



A Study of Teaching Effectiveness and Teacher's Attitude

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A B S T R A C T

In our developing country educational system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of habit, attitude and other qualities among the students. The attitude of the teacher contributes to the teaching effectiveness. This factor influences on teaching behaviour of the teacher in the classroom. The attitude of a teacher is the significant variable in the classroom. The teaching effectiveness in dealing with students is a matter of teacher's positive and favourable attitudes. There is pertinent need to the great complexity of teacher's attitude towards teaching as determinant of teacher's teaching effectiveness. The present study was conducted in the context of above written variables.

Introduction

Performance of duties by a teacher depends to a great extent on his teaching attitude. Positive and favorable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus, may have a positive impact on the behavior and achievement of his pupils. A negative and in favorable attitude may give rise to poor achievement by his pupils. There can be significant innovation in education that does not have as its centre the attitude of teachers towards their teaching. The attitudes of teacher are reflected in his behavior.

An attitude is a predisposition to react favorably or unfavorably toward ideas, objects, person's events or situation. We may think of an attitude as a kind of mental set which leads one to respond to ideas, persons and objects in terms of previously acquired feelings and thoughts.

The competency of a teacher may be adjudged through the degree of effectiveness of his teaching which in turn may be objectively assessed through his classroom behavior or interaction. The term interaction refers to a technique consisting of objection and systematic observation of the classroom events for the study of the teacher's classroom behavior and the process of interaction going inside the classroom.

Objective Of The Study

To compare the attitude of effective and ineffective teachers at senior secondary level.

Hypothesis Of The Study

There is no significant difference between the attitude of effective and ineffective teachers of science and arts academic streams at senior secondary level.

Method Of The Study

The researcher used the field study and survey method of research for the present study, we have made two group of teachers that is effective and inef-

fective on the basis of teaching effectiveness and for teaching effectiveness the investigator used Flander's Interaction Analysis system for which we had to go the real class room situation to observe teachers classroom behaviour.

Population Of The Study

All the full time science and art teachers, who are performing actual classroom teaching in senior secondary schools (which are governed by U.P. Board, Allahabad) of Western Uttar Pradesh constitute the population for the study. Public Schools English Medium Schools and other schools which are not governed by U.P. Board, Allahabad have been excluded from the study.

Sample Of The Study

The researcher used the Purposive Stratified Random Sampling, The sample size consisted of 60 teachers of science and arts academic streams of senior secondary level of Saharanpur District for the Investigation.

The sample used for deriving viable conclusion in the study consisted of 30 science and 30 art teachers of senior secondary schools. Out of these 60 teachers again the effective and ineffective teachers were also classified on the basis of Flander's Technique. However, usable sample size remained to be 60 in all for science and arts teacher. Thus, there were 30 teachers (11 effective, 19 ineffective) in science academic stream and 30 (14 effective, 16 ineffective) in arts academic stream.

Tool Used In The Study

For measuring attitude of teachers- Teacher Attitude Inventory by S.P. Ahluwalia.

Analysis And Interpretation Of Data

The scores of the Teachers Attitude Inventory has been statistically treated and mean, S.D. and t-values were calculated, which are presented below to achieve

Table Testing Hypothesis

Showing significance of difference between mean scores of teacher's attitude towards different dimensions according to their teaching effectiveness.

Attitude	N = 25 Effective		N = 35 Ineffective		CSE	t	p
	Mean	SD	Mean	SD			
Teaching Profession	281.56	15.34	243.57	14.71	3.919	9.692	< 0.01
Child Centered Practices	51.64	4.90	44.14	5.17	1.325	5.658	< 0.01
Pupils	48.32	3.18	42.20	4.01	0.967	6.325	<0.01
Classroom Teaching	45.16	3.89	40.86	4.86	1.176	3.657	<0.01
Educational Process	45.60	4.60	38.71	5.36	1.326	5.195	<0.01
Teachers	45.28	6.38	38.86	5.05	1.474	4.355	<0.01
	45.56	5.56	38.80	3.82	1.206	5.603	<0.01

the objective and testing hypotheses.

Above table shows that t-values were found to be 9.692, 5.658, 6.325, 3.657, 5.195, 4.355, and 5.603 which all were significant at .01 level of significance. Thus, null hypotheses is rejected in each case. It may further be interpreted that there is a significant difference between effective and ineffective teachers of arts and science academic streams regarding teacher's attitude towards teaching profession, child centered practices pupils, classroom, teaching, educational process and teachers. Their mean values show that the attitude of effective teachers is more favorable as compared to ineffective teachers at senior secondary level.

Findings Of The Study

The attitude of effective teachers of both academic streams (Arts and Science) at senior secondary level was found more favourable towards teaching profession, child centered practices, pupils, classroom teaching, educational process and teachers as compared to the attitude of ineffective teachers of the same stream at senior secondary level. This finding may be corroborated by Pandey M. and Rama (1999) in the study of the attitude of effective and ineffective

teachers towards teaching profession. They found out that high experienced effective teachers attitude was positive towards teaching profession than low experienced ineffective teachers.

Suggestions

1. The present study is limited to arts and science academic streams only, further studies may be conducted on the other academic streams i.e. commerce, Agriculture and other streams.
2. The present study is limited to the senior secondary teachers of Saharanpur District only. Due to this particular limitation, the result may be other than needed, the further research may include a large area and large sample.
3. The teaching attitude of teachers of primary schools and colleges may be compared.
4. The teaching attitude of male and female teachers of professional and technical institutions may be compared.
5. Similar studies may be done by controlling the intervening variables like sex, socio-economic status, cultural back ground, religion and caste.
6. The findings of the study needs to be cross -validated.

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