



RELATIONSHIP OF TEACHING EFFECTIVENESS AND PROFESSIONAL ATTITUDE OF TEACHERS OF HIGH SCHOOLS OF KALABURAGI DISTRICT

Sri Channabasappa Meti

Research Scholar,

Dept. of Studies and Research in Education

Gulabrga University, Kalaburagi

and

Prof. SUREKHA KSHEERASAGAR

Professor and Research guide

Dept. of Studies and Research in Education

Gulbarga University, Kalaburagi

Abstract:

Teaching effectiveness and professional attitude of teachers are the identities/ characters of a good teacher. Both are effecting on each other. In this study, the focus is to find out the relationship of Teaching effectiveness and professional attitude of teachers. Stratified sampling technique has been adopted in this study. The sample of the study consisted of 300 teachers from the High schools of Kalaburagi District. Out of them, 150 were male and 150 were female. On the basis of locality out of 300 teachers, 150 were belonged to rural area and 150 belonged to urban area. The t- test and One way 'Analysis of Variance (ANOVA) was applied to test whether there is any significant difference exists between dependent variables and independent variables. Results of the study says that male Higher High school teachers were having more professional attitude than that of female teachers, urban and rural school teachers and different management school teachers are having almost equal Professional attitude.

Key words: High schools teachers, Teaching effectiveness, Professional Attitude and their relationship

1. Introduction:

Education is as old as human race. Its period stretches from 'cradle to grave'. Man learns something every day and every moment. Hence, education is a continuous and dynamic process. It is continuous organization and integration of activities and experiences. Education in real sense is to humanize humanity and to make life progressive, cultural and civilized. It is very important for the progress of individual and society. Education is the entire process of learning that broadens a person's cognitive horizons. It provides knowledge to the person by the experiences he gains. The person who imparts such education is teacher. Hence we have concern about teacher's quality and his personal competency. This study reveals the relationship of professional attitude in relation to teaching effectiveness of High schools teachers.

2. Rationale of the problem:

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect professional attitude. It will relate the Teaching effectiveness with the professional attitude i.e. this factor affect professional attitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving professional attitude.

Professional attitude found as significant predictor of teacher effectiveness. In most of the studies professional attitude has been studied in relation to variables like gender, student's achievement, teaching behavior, self- esteem and teaching success. Teaching effectiveness found positively correlated with professional attitude and intelligence has found as component of professional attitude in most of the studies. Hence, the need for a study like the one in hand will be purported to see the relationship of professional attitude with other variable like Teaching effectiveness of Higher High School teachers.

The problem selected for the study intends to find out the different ways to improve professional attitude and its relation with teaching effectiveness. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

3. Title of the study

RELATIONSHIP OF TEACHING EFFECTIVENESS AND PROFESSIONAL ATTITUDE OF TEACHERS OF HIGH SCHOOLS OF KALABURAGI DISTRICT

4. Objectives of the study

1. To find out the level of professional attitude and Teaching effectiveness of High schools teachers
2. To study the Geographical factors (Sex and Locale of Schools) affecting on professional attitude and Teaching effectiveness of High schools teachers
3. To study the Geographical factors (type of management of Schools) affecting on professional attitude and Teaching effectiveness of High schools teachers
4. To study the difference and relationship between Professional attitude and Teaching effectiveness of High schools teachers

5. Hypotheses

- 1) H₀₁: There is no significant difference between professional attitude of Male and Female High schools teachers.
- 2) H₀₂: There is no significant relationship between professional attitude of Male and Female High schools teachers.
- 3) H₀₃: There is no significant difference between professional attitude of Urban and Rural High schools teachers.
- 4) H₀₄: There is no significant relationship between professional attitude of Urban and Rural High schools teachers.
- 5) H₀₅: There is no significant difference between professional attitude of Government, aided and Private High schools teachers
- 6) H₀₆: There is no significant relationship between professional attitude of Government, aided and Private High schools teachers
- 7) H₀₇: There is no significant difference between teaching effectiveness of male and female High schools teachers.
- 8) H₀₈: There is no significant relationship between teaching effectiveness of male and female High schools teachers.
- 9) H₀₉: There is no significant difference between teaching effectiveness of Urban and Rural High schools teachers.
- 10) H₀₁₀: There is no significant relationship between teaching effectiveness of Urban and Rural High schools teachers.
- 11) H₀₁₁: There is no significant difference between Teaching effectiveness of Government, aided and Private High schools teachers.

- 12) H_0 12: There is no significant relationship between Teaching effectiveness of Government, aided and Private High schools teachers.
- 13) H_0 13: There is no significant difference between professional attitude and Teaching effectiveness of Higher High School teachers.
- 14) H_0 14: There is no significant relationship between professional attitude and Teaching effectiveness of Higher High School teachers.

6. Design of the study

1) Population

High schools teachers of Kalaburagi district constitute the population of the study.

2) Sample

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 300 teachers from the High schools of Kalaburagi district. Out of them, 150 were male and 150 were female. On the basis of locality out of 300 teachers, 150 teachers were belonged to rural area and 150 belonged to urban area.

3) Tools used

- a. Professional Attitude Scale
- b. Teaching Effectiveness Scale

4) Statistical techniques applied for data analysis

- a. Means and Standard Deviations were calculated for the entire sample with respect to all the variables.
- b. The t- test and One way 'Analysis of Variance (ANOVA)' was applied to test whether there is any significant difference exists between dependent variables and independent variables i.e., Teaching effectiveness, professional attitude and with respect to the mediator variables namely Gender, Locale of School teachers experience and qualification, management of school were calculated with the same
- c. Pearson's Product Moment Correlation is employed to find out the relationship between Professional attitude and Teaching effectiveness.
- d. The data has been analyzing by using Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

7. Delimitations of the study

- 1) The study was limited to High schools of Kalaburagi district only
- 2) The study was limited to teachers of Social Studies only

8. Data Analysis and Interpretation

Analysis of the whole data was made in two sections:

1) Objectives-1: To find out the level of professional attitude, Teaching effectiveness of High schools Teachers

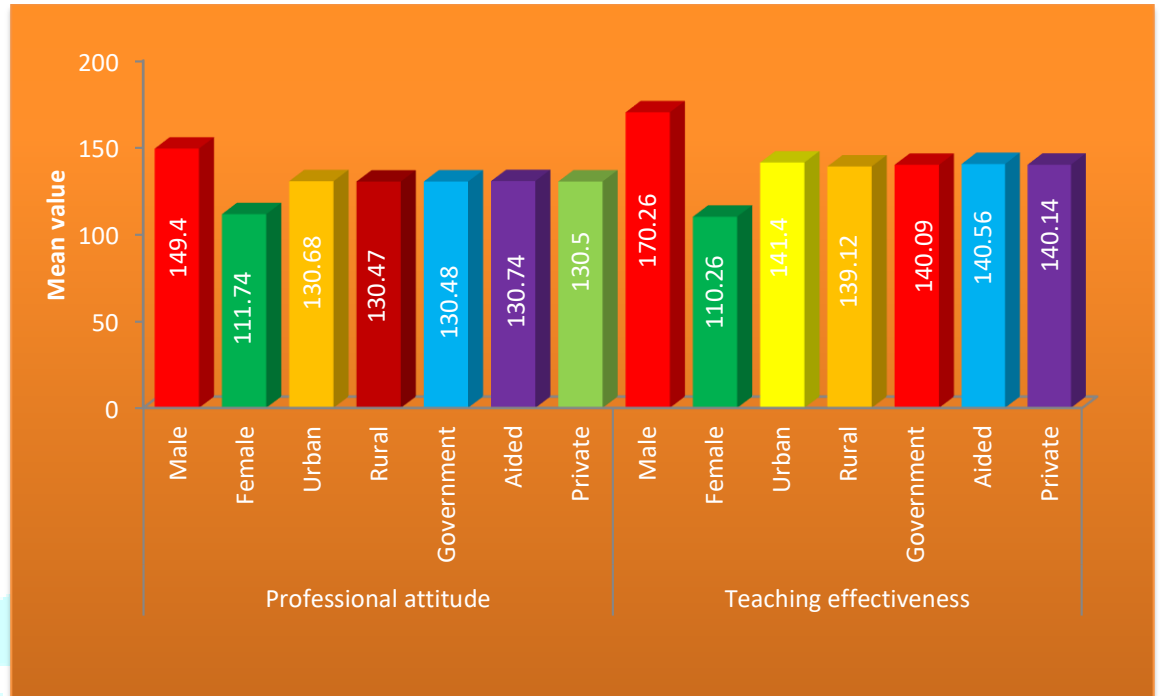
Table-1: The level of professional attitude and Teaching effectiveness of High schools Teachers

Variable	Type of Sample	N	Mean	SD
Professional attitude	Male	150	149.4	7.665
	Female	150	111.74	7.542
	Urban	150	130.68	17.772
	Rural	150	130.47	17.478
	Government	100	130.48	17.505
	Aided	100	130.74	17.714
	Private	100	130.5	17.715
Teaching effectiveness	Male	150	170.26	14.896
	Female	150	110.26	13.194
	Urban	150	141.4	29.809
	Rural	150	139.12	31.192
	Government	100	140.09	30.549
	Aided	100	140.56	30.444
	Private	100	140.14	30.671

From above table we can come to the conclusion that:

- 1) Male Higher High school teachers were having more professional attitude than that of female teachers, urban and rural school teachers and different management school teachers are having almost equal Professional attitude
- 2) Male Higher High school teachers were having more Teaching effectiveness, female teachers having lowest Teaching effectiveness, urban and rural school teachers and different management school teachers are having almost equal Teaching effectiveness.

Graph-1: The Comparison of professional attitude and Teaching effectiveness of High schools Teachers



Section-II: Inferential analysis

Objectives-2: To study the Geographical factors (Sex and Locale of Schools) affecting on professional attitude and Teaching effectiveness of High schools teachers

Table-2: Mean, S.D. t-value and r-value of scores of professional attitude and Teaching effectiveness of Male/Female and Urban/Rural High schools Teachers.

Variable	Type of Sample	N	Mean	SD	't' Value	r-value
Professional attitude	Male	150	149.4	7.665	18.06	0.564
	Female	150	111.74	7.542		
	Urban	150	130.68	17.772	4.521	0.841
	Rural	150	130.47	17.478		
Teaching effectiveness	Male	150	170.26	14.896	12.34	0.784
	Female	150	110.26	13.194		
	Urban	150	141.4	29.809	5.61	0.842
	Rural	150	139.12	31.192		

From above table –2, it can be seen that all 't' and 'r' values were significant. Therefore the null hypothesis H_{01} , H_{02} , H_{03} , H_{04} , H_{07} , H_{08} , H_{09} , and H_{010} , were rejected and alternate hypotheses is accepted.

Objectives-3: To study the Geographical factors (type of management of Schools) affecting on professional attitude and Teaching effectiveness of High schools teachers

Table-3: Mean, S.D. f-value and r-value of scores of professional attitude of Government, aided and Private High schools Teachers.

Variable	Type of Sample	N	Mean	SD	'f' Value	r-value
Professional attitude	Government	100	130.48	17.505	7.123	0.845 (1&2)
	Aided	100	130.74	17.714		0.554 (1&3)
	Private	100	130.5	17.715		0.841 (2&3)
Teaching effectiveness	Government	100	140.09	30.549	6.721	0.871 (1&2)
	Aided	100	140.56	30.444		0.841 (1&3)
	Private	100	140.14	30.671		0.844 (2&3)

From above table -3, it can be seen that calculated values of 'f' values and r-values greater than table values hence hypotheses H₀₅, H₀₆, H₀₁₁ and H₀₁₂ were rejected and alternate hypotheses were accepted.

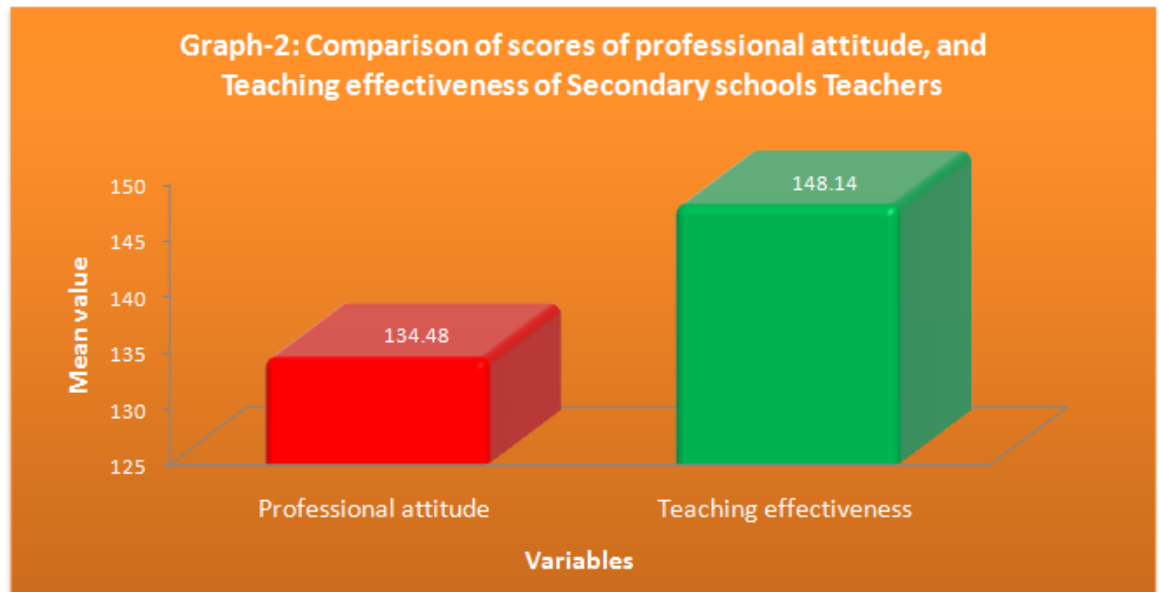
Objectives-4: To study the difference and relationship between Professional attitude and Teaching effectiveness High schools Teachers.

H₀₇: There is significant difference between professional attitude and Teaching effectiveness of High schools Teachers.

Table-4: Mean, S.D., t- value and r-value of scores of professional attitude, and Teaching effectiveness of High schools Teachers

Type of Sample	N	Mean	SD	't' Value	'r' Value
Professional attitude	300	134.48	17.505	8.912	0.864
Teaching effectiveness	300	148.14	30.671		

From above table and graph, it can be seen that 't' value is 8.912, which is significant. Therefore the null hypothesis, H₀₁₃ and H₀₁₄ that there is no significant difference between Professional attitude and Teaching effectiveness of Higher High School teachers, is rejected. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between Professional attitude and Teaching effectiveness of High School teachers.



9. Findings:

- 1) There is significant difference between professional attitude of Male and Female High schools teachers.
- 2) There is significant relationship between professional attitude of Male and Female High schools teachers.
- 3) There is significant difference between professional attitude of Urban and Rural High schools teachers.
- 4) There is significant relationship between professional attitude of Urban and Rural High schools teachers.
- 5) There is significant difference between professional attitude of Government, aided and Private High schools teachers
- 6) There is significant relationship between professional attitude of Government, aided and Private High schools teachers
- 7) There is significant difference between teaching effectiveness of male and female High schools teachers.
- 8) There is significant relationship between teaching effectiveness of male and female High schools teachers.
- 9) There is significant difference between teaching effectiveness of Urban and Rural High schools teachers.
- 10) There is significant relationship between teaching effectiveness of Urban and Rural High schools teachers.
- 11) There is significant difference between Teaching effectiveness of Government, aided and Private High schools teachers.

- 12) There is significant relationship between Teaching effectiveness of Government, aided and Private High schools teachers.
- 13) There is significant difference between professional attitude and Teaching effectiveness of Higher High School teachers.
- 1) There is significant relationship between professional attitude and Teaching effectiveness of Higher High School teachers.

10. Educational Implications of the Study:

The following educational implications could be drawn from the findings of the study:

- 1) In-service programmes should be organized and carried out in a systematic way during the year to possess needed teacher competencies. Acquiring competencies depends on practice and time should be provided. The in-service training content, material, methodology and transactional approaches should be periodically updated as per the needs of the time.
- 2) Classroom instruction needs to be specific rather than general. The teachers should be given scope for developing initiative and dynamism which should lead to individual skill development.
- 3) Teacher competencies are stimulus for both in-service and pre-service. The acquisition and application of these mostly depends upon individual's aptitude.
- 4) There is relationship between professional attitude and Teaching effectiveness among Higher High School teachers hence teachers' professional attitude was directly affecting on his Teaching effectiveness.

References:

1. **Denton, J.J., & Lacina, L.J. (1984):** Quantity of professional education coursework linked with process measures of student teaching. *Teacher Education and Practice*, 39-64.
2. **Emimah, S. (2011):** Influence of metacognition and self esteem on Teaching effectiveness of prospective teachers, Unpublished M.Phil thesis, Tamilnadu Teachers Educations University, Chennai, Tamilnadu.
3. **Goetz, J. & Lecompte, M. (1981)** Ethnographic research *Anthropology and Education Quarterly*, 12, p.51-70.
4. **Aggarwal, J.C. (1996):** New Delhi: Theory and principles of Education, Vikas Publishing House Pvt. Ltd.
1. **Best, John, W. and Khan James, V. (1992):** Research in Education, New Delhi: PHI Learning Private Limited.
5. **Bhatnagar, R.P. (1985):** Readings in Methodology of Research in Education, New Delhi: Metropolita.
6. **Gopal Lal Jain (1998):** Research Methodology Methods, Tools & Techniques, Jaipur: Mangal Deep Publication.
7. **Jangira, N.K. (1994):** Learning achievements of primary school children in reading and mathematics. Research based intervention in priman education. New Delhi: NCERT. pp. 59-84.