher has to be very competent. The changing situations of the classroom and requirement of the society necessitate that only such people should be assigned the duty of teachers who are competent enough to shoulder this responsibility.

### II. TEACHER EFFECTIVENESS

By teacher effectiveness, we mean the characteristics of the teacher which are effective in causing effective instruction. "Teacher effectiveness is our area of research which is concerned with relationship between the characteristics of teachers, teaching aids and their effects on the educational outcomes of classroom teaching".

Encyclopedia Educational Research, Edited by Ebal and others Gage selected five global characteristics as the components of effective teaching.

They are 1. Warmth 2. Cognitive organization 3. Orderliness 4. In directedness 5 Problem solving ability. The following are the **characteristics** of a teacher related to the student's learning.

#### 1. Clarity

This refers to the presentation of the subject matter by the teacher. The way in which the teacher presents the subject matter is very important for the pupils.

#### 2. Teacher Style

**Piaget** found a significant relationship between the style of the teachers and the behavior of the pupils. Students are free to express their opinion, in this approach; there is scope for exchange of ideas and opinions. In Laissez Fair teaching behavior, the students are more active than the teacher.

**Resourcefulness:** A resourceful teacher in highly helpful to the pupils.

**Confidence of a teacher in the classroom:** The teacher must face pupils with confidence. The teacher gains this through experience and through the use of innovative methods of teaching and other techniques for promoting effective teaching.

**Competent communicative skills:** This is another important value to be developed by the teachers. He must be able to communicate his idea so as to improve the teaching learning process.

**Creative interest and motivation:** The teacher must try to arouse interest in the subject matter.

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students.

### III. TEACHING ATTITUDE

An attitude is a personal disposition common to individuals but is possessed by different individual in different degree.

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It impels them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. This basic motivation is responsible for molding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable and unfavourable inclination towards various objects classes of objects.

#### IV. NEED AND SIGNIFICANCE OF THE STUDY

The main aim of the study was to find out effective teachers from amongst the general teacher's population. An attempt was also to be made to examine relationship of teacher effectiveness with professional attitude of teachers. Thus the problem is stated as the study of teacher effectiveness in relation to attitude of teachers towards teaching profession. It is assumed that effectiveness of teacher depends to a considerable extent on his attitude towards profession studies conducted on this theme have reported controversial results so far as relation between teacher effectiveness and professional attitude is concerned, though professional attitude of teacher is a vital factor which determines his effectiveness. So it is decided to examine relationship between these two variables. Here it is to see as to how far these two variables are related with each other, since education of a country is largely dependent upon the quality of teachers.

#### V. OBJECTIVES OF THE STUDY

1. To identify effective teachers.
2. To examine relationship of teacher effectiveness with attitude of teachers towards teaching profession.
3. To examine the difference between effective and ineffective teachers in relation to their attitude towards teaching profession.
4. To compare the attitude of effective and ineffective teachers in relation to their teaching experience, age and sex.

#### VI. HYPOTHESIS

1. There will be no significant relationship between teacher effectiveness and attitude towards teaching profession.
2. There will be no significant difference between effective and ineffectiveness teachers so far as their attitude towards teaching profession is concerned.
3. There will be no significant difference in the attitude towards teaching profession between effective and ineffective teachers so far as their experience, age and sex are concerned.

#### VII. SAMPLE

71 teachers (40 were Effective Teachers and 31 were ineffective teachers) were selected on random basis. Selection of the teachers from the above listed schools stratified random sampling technique was employed. Thus out of 10 selected secondary school of Jammu. Keeping in mind their age, sex and teaching experience.

	Male	Female	
Effective Teachers	18	22	40
Ineffective Teachers	17	14	31
Total			71

#### Tools

Following tools were taken in consideration.

##### Teacher Effectiveness Scale

This scale is developed by Kumar and Mutha in 1985. This scale has 69 highly discrimination items which are positively worded. These items are given a score of five, four, three, two and one for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing lowest teacher effectiveness to highest teacher effectiveness. Validity of the scale has been determined by principle rating and self rating and the values were found to be .77 and .87 respectively.

##### Attitude Scale

This scale is developed by Kath and Bannur (1974). This five point scale contains 40 items in all. Each positive item of the scale is given 5, 4, 3, 2, 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively reverse scoring is done for each negative item. Since the scale contains 40 items assigned and maximum marks to each items and respectively.

##### Procedure

At first the investigator contacted the teachers of Jammu region. They were about the purpose and utility of the study and future importance of the study. It was also assured that the given information will not be used for other purpose. After rapport with the students, data collection was done. The scoring of the test was done as per procedure given by the constructor of teacher effectiveness scale. Since the study was exploratory in nature, so it was decided to use descriptive statistical technique in the interpretation of data in this way Mean, S.D., Correlation and T-test were used. Hence The scores obtained were recorded for further analysis and interpretation

#### VIII. RESULTS AND DISCUSSION

The main aim of the study was to find out effective teachers from amongst the general teacher's population. An attempt was also to be made to examine relationship of teacher effectiveness with professional attitude of teachers. Thus the problem is stated as the study of teacher effectiveness in relation to attitude of teachers towards teaching profession & has to compare the attitude of effective and ineffective teachers in relation to their teaching experience, age and sex. 71 teachers (40 were effective teachers and 31 were ineffective teachers). The sample of the study comprises 71 accepted teachers from the respective schools. In order to measure as mentioned above. Mean & S.D was calculated. To find the significance difference between two means, T-test was calculated.

**Table - 1** Relationship Between Teacher Effectiveness and attitude Towards Teaching Profession

Variables	N	r
Teacher Effectiveness	40	.71
Teacher's Attitude		

\*Significant at .01 level

Table – 1 reflects that very high significant positive relationship between teacher effectiveness and teacher's attitudes teaching profession. The result of this table confirms that the effective teachers working in secondary schools of Jammu City had positive attitude towards their profession.

**Table - 2** Relationship between Male Teacher Effectiveness and their Attitude Towards Teaching Profession

Variables	N	r
Teacher Effectiveness	18	.77
Teacher's Attitude (Male Teachers)		

\*Significant at .01 level

In Table – 2, it is evident that relationship between Male Teacher Effectiveness and their Attitude towards Teaching Profession has been shown. From the obtained “r” value it is quite clear that there is close relationship between effectiveness of male teachers and their attitude towards their profession. From this result it can be concluded that male effective teachers of Jammu city had positive attitude towards their profession.

**Table - 3** Relationship between Female Teacher Effectiveness and their Attitude towards Teaching Profession

Variables	N	r
Teacher Effectiveness	22	.65
Teacher's Attitude (Female Teachers)		

\*Significant at .01 level

Table – 3 reveals that there is close relationship between effectiveness of female teachers and attitude towards teaching profession. The “r” value indicates that female teachers of the secondary schools of Jammu city had positive towards teaching profession.

**Table - 4** Relationship between Teacher ineffectiveness and Attitude towards Teaching Profession

Variables	N	r
Teacher ineffectiveness	31	.78
Teacher's Attitude (Female Teachers)		

\*Significant at .01 level

From table – 4, it is clear that there is close relationship between teacher ineffectiveness and their attitude towards teaching profession. The result of the above table reveals that although some of the teachers were ineffective, however their attitude towards their profession was positive.

**Table - 5** Relationship between Teacher ineffectiveness and Attitude Towards Teaching Profession

Variables	N	r
Teacher ineffectiveness	17	.80*
Teacher's Attitude		

\*Significant at .01 level

From table – 5, reveals very high significant relationship between male teacher's ineffectiveness attitude towards teaching's profession. From the result presented in table given above it is clear that inspite of ineffectiveness, male teachers had very high attitude towards their profession..

**Table - 6** Relationship between Female Teacher Ineffectiveness and attitude towards Teaching Profession

Variables	N	r
Teacher ineffectiveness	14	.76*
Teacher's Attitude (Female)		

\*Significant at .01 level

It is evident from the table – 6 that there is high positive relationship between ineffectiveness of female teachers and their attitude towards teaching profession. From the result of the above table it is clear that the female teachers having been ineffective had favourable attitude towards teaching profession.

**Table - 7** Mean, S.D, and T- Values of Effective and Ineffective Teachers on their Attitudes

Group of Teachers	N	M	S.D	df	T - value
Effective teachers	40	180.87	28.60	39	.74*
Ineffective Teachers (Total)	31	175.45	31.50	30	

\*Not Significant

In table – 7 effective and ineffective teachers have been compared in respect of their attitudes towards teaching profession. The result presented in the above table clearly shows no difference between effective and ineffective teachers, because the t – value is not significant at any level.

**Table - 8** Mean, S.D, and T- Values of Effective Male and Female Teachers on their Attitudes

Effective Teachers	N	M	S.D	df	T - value
Male	18	179.56	42.32	17	.27*
Female	22	182.18	38.84	21	

\*Not Significant

From the result given in table – 8, it is revealed that there was no significant difference between effective male and female teachers in their attitudes towards teaching profession, because the t – value is not significant.

**Table - 9** Mean, S.D, and T- Values of ineffective Male and Female Teachers on their Attitudes

Ineffective Teachers	N	M	S.D	df	t
Male	17	174.82	42.40	16	.08*
Female	14	176.07	47.96	13	

\*Not Significant

It is absolutely clear from the table – 9 that male and female ineffective teachers were almost similar in their attitudes towards teaching profession, because mean values both the groups were almost equal.

**Table - 10** Mean, S.D, and T- Values of Effective and Ineffective male Teachers on Their Attitudes towards Teaching Profession

Group of Teachers	N	M	S.D	df	t
Effective Male Teachers	18	179.56	42.32	17	.34*
Ineffective Male Teachers	17	174.82	42.40	16	

\*Not Significant

Table – 10 reveals no significant difference between effective and ineffective male teachers regarding their attitudes towards teaching profession, because the obtained t-value is not significant at any level.

**Table - 11** Mean, S.D, and T- Values of Effective and Ineffective Female Teachers on Their Attitudes

Group of Teachers	N	M	S.D	df	T- value
Effective Female Teachers	22	182.18	38.84	21	.41*
Ineffective female Teachers	14	176.07	47.96	13	

\*Not Significant

Table-11 again shows insignificant difference between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned.

**Table - 12** Mean, S.D, and T- Values of high and Low Experienced Effective Teachers on Attitude towards Teaching Experience.

Effective Teachers	N	M	S.D	df	t-value
High Experienced	19	182.93	41.97	18	.30*
Low Experienced	21	178.81	39.02	20	

\*Not Significant

Table – 12 presents no significant difference between effective teachers having high and low experience, because the t-value is very low which is not significant at any level. This shows that there is similarity between two types of effective teachers in their attitude towards their profession.

**Table - 13** Mean, S.D, and T- Values of high and Low Experienced Ineffective Teachers on Attitude towards Teaching Experience.

Ineffective teachers	N	M	S.D	df	t-value
High Experienced	15	177.15	45.74	14	.20*
Low Experienced	16	173.75	43.44	15	

\*Not Significant

Table-13 reveals significant difference between ineffective teachers having high and low experience. This result is indicative of the fact that both types of ineffective teachers had similar attitude towards teaching profession.

**Table - 14** Mean, S.D, and T- Values of Effective Teachers according to Age on towards Teaching Attitudes.

Effective Teachers	N	M	S.D	df	t
Age above 35	17	181.82	42.86	17	.14*
Age below 35	21	179.92	38.36	21	

\*Not Significant

On the observation of table 14 it is clear that age of teacher was not differentiating factors in their attitude towards teaching profession. Here both the groups of effective teachers have been found similar in their attitudes.

**Table - 15** Mean, S.D, and T- Values of Ineffective Teachers according to Age on towards Teaching Attitudes.

Ineffective Teachers	N	M	S.D	df	t
Age Above 35	15	176.34	45.14	14	.11*
Age below 35	16	174.56	43.64	15	

\*Not Significant

The study of table – 15 again shows no difference between ineffective teachers regarding their attitude towards attitude towards teaching profession, although they differ in their age.

## IX. DISCUSSION AND IMPLICATIONS

Present study was conducted to examine relationship of teacher effectiveness with attitude of teachers towards teaching profession, their attitude towards teaching profession & have to compare the attitude of effective and ineffective teachers in relation to their teaching experience, age and sex. 71 teachers (40 were effective teachers and 31 were ineffective teachers). The sample of the study comprises 71 accepted teachers from the respective schools. In order to measure as mentioned above. The tools Effectiveness Scale & Attitude Scale were used to cherish the objectives contained in the study. On the basis of the analysis of the scores obtained by investigator it was found that 1. There was significant positive relationship between effectiveness and their attitude towards teaching profession. 2. There was close correlation between male teacher effectiveness and their attitude towards teaching profession. 3. There was positive relationship between effectiveness of female teachers and their attitude towards teaching profession. 4. Ineffective teachers were positive in their attitude towards their profession. 5. Male teacher ineffective were found closely related to the attitude of teaching profession. 6. Like ineffective male teachers, ineffective female teachers were closely related to positive attitude towards their profession. 7. On making comparing between total effective and ineffective teachers on teacher attitude scale, it was found that these groups did not differ from each other regarding their attitude towards their profession. 8. No significant difference was found between effective male and female teachers on their attitudes towards teaching profession. 9. Like effective male and female teachers, ineffective male and female teachers

were found almost similar in their attitudes towards teaching profession. 10. when compared effective male teachers with ineffective male teachers on their attitude towards teaching profession, no significant difference was found between these groups of teachers. 11. Effective and ineffective female teachers were not found different in their attitudes towards their profession. 12. There was similarity between high and low experienced effective teachers in their attitude towards teaching profession. 13. There was no significant difference in the attitude of ineffective teachers having high and low teaching experience. 14. No difference was found between the attitudes of effective teacher having different ages. 15. Ineffective teachers belonging to different age groups did not differ significant in their attitude towards teaching profession.

Further it may be inferred on the basis of careful observation of the study that 1. There was significant positive relationship between teacher effectiveness and their attitude towards teaching profession. 2. There was close correlation between male teacher effectiveness and their attitude towards teaching profession. 3. There was positive relationship between effectiveness of female teachers and their attitude towards teaching profession. 4. Ineffective teachers were positive in their attitude towards their profession. 5. Male teacher ineffectiveness were found closely related to the attitude of teaching profession. 6. Like ineffective male teachers, ineffective female teachers were closely related to positive attitude towards their profession. 7. On making comparison between total effective and ineffective teachers on teacher attitude scale, it was found that these two groups did not differ from each other regarding their attitude towards their profession. 8. No significant difference was found between effective male and female teachers on their attitude towards teaching profession. 9. No significant difference was found between effective male and female teachers on their attitude towards teaching profession. 10. like effective male.

On making observation of the above findings it is clear that categories of teachers have been found similar in their attitude towards teaching profession. Similarly no difference was obtained between different groups of effective and ineffective teachers so far as their attitude towards teaching profession was concerned. It is very strange that even ineffective teachers and positive attitude towards teaching profession. From the result of this study it cannot be said that teacher attitudes are significantly related effectiveness. Because in the present case no difference have been found between effectiveness and ineffective male as well as female teachers. From the result it is very clear that as regards secondary school teachers of this region particularly belonging to Jammu city, their attitude towards teaching profession cannot be made responsible to determine the effectiveness of teachers.

In spite of ineffectiveness, these teachers have been shown favourable attitude towards teaching profession. It seems that other factors have been responsible for their being ineffective. These teachers might have been ineffective due to their mailed hutment to their schools, the authorities or the students. Besides this, their dissatisfaction with the school system or their living conditions might have been responsible for their ineffectiveness.

## X. TESTING OF HYPOTHESES

On deriving the findings of the study it is imperative to examine the position of the various hypotheses formulated.

### *Hypotheses No. 1*

There would be no significant relationship between teacher effectiveness and attitude towards teaching profession.

The result of the study has shown significant relationship between teacher effectiveness and teachers attitude towards teaching profession. On the basis of these result hypotheses no. 1 is rejected.

### *Hypotheses No. 2*

There would be no significant difference between effective and ineffective teachers so far as their attitude towards teaching profession is concerned.

The study has revealed no significant difference effective and ineffective teachers in their attitude towards teaching profession. On the basis of this result, hypotheses no. 2 is accepted.

### *Hypotheses No. 3*

There would be no significant difference between effective and ineffective teachers so far as their age, experience and sex are concerned. The result of table 12 – 15 shows that effective and ineffective teachers do not differ in their attitudes towards teaching profession, although they differ in their experience, age and sex. On the basis of this result hypothesis no. 3 is accepted.

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