

**ANALYSIS OF TEACHER ATTITUDE TOWARDS PROFESSION WITH TEACHING EFFECTIVENESS**

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**ABSTRACT:** 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.

**KEYWORDS:** teacher, human resources

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**INTRODUCTION**

In a world based on science and technology it is education that determines the level of well being, prosperity, safety and security of the people. Our success in the great enterprise of national reconstruction shall depend on the quality and number of person coming out of our educational institutions. We are initially bound to give a 'quality education' to all the children that are born who in turn also have a constitutional right to be educated properly. No reform is more important and essential than to convert education into a powerful instrument of social, economic and cultural transformation which is necessary for achieving our national goals.

The National Policy on Education (1986) and its Programme of Action (1992) have emphasized to lay down minimum level of learning for each stage of education to rectify the issues of quality and equity so that all students may have access to education of comparable standard. The International Commission on Education for Twenty First Century (1996) has emphasized on the development of teachers on the four pillars of education viz. learning to know, learning to do, learning to be and learning to live together in teacher education. The National Curriculum Framework for Quality School Education (2000) has also emphasized to inculcate the same pillars of education. The Indian Association of Teacher Educators Conference (2001) also recommended for the establishment of a Teacher Education University. The NCTE has always been in favour of competency-based and commitment-oriented teacher education at primary and secondary level.

In spite of the efforts made recently at national as well as state level in the direction of modernization of curriculum, examination reforms viz. developing model, text books, development of instructional materials, improvement in the methods and techniques of teaching through refresher and inservice courses for teachers, new programmes for teaching science and mathematics, introduction of work experience and

co-curricular activities, there is a hue and cry from all quarters-parents, community and even pupils, that the standards of education are gradually going down as reflected in the low academic achievement of the pupils. To go deep into the matter, one goes to the length of saying, that cases of wastage and stagnation in schools are fastly increasing and also giving rise to poor academic achievement of the pupils. Importance of education has all the more increased in the present era of information technology.

No system of education can rise higher than its teacher. From the beginning teachers have had the most difficult task to perform. They are the ultimate arbitrators of the educational process and unless they are contended and sincere no scheme, no programme, whether utopian or concrete can be successful. Regarding, the importance of the teacher. Mudaliar Report (1952-53) says, "The most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community."

By producing capable teachers, the likelihood of attaining desirable educational outcomes is substantial. Schools may have excellent material resources in the form of equipment, buildings and libraries and curricula may be appropriately adapted to community requirements but if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and would be a waste.

### **REVIEW OF LITERATURE**

Joshi and Pooranchand (1993-94) conducted a study to find out moral values among adolescents belonging to joint and nuclear families. They observed that adolescent joint families had higher scores on moral values than adolescent nuclear families. Gnanadevan (2005) studied the attitude of higher secondary students towards morality in relation to certain selected variables. He observed that girls have more favorable attitude towards morality than boys. He also found that students studying in urban and rural schools also differed significantly in their attitude towards morality.

Rao (2005), while delivering the convocation address of U.P.T.U., Lucknow said, "Availability of adequately qualified and highly motivated teachers is undoubtedly the most critical component of high quality education. Mediocrity in our educational system can only multiply mediocrity and cannot create excellence. In the words of Ruskin: "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the trick of numbers and leaving them to turn their arithmetic to roguery and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by precept and by praise, but above all by example."

Henry et al. (2011) in their study of novice teachers in North Carolina public schools,-the investigated the development of teachers' effectiveness during their first five years-in the classroom and contrasted the effectiveness of teachers who stayed with that of-those who left. Across grade levels, teachers' effectiveness increased significantly in-their second year of teaching but flattened after three years. The teachers who left the-profession were less effective, on average, than those who stayed at least five years.

Thakur (2012) examined the relationship between burnout and effectiveness of-primary school teachers. The sample consisted of 218 subjects and the data were-collected by administering two tools - (i) Primary School Teacher Burnout Scale and-(ii) Teacher Effectiveness Scale. The data analysis yielded that there was a significant-negative relationship between teacher burnout and effectiveness. Further, significant-differences in mean scores of effectiveness of primary school teachers emerged as a-function of level of burnout.

Authier (2012) tried to identify whether demographics, experience, assignment-method or any combination of the three may be seen as predicting occasional teacher-effectiveness and/or satisfaction in their daily placements. A more developed-understanding of such predictive relationships may lead to an increase in perceived-effectiveness from both the view point of the occasional teachers themselves and the-classroom teachers whom they replace. The three most important findings from this-study were: the

significant relationship the average number of days worked per week-had with effectiveness, the significant relationship that the number of years worked as-an occasional teacher had with effectiveness and the significant relationship age had with satisfaction.

Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, and type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment.

Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching. The present study is selected after the review of related literature. After reviewing the literature, it was found that the studies conducted by the different investigators it can be concluded that there is a strong relationship between the attitude toward teaching profession with the various personality traits of an individual.

Kumar and Awati (2012) conducted an investigation to study the teaching-effectiveness of women student teachers in relation to their creativity. The sample-consisted of 500 female student teachers of colleges of education (B.Ed) affiliated to-Karnataka State Women's University Bijapur. The teacher effectiveness scale-developed by Ummekulsum and the creativity test (verbal and Non verbal) prepared-and standardized by Baquer Mehdi were used The results show that the student-teachers with high creativity had higher teaching effectiveness scores as compared to-female student with low creativity. The rural female student teachers had significant-higher creativity scores compared to urban female student teachers. The science-female student teachers had higher scores as compared to arts female student teachers.

## **RESULT & DISCUSSION**

**Table-1**

**Relationship between Teacher Attitude and i/d Ratio**

<b>Attitude Area</b>	<b>Teacher Attitude</b>		<b>i/d</b>		<b>Coefficient of correlation</b>	<b>Significance level</b>
	<b>Mean</b>	<b>S.D.</b>	<b>Mean</b>	<b>S.D.</b>		
Towards Teaching Profession	36.92	8.02	2.31	1.20	0.296	0.01
Towards class-room teaching	35.48	6.41	2.31	1.20	0.195	0.05
Towards Child Centred Practices	38.19	8.21	2.31	1.20	0.123	N.S.
Towards Educational Process	39.84	7.27	2.31	1.20	0.114	N.S.
Towards Pupils	37.35	5.86	2.31	1.20	0.038	N.S.
Towards Teachers	38.21	5.87	2.31	1.20	0.021	N.S.
		N=100				

It is evident from table-1 that there is significant positive relationship between Teacher attitude towards teaching profession and i/d ratio at 0.01 level of significance, while Teacher attitude towards class-room teaching has positive relationship with i/d ratio significant at 0.05 level of significance. The correlations between the remaining areas of Teacher attitude and i/d ratio are not significant.

**Table-2**  
**Relationship between Teacher Attitude and I/D Ratio**

Attitude Area	Teacher Attitude		I/D		Coefficient of correlation	Significance level
	Mean	S.D.	Mean	S.D.		
Towards Teaching Profession	36.92	8.02	0.38	0.13	0.187	0.05
Towards class-room teaching	35.48	6.41	0.38	0.13	- 0.001	N.S.
Towards Child Centred Practices	38.19	8.21	0.38	0.13	0.351	0.01
Towards Educational Process	39.84	7.27	0.38	0.13	0.342	0.01
Towards Pupils	37.35	5.86	0.38	0.13	0.289	0.01
Towards Teachers	38.21	5.87	0.38	0.13	0.097	N.S.
		N=100				

Table-2 reveals that Teacher attitude towards child-centred practices, towards educational process and towards pupils are positively related to I/D ratio at 0.01 level of significance. Also there is a significant positive relationship between attitude towards teaching profession and I/D ratio at 0.05 level of significance. The correlation between Teacher attitude towards teachers and I/D ratio is positive, but is not significant. Teacher attitude towards class-room teaching is negatively related to me /D ratio but is not significant.

**Table-3**  
**Relationship between Teacher Attitude and Teachers Question Ratio**

Attitude Area	Teacher Attitude		TQR		Coefficient of correlation	Significance level
	Mean	S.D.	Mean	S.D.		
Towards Teaching Profession	36.92	8.02	17.98	4.56	0.143	NS
Towards class-room teaching	35.48	6.41	17.98	4.56	- 0.005	NS
Towards Child Centred Practices	38.19	8.21	17.98	4.56	0.289	0.01
Towards Educational Process	39.84	7.27	17.98	4.56	0.293	0.01
Towards Pupils	37.35	5.86	17.98	4.56	0.318	0.01
Towards Teachers	38.21	5.87	17.98	4.56	0.210	0.05
		N=100				

Table-3 indicates that Teacher attitude towards child centred practices, Teacher attitude towards educational process and Teacher attitude towards pupils are positively related to TQR at 0.01 level of significance. However, their attitude towards teachers is positively related to TQR at 0.05 level of significance. This implies that teachers having positive attitude in these areas devote more time to asking questions in the class-room.

Teacher attitude towards teaching profession is positively correlated with TQR but is not significant. Contrary to this, Teacher attitude towards class-room teaching is negatively correlated with TQR but is not significant.

**Table-4**  
**Relationship between Teacher Attitude and Teachers Response Ratio**

Attitude Area	Teacher Attitude		TRR		Coefficient of correlation	Significance level
	Mean	S.D.	Mean	S.D.		
Towards Teaching Profession	36.92	8.02	61.31	7.10	0.297	0.01
Towards class-room teaching	35.48	6.41	61.31	7.10	0.310	0.01
Towards Child Centred Practices	38.19	8.21	61.31	7.10	0.312	0.01

Towards Educational Process	39.84	7.27	61.31	7.10	0.473	0.01
Towards Pupils	37.35	5.86	61.31	7.10	0.094	NS
Towards Teachers	38.21	5.87	61.31	7.10	0.031	NS
		N=100				

Table 4 shows that Teacher's attitude towards teaching profession, Teacher attitude towards class-room teaching, Teacher attitude towards child-centred practices, Teacher attitude towards educational process are all positively related to TRR at 0.01 level of significance which shows that teachers having positive attitude in these areas are responsive to the ideas and feelings of the pupils more frequently. The responsiveness of such teachers formed on the ideas and feelings of pupils builds emotional climate in the class-room. However, Teacher attitude towards pupils and their attitude towards teachers are positively correlated with TRR but are not significant.

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