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**TEACHER ATTITUDE TOWARDS & PUPIL PROFESSION WITH TEACHING  
EFFECTIVENESS OF TEACHERS**

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**ABSTRACT:** 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.

**KEYWORDS:** Education, social, economic and cultural transformation

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### INTRODUCTION

In India attention has mostly been directed towards the quantitative aspects of educational planning. Great expansion in the field of education is going on throughout the length and breadth of the world. The wider sociological and technological changes make it imperative that there should be adequate qualitative improvement at all level of education, along with the quantitative expansion. 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.

Purushothaman and Stella (1993) conducted a study to analyse the teacher morale of the innovative and non-innovative schools in ten secondary schools situated all over the Tamil Nadu state. They concluded that the morale of the teachers as individuals and as a group is a significant factor that is related to successful and unsuccessful functioning of any institution.

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.

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.

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.-The other caste female student teachers showed higher creativity scores as compared-to SC/ST caste female student teachers.

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.

**Values of teacher**

It has generally been a matter of discussion as regards what kind of values determines ways of life. Is it one particular value or set of values or, that person behaves in consortium of values which he adopts from time to time, or that he fixes up with one value and remain faithful to it throughout his life.

**RESULT & DISCUSSION**

**Table-1**  
**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	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	39.84	7.27	0.38	0.13	0.342	0.01

Process						
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-centered 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 I/D ratio but is not significant.

### CONCLUSION

The analysis and interpretation of the data pertaining to Teacher attitude and Teacher Morale to test the Hypothesis H<sub>5</sub> in this section, suggests that Teacher attitude towards teaching profession is significantly related to rapport among teachers, Teacher status, Community support of education and school facilities and services. It has non-significant relationships with other dimensions of Teacher Morale. Teacher attitude towards class-room teaching is significantly related to Teacher status and Community Pressure. Teacher Attitude towards child-centered practices is related significantly to Rapport among teachers, Curriculum issues, School facilities and services and community pressure. It is non significantly related to the other dimensions of Morale. Teacher Attitude towards educational process is significantly related to Rapport among teachers, Teacher load, Teacher salary, Teacher status, Community support of education and community pressure. Teacher attitude towards pupils is significantly related to Teacher rapport with the principal, satisfaction with teaching and Teacher status. There is significant relationship between Teacher attitude towards teachers and school facilities and services.

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