



Relationship between teacher effectiveness of secondary school teachers and their attitude towards teaching profession

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Abstract

The intention of this study is to find out the relationship between teacher effectiveness and attitude of secondary school teachers towards their teaching profession. The sample comprised 100 teachers serving in secondary schools of Bangalore South District selecting by simple random sampling technique The Attitude Scale towards Teaching Profession (2008) and Teacher Effectiveness Scale (2006) both were developed and standardized by Kulsum was utilized for data collection. The Pearson's Product Moment Coefficient of Correlation, 't', 'F' Tests and Scheffe's Post Hoc test were applied to test the formulated hypotheses. The correlation result shows significant positive relationship between Teacher Effectiveness and attitude of teachers towards teaching profession and 't' test found significant difference exists between male and female teachers on their teacher effectiveness and their attitude towards profession and also from the 'F' test shows that different levels of attitude were influenced on Teacher Effectiveness. The female teachers had more better effectiveness in teaching and also better favourable attitudes towards profession. The teachers having favourable attitudes had more effectiveness in teaching when compared with moderate and unfavourable attitude towards teaching profession.

Keywords: teacher effectiveness, attitude, secondary school teachers

1. Introduction

The part of the teacher in any general community is unique, serious and extremely indispensable. Teachers are the most crucial factor in instructing the future epoch. A Country is made incredible by its teachers. The nature of teachers to a substantial degree relies on the nature of teaching. At the foundation of teacher lies the learning, unless a teacher is not willing to learn. Training assumes a critical part in the financial and social advancement of the nation, in the working of a really vote based nation, in the improvement of a genuinely majority rule the social order, in the improvement of a really equitable subject, in the advancement of national combination and solidarity or more all in the change of the person for unending quest for brightness and excellence. Hence, training assumes a critical part in molding of the nature. Teaching is an imperative piece of the procedure of training. There are three central focuses in training-the teacher, the child and the topic. Teaching brings teacher, understudy and topic into a relationship. It is the procedure by which the teacher brings the understudy and the topic together. It is a progression of occasions through which a teacher activities to get wanted behavioral changes children. The teacher is the absolute most critical key factor in the achievement of an instructive program, change or headway. The effect of any instructive programme or advancement on the students works through the teacher. It is, along these lines, very applicable to state that a school's effectiveness depends straightforwardly on the effectiveness of its teachers. In this way, expanding teacher effectiveness is a notable objective of instruction. The powerful teacher is the instructive pioneer and

leader who straightforwardly influences and in a roundabout way impacts the understudies. Along these lines, enhancing teacher effectiveness of forthcoming teachers ought to be the primary point of any teacher training programme. Teacher attitude towards teaching profession is the influencing factor for their better teaching. Hence it is need to know the relationship among them at secondary level in Bangalore South District.

2. Need and Importance of the Study

The uplifting attitude of a teacher towards teaching impacts him to end up plainly an able teacher. A skillful teacher makes progress toward the nature of training. The nature of training adds to the national advancement. A teacher who has an uplifting attitude towards teaching can indicate enthusiasm for teaching and get the right stuff which is fundamental for successful teaching. An ideal attitude of the teachers towards teaching is a critical viewpoint which must be thought about in endeavoring to enhance the nature of teaching. The teachers who have negative attitude towards teaching are more upset about their teaching circumstance than the teachers who have uplifting attitude towards teaching. Keeping different things separated, one who likes teaching can show improvement over the person who dislikes it. Therefore, for the expert development of teachers and upgrades in training, the attitude of the teachers is essential. How a teacher plays out his obligation as a teacher is needy, as it were, on his or her attitude. A positive great attitude towards teaching makes the teaching less demanding, as well as all the more fulfilling and professionally fulfilling. A negative and ominous attitude

towards teaching makes the teaching troublesome and unsavory. The successful learning with respect to the understudies can be accomplished just by teachers who are with positive and great attitudes. Along these lines, the teacher's attitude towards teaching assumes a vital part in teaching learning process. Henceforth, there is a felt need to consider the teacher effectiveness, attitude towards teaching of teachers in relation to their gender. There are just a modest bunch of concentrates to perceive the relationship of attitude of teachers towards their teaching profession and their teacher effectiveness. Hence the present study.

3. Objectives

1. To find out the teacher effectiveness of secondary school teachers.
2. To evaluate the attitude of teachers towards teaching profession.
3. To ascertain the relationship between teacher effectiveness of secondary school teachers and their attitude towards teaching profession.
4. To know the differences in the teacher effectiveness and attitude towards teaching profession of secondary school teachers in relation to their gender.
5. To assess the difference in the teacher effectiveness of secondary school teachers due to different levels of attitudes towards profession.

4. Statement of Hypotheses

The following hypotheses are formulated for the present study

1. There exists significant relationship between Teacher Effectiveness and attitude towards teaching profession of secondary school teachers
2. There exists significant difference in the Attitude of secondary school teachers towards Teaching Profession with reference to their gender.
3. There exists significant difference in the Teacher Effectiveness of secondary school teachers with reference to their different levels of attitude towards teaching profession.

5. Methodology

The study was chosen as descriptive survey method. The population comprised teachers working in secondary schools and comprised 100 teachers in Bangalore South District, Karnataka chosen by using simple random sampling method. The Attitude Scale towards Teaching Profession developed and Teacher Effectiveness Scale (2006) were developed & standardized by Kulsum was utilized for data collection. The Pearson's Product Moment Coefficient of Correlation, 't' and 'F' Tests along with Scheffe's Post Hoc Test were applied to test the formulated hypotheses.

6. Results of the Study

Table 1: Levels of Teacher Effectiveness among teachers

Teacher Effectiveness	N	Percentage	Cumulative Percentage
Ineffective	18	18.0	18.0
Average	77	77.0	95.0
Effective	5	5.0	100.0

The table-1 shows that, 5.00% secondary school teachers expressed effective teaching and 77.00% teachers expressed average and only 18.00% of the teacher shows ineffective teaching.

Table 2: Levels of Attitude of teachers towards Teaching Profession

Attitude towards Teaching Profession	N	Percentage	Cumulative Percentage
Favourable	3	3.0	3.00
Average	82	82.0	85.00
Unfavourable	15	15.0	100.00

The table-2 shows 82.00% teachers uttered average attitude towards teaching, 3.00% teachers articulated favourable attitude and only 15 teachers shows unfavourable attitude towards teaching.

Table 3: Correlation results related to teacher effectiveness and attitude of secondary school teachers towards teaching profession.

Dependent Variable	Independent Variable	'r' value
Teacher Effectiveness	Attitude Towards Teaching	0.478**

N=100; df=98; **Table Value=0.254

From the table-3, it was observed that the obtained 'r' value 0.478 is greater than the table value 0.254 at 0.01 level of confidence and therefore the stated hypothesis no.1 is accepted i.e. "there exists significant relationship between Teacher Effectiveness and attitude of secondary school teachers towards teaching profession" and also proved statistically with positive relationship. Hence, it was proved that teachers who had having favourable attitude towards profession had more effectiveness in teaching and vice versa.

Table 4: Teacher Effectiveness and Attitude of secondary school teachers Teaching Profession due to variation in their gender

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value and sig. level
Teacher Effectiveness	Male	26	329.307	80.791	3.25**
	Female	74	393.567	101.122	
Attitude towards Teaching Profession	Male	26	137.384	16.697	2.10*
	Female	74	144.864	11.951	

*Significant at 0.05 level; **Significant at 0.01 level.

It is evident from Table-4, the calculated ‘t’ values are 3.25 and 2.10 which are significant at 0.01 (2.64) and 0.05 (1.98) levels for gender differences in teacher effectiveness and attitude towards teaching profession. Hence, the framed hypotheses were accepted. The study concludes that there is

significant difference in the Teacher Effectiveness and Attitude towards Teaching Profession with respect to their gender. The female teachers are having positive attitude towards and effectiveness in teaching when compared with male teachers.

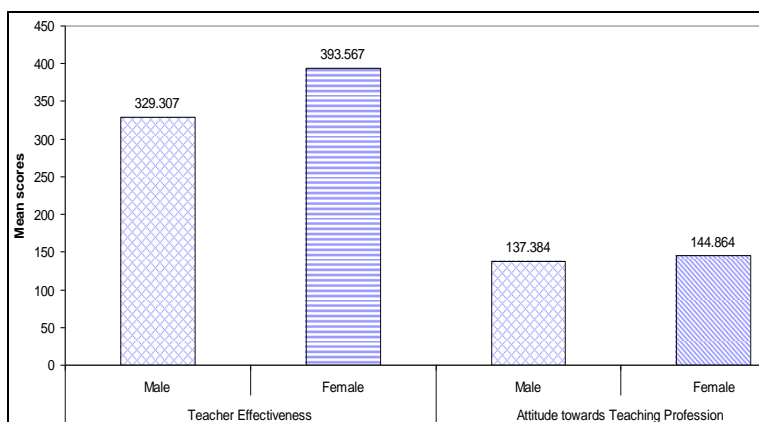


Fig 1: Bar graph shows comparison of teacher effectiveness between male and female teachers

Table 5: Teacher Effectiveness of teachers due to variations in their attitudes towards profession

Groups	No.	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Unfavourable	15	298.200	46.858	Between Group	143643.63	2	71821.814	8.24**
Moderate	82	386.890	100.255	Within Group	845474.41	97	8716.231	
Favourable	3	496.000	17.058	Total	989118.04	99		

**Significant at 0.01 level; Table Value =4.82 (df-2, 97)

The table-5 shows that the obtained ‘F’ value 8.24 is greater than the table value of 4.82 for df ‘2 and 97’ required for significance at 0.01 level of confidence. The results of the study indicated that “there exists significant difference in the Teacher Effectiveness of secondary school teachers having different levels of attitudes towards their teaching profession. To determine the significant difference in the said criterion variable among these paired means, the Scheffe’s post hoc test was utilized and the results of the same are presented in the following Table-5(a).

Table 5(a): Scheffe’s Post Hoc Analysis on Teacher Effectiveness scores of teachers having different levels of attitude.

Attitude levels			Mean Difference
Unfavourable	Moderate	Favourable	
298.200	386.890	-	88.690*
-	386.890	496.000	109.109*
298.200	-	496.000	197.800*

*Significant at 0.05 level.

Table-5(a) shows significant paired mean differences in the teacher effectiveness between teachers having unfavourable & moderate; moderate & favourable and unfavourable & favourable attitudes and the mean differences are 88.690, 109.109 and 197.800 which are greater than the critical difference value. It concludes that “there is significant difference in the teacher effectiveness of secondary school teachers having unfavourable & moderate; moderate & favourable and unfavourable & favourable attitudes. The teachers are having favourable attitudes towards teaching profession had more effectiveness in teaching.

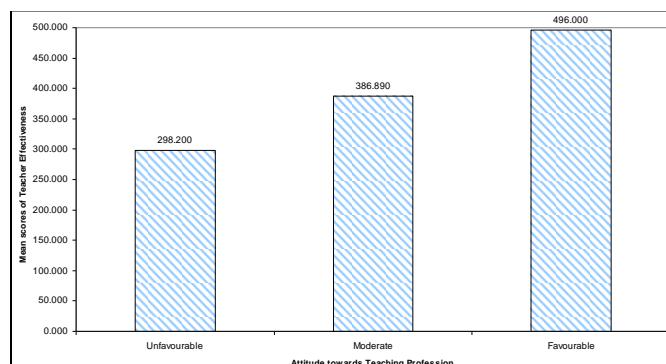


Fig 2: Bar graph shows comparison of teacher effectiveness among teachers having different levels of attitude towards teaching profession.

7. Major Findings of the Study

1. There exists significant relationship between Teacher Effectiveness and Attitude towards Teaching Profession.
2. There exists significant difference in the Teacher Effectiveness and Attitude of secondary school male and female teachers.
3. There exists significant difference in the Teacher Effectiveness of teachers having different levels of attitudes towards their teaching profession.

8. Conclusion

From the present examination, the investigation reasons that attitude of the teachers has been ended up being significant and positive relationship with their teacher effectiveness.

Attitude towards teaching and Teacher Effectiveness are associated with each other and the examination demonstrates that attitudes towards teaching improves effectiveness in teaching. The investigation likewise found from the 't' test examination that there was significant contrast in the teacher effectiveness of secondary teachers and their attitude towards teaching in regards to sex and from the 'F' test investigation it was discovered significant distinction in the teacher effectiveness of secondary teachers with respect to levels of attitude. Teaching profession is one of the imperative skills or aptitudes of coordinating students through a different approaches and teaching strategies and it ought to along these lines pull in finest, identity and conferred people. As a profession, it requires people who have right kind of attitude for teaching in bound to be an effective teacher in future.

9. References

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