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## **Relationship of Teaching Effectiveness and Professional Attitude of Teachers of Secondary Schools of Mysore District**

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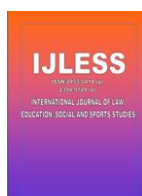
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### **ABSTRACT**

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 600 teachers from the Secondary schools of Mysore District. 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 Secondary 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: Secondary schools teachers, Teaching effectiveness, Professional attitude, and relationship.

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### **1. Introduction:**

Education has existed for as long as humanity. Its time frame is "cradle to grave." Every day and every minute, man learns something new. Education is therefore an ongoing and ever-changing process. It is the ongoing planning and combining of experiences and activities. Humanizing people and fostering growth, culture, and civilization are the true goals of education. It is crucial to the advancement of both individuals and society. The complete learning process that expands a person's cognitive frontiers is called education. Through the experiences he has, it gives him knowledge. A teacher is the one who delivers this type of instruction. As a result, we are concerned about the teacher's personal competency and quality. This study shows how professional attitude and secondary school teaching effectiveness are related.

## **2. Rationale of the problem:**

Teachers and anybody else interested in bettering conditions that impact professional attitude will benefit from the current study's educational implications. It will establish a relationship between teaching effectiveness and professional attitude, i.e., if this element has a positive or negative impact on professional attitude and to what degree one variable influences it in one direction while another does the opposite. We can make inferences or learn more about how these characteristics contribute to a more professional mindset by understanding their effects.

Teacher effectiveness was found to be significantly predicted by professional attitude. The majority of the research has examined professional attitude in connection to factors such as gender, student accomplishment, teaching conduct, self-esteem, and teaching success. In most research, professional attitude has been found to be a component of intelligence, and teaching effectiveness has been proven to be positively connected with professional attitude. Therefore, it is necessary to conduct a study similar to the one being conducted in order to examine the relationship between professional attitude and other variables, such as the efficacy of teachers in higher secondary schools.

The study's chosen problem aims to determine the many approaches of enhancing professional attitude and how it relates to the efficacy of instruction. Despite the availability of separate research on these variables, there are currently little co-relational studies on them carried out in India. The majority of the study has been conducted abroad, and India still needs empirical research.

## **3. Objectives of the study**

- To study the Geographical factors (Sex and Locale of Schools) affecting on professional attitude and Teaching effectiveness of Secondary schools teachers
- To study the Geographical factors (type of management of Schools) affecting on professional attitude and Teaching effectiveness of Secondary schools teachers
- To study the difference and relationship between Professional attitude and Teaching effectiveness Secondary schools teachers

## **4. Hypotheses:**

- H<sub>0</sub>1: There is no significant difference between teaching effectiveness of Male and Female Secondary schools teachers.
- H<sub>0</sub>3: There is no significant difference between teaching effectiveness of Urban and Rural Secondary schools teachers.
- H<sub>0</sub>5: There is no significant difference between teaching effectiveness of Government, aided and Private Secondary schools teachers
- H<sub>0</sub>2: There is no significant relationship between professional attitude of Male and Female Secondary schools teachers.
- H<sub>0</sub>4: There is no significant relationship between professional attitude of Urban and Rural Secondary schools teachers.
- H<sub>0</sub>6: There is no significant difference between professional attitude of Government, aided and Private Secondary schools teachers
- H<sub>0</sub>7: There is no significant difference between professional attitude and Teaching effectiveness of Higher Secondary School teachers.

## 5. Design of the study:

1) **Population:** Teachers of Secondary schools teachers of Mysore 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 200 teachers from the Secondary schools of Mysore districts. Out of them, 100 were male and 100 were female. On the basis of locality out of 200 teachers, 100 teachers were belonged to rural area and 100 belonged to urban area.

## 3) Tools used:

- a. Professional Attitude Scale Prepared and standardized by Dr. Rajeshwaei (2012)
- b. Teaching Effectiveness Scale Prepared and standardized by Sing and Sing (2011)

## 4) Statistical techniques applied for data analysis:

- a. Mean 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 mainly Gender, Locale of School teachers 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 analysed by using Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0.

## 6. Delimitations of the study:

- a. The study was limited to Secondary schools of Mysore district only
- b. The study was limited to teachers of Social Studies only
- c. The study was limited to two variables of teachers

## 7. Data Analysis and Interpretation

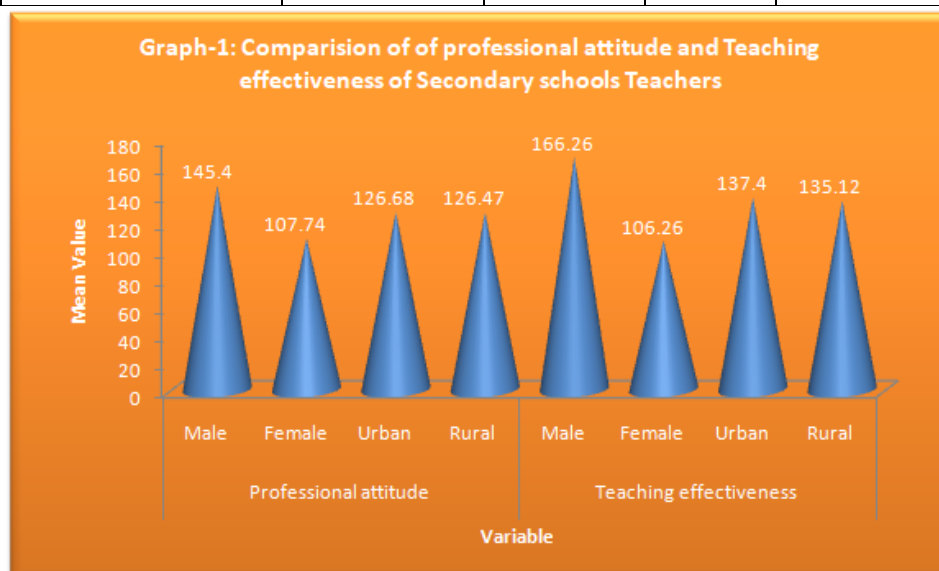
Analysis of the whole data was made in the following sections:

Objectives-1: To study the Geographical factors affecting on professional attitude and Teaching effectiveness of Secondary schools teachers (Sex and Locale of Schools)

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

Variable	Type of Sample	N	Mean	SD	't' Value
Professional attitude	Male	200	145.4	6.462	20.06
	Female	200	107.74	6.339	
	Urban	200	126.68	16.569	6.521
	Rural	200	126.47	16.275	

Teaching effectiveness	Male	200	166.26	13.693	14.34
	Female	200	106.26	11.991	
	Urban	200	137.4	28.606	7.61
	Rural	200	135.12	29.989	



From above table -1, it is found that all 't' values was significant. Therefore the null hypothesis  $H_{01}$  to  $H_{04}$  were rejected and alternate hypotheses is accepted. Rawat (2014) studied found that teachers' professional attitude and teaching competency has influenced by gender and locale of the schools. This studies supporting above results.

Objectives-2: To study the Geographical factors affecting on professional attitude and Teaching effectiveness of Secondary schools teachers (type of management of Schools).

Table-2: Mean, S.D. f-value and r-value of scores of professional attitude of Government, aided and Private Secondary 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)

\* significant at 0.05 level is found

From above table -2, it is found that calculated values of 'f' values and r-values greater than table values hence hypotheses H<sub>0</sub>5 and H<sub>0</sub>6 were rejected and alternate hypotheses were accepted. Kahraman, Yilmaz, Bayra and Gunes (2014) investigated the teachers' professional attitude and teaching competency is influenced by management school.

Objectives-2: To study the significant relationship between Professional attitude and Teaching effectiveness of Secondary schools Teachers.

Table-4.35: Mean, S.D., t- value and r-value of scores of professional attitude, and Teaching effectiveness of Secondary schools Teachers

Type of Sample	N	Mean	SD	'r' Value
Professional attitude	600	128.35	16.524	0.789*
Teaching effectiveness	600	152.22	13.256	

\* Significant at 0.05 level is found

From above table and graph, it is found that 'r' value is 0.789, which is significant. Therefore the null hypothesis, H<sub>0</sub>7 that there is no significant relationship between Professional attitude and Teaching effectiveness of Higher Secondary School teachers, is rejected. It can thus be concluded that there is significant relationship between Professional attitude and Teaching effectiveness of Higher Secondary School teachers. Lee (2013) conducted a study entitled "Professional attitude and Teacher competency for Inclusion". The study quantitatively examined the significant elements of professional attitude is having the relationship with elements to teachers' competency.

## 8. Findings of the study:

- i. There is significant difference between teaching effectiveness of male and female Secondary schools Teachers.
- ii. There is significant difference between Teaching effectiveness of Urban and Rural Secondary schools Teachers.
- iii. There is significant difference between Teaching effectiveness of Government, aided and Private Secondary schools Teachers.
- iv. There is significant difference between Professional attitude of male and female Secondary schools Teachers.
- v. There is significant difference between Professional attitude of Urban and Rural Secondary schools Teachers.
- vi. There is significant difference between Professional attitude of Government, aided and Private Secondary schools Teachers.
- vii. There is significant relationship between professional attitude and Teaching effectiveness of Secondary School teachers.

## 9. Educational Implications of the Study:

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

- 1) In order to develop the necessary teacher competencies, in-service training should be planned and executed methodically throughout the year. Practice is necessary to acquire competencies, and time should be allocated. The methodology, transactional approaches, content, and materials used in in-service training should all be revised on a regular basis to reflect current demands.

- 2) Specific rather than generic instruction is required in the classroom. Teachers should be allowed the opportunity to grow in initiative and dynamism, as this should result in the development of their own skills.
- 3) There is relationship between professional attitude and Teaching effectiveness among Higher Secondary School teachers hence teachers' professional attitude was directly affecting on the Teaching effectiveness.

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