

A Study Of The Relationship Between Teaching Attitude And Teaching Effectiveness Of Teachers Working In Kasturba Gandhi Balika Vidyalayas And General Schools

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ABSTRACT

The objective of the present research study was to conduct a comparative study of the relationship between teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas (KGBV) and general schools. For this purpose, a sample of 400 teachers — 200 from Kasturba Gandhi Balika Vidyalayas (KGBV) and 200 from general schools — was selected by the simple random method from 20 blocks of Prayagraj district. Under the survey method, data were collected using Dr. S.P. Ahluwalia's Teaching Attitude Scale and the Teacher Effectiveness Scale constructed by Dr. Shalu Puri and Prof. S.C. Gakhar, and the data were analysed using Karl Pearson's coefficient of correlation. The results showed that the correlation coefficient among KGBV teachers was $r = -0.1098$ ($p = 0.1218$), which is negative, very weak, and statistically non-significant, while among general-school teachers it was $r = 0.003972$ ($p = 0.9555$), which was found to be an extremely low positive but statistically non-significant value. In addition, the r^2 values (0.01205 and 0.00001578 respectively) also show that teaching attitude explains only a negligible percentage (1.21% and 0.0016%) of the variation occurring in teaching effectiveness. Thus, both hypotheses were accepted, and it was concluded that teaching attitude is not an important predictor of teaching effectiveness; rather, other factors (such as the work environment, resources, students' background, and individual skills) may have a greater influence on it. The educational usefulness of the study lies in the fact that it highlights, for policy-makers and school administrators concerned with teacher training, in-service development programmes, and, in particular, improving the quality of girls' education, the need to adopt a multidimensional approach to enhancing teaching effectiveness rather than focusing solely on improving attitude..

Keywords: Kasturba Gandhi Balika Vidyalaya, General School, Teachers, Teaching Attitude, Teaching Effectiveness, Karl Pearson's Coefficient of Correlation, etc...

INTRODUCTION

— Education is an important means for the all-round development of an individual, and the role of the teacher is extremely important in the success of this process. A teacher is not merely a person who imparts subject-matter knowledge; rather, they give direction to the intellectual, emotional, social, and moral development of students. Hence, a teacher's teaching attitude, behaviour, outlook, motivation, and positive disposition towards students have a direct effect on the quality of the teaching-learning process. A teacher with a positive and constructive teaching attitude uses effective teaching methods while understanding students' needs, abilities, and individual differences, which increases teaching effectiveness. On the other hand, a negative or indifferent teaching attitude can affect the teaching process and adversely impact students' learning achievements and classroom participation.

With the objective of promoting girls' education in India, an important educational scheme known as Kasturba Gandhi Balika Vidyalaya (KGBV) is being run. These schools place special emphasis on providing educational opportunities mainly to girls from disadvantaged and socio-economically weaker sections. Teachers working in Kasturba Gandhi Balika Vidyalayas face certain educational and social circumstances that are somewhat different from those in general schools. On the other hand, teachers working in general schools also educate students coming from diverse social, family, economic, and educational backgrounds. Because the teaching circumstances, work responsibilities, and student needs differ between teachers working in these two types of schools, a comparative study of their teaching attitude and teaching effectiveness becomes important.

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Teaching effectiveness refers to a teacher's ability to effectively achieve set educational objectives, secure the active participation of students, ensure a clear understanding of subject matter, manage the classroom, and create a favourable learning environment. Teaching effectiveness is influenced by many factors, among which a teacher's subject knowledge, teaching skills, personality, experience, motivation, and attitude towards teaching are prominent. In particular, teaching attitude can be regarded as an important component influencing a teacher's behaviour and the teaching strategies adopted in the classroom. It is therefore necessary to know what kind of relationship exists between teachers' teaching attitude and their teaching effectiveness.

The objective of the present study is to examine the relationship between teaching attitude and teaching effectiveness among teachers working in Kasturba Gandhi Balika Vidyalayas and general schools. In addition, understanding the status of teaching attitude and teaching effectiveness among teachers working in both types of schools, and studying the possible differences between them, is also an important aspect of this research. The findings obtained from this study can provide a useful basis for teacher training, school management, educational planning, and particularly for improving the quality of girls' education. Thus, developing teachers' positive teaching attitude and strengthening their teaching effectiveness can prove to be an important step towards quality and inclusive education.

Need and Importance of the Study— The study of teaching attitude and teaching effectiveness among teachers working in Kasturba Gandhi Balika Vidyalayas and general schools is extremely important in the present educational scenario. Teachers are the principal foundation of the education process, and their positive or negative attitude towards teaching directly and indirectly affects students' learning, the classroom environment, and educational achievements. Since girls from socially and economically disadvantaged sections receive their education particularly in Kasturba Gandhi Balika Vidyalayas, the sensitivity, positive outlook, motivational behaviour, and effective teaching skills of teachers there assume special importance. On the other hand, a comparative study of the teaching attitude and effectiveness of teachers working in general schools can help in understanding how teachers carry out their teaching work in different school environments.

This study is also needed because possessing subject knowledge alone is not sufficient for effective teaching; a teacher's interest in teaching, attitude towards students, tendency to adopt innovative teaching methods, classroom-management ability, and the capacity to understand students' individual needs also determine teaching effectiveness. If a significant relationship is established between teachers' positive teaching attitude and their teaching effectiveness, teacher-training and professional-development programmes can be designed more effectively. In addition, a comparative study between teachers of Kasturba Gandhi Balika Vidyalayas and general schools will help in understanding the influence of factors such as the school environment, resources, work responsibilities, and the social background of students.

The importance of the present study is particularly useful for educational policy-makers, school administrators, teacher-training institutions, and teachers themselves. On the basis of the findings obtained from the study, a framework for suitable training programmes can be prepared for developing a positive teaching attitude among teachers, enhancing their professional competence, and improving teaching effectiveness. At the same time, this study can help promote girl-centred, inclusive, and quality education in schools. Hence, the study of the relationship between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas and general schools is not only important from the point of view of educational research, but is also highly relevant for improving the quality of school education and for the all-round development of students.

Review of Related Literature— Related literature refers to all types of books, encyclopaedias, journals, published and unpublished dissertations, and records related to the research problem, the study of which helps the researcher in selecting the problem, formulating hypotheses, preparing the study design, and carrying the work forward.

To establish the place of a particular research design in the development of any subject, the researcher must be well acquainted with prior theories and research. To ascertain this knowledge, it is necessary, at the initial stage of any research design, to review its theoretical and research-based literature.

Singh, R., Tiwari, M., and Vaishya, K. D. (2015): in a research journal of education, social science, and the humanities, conducted a comparative study of the teaching attitude of student-teachers (male and female) towards the problem of environmental pollution. This study was based on students of government colleges in Kurukshetra district. Four government colleges of Kurukshetra district were selected for this study. A sample of 200 male and female students was selected from these colleges, with 25 male and 25 female students included as the sample from each college. A self-constructed Environmental Teaching Attitude Scale was used for data collection. The critical-ratio statistical technique was used for compiling and analysing the data. After the statistical analysis, the results of the study led to the conclusion that there is no significant difference in the teaching attitude of male and female student-teachers towards the problem of environmental pollution.

Sharma, U., and Sharma, S. V. (2018) studied the teaching attitude of B.Ed. trainees towards inclusive education. Even today in India, elements such as disability, economic disparity, casteism, oppression, exploitation, social exclusion, and discrimination are found. Including children with disabilities in education along with other children is called inclusive

education. In the present time, discussions on equality, participation, freedom, and rights are taking place in education. The natural development of children who are socially, culturally, physically, and mentally disadvantaged gets hindered. These disadvantaged children, who for various reasons are unable to stay with normal children and cannot receive education along with them, are included with other children through inclusive education, enabling them to move towards their natural development while avoiding various forms of social discrimination, exclusion, and neglect. In the present study, a sample of 50 B.Ed. students of Jain Vishva Bharati University was selected, comprising 25 male and 25 female students. The survey method was used for data collection in this study. A self-constructed scale was developed and used for data collection. After the data were collected, statistical methods were used to analyse them. The results of the study led to the conclusion that the teaching attitude of B.Ed. trainees towards inclusive education is similar among all trainees, whether rural or urban. The teaching attitude of male and female trainees from rural areas is also similar; however, a difference was found in the teaching attitude towards inclusive education between male and female trainees from urban areas, meaning that the teaching attitude of male and female trainees from urban areas towards inclusive education differs.

Kaur and Sharma (2015) conducted research on the topic “Study of Teacher Effectiveness of Secondary School Teachers in Relation to Occupational Stress, Gender, and Teaching Experience,” selecting as their sample 250 teachers working in government and private secondary schools of Bamlā district, Punjab. The research found that teacher effectiveness is not affected by the level of occupational stress, and that teaching experience and gender have no interactive effect on teacher effectiveness.

Gupta and Srivastava (2016) conducted a study on “the relationship between teacher effectiveness, emotional intelligence, and job satisfaction of secondary-school teachers,” based on 200 teachers from the Tehri region of Uttar Pradesh. The analysis of the data led to the conclusion that the teacher effectiveness of secondary-school teachers is deeply influenced by their emotional intelligence and job satisfaction.

Objectives of the Study— The present study has the following objectives —

1. To study the correlation between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas.
2. To study the correlation between the teaching attitude and teaching effectiveness of teachers working in general schools.

Hypotheses of the Study— The present study was conducted under the following hypotheses —

1. There will be no correlation between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas.
2. There will be no correlation between the teaching attitude and teaching effectiveness of teachers working in general schools.

Research Method— The survey method of experimental research has been used in the present study.

Population— To successfully complete this research work, the researcher has selected as the population the teachers working in Kasturba Gandhi Balika Vidyalayas and general schools located in Prayagraj district.

Sampling— In this research, the researcher has used the simple random sampling method, which falls under the probability method. The researcher selected, by the random sampling method, 200 female teachers working in all the Kasturba Gandhi Balika Vidyalayas located in all 20 blocks of Prayagraj district, and 200 male and female teachers working in general schools located in each of the 20 blocks of Prayagraj district. Thus, the sample comprises a total of 400 teachers.

Research Tools— The following research tools have been used in this study —

1. **Teaching Attitude Test Scale**— This test was constructed and standardised by Dr. S.P. Ahluwalia, Reader, Faculty of Education, Banaras Hindu University.
2. The Teacher Effectiveness Scale constructed and standardised by Dr. Shalu Puri and Prof. S.C. Gakhar has been used.

Statistical Methods Used— Karl Pearson's coefficient of correlation has been used as the statistical method in the present research study.

The present study was conducted under the following hypotheses—

Hypothesis 1. There will be no correlation between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas.

Table 1: Details of the Correlation between Teaching Attitude and Teaching Effectiveness of Teachers Working in Kasturba Gandhi Balika Vidyalayas

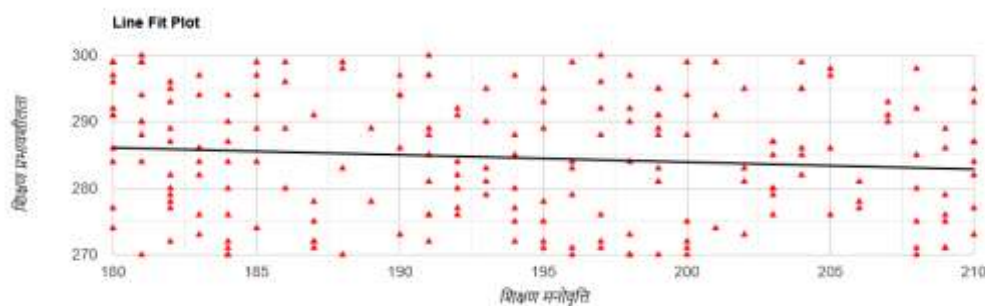
Parameter	Value
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Pearson correlation coefficient (r)	-0.1098
r ²	0.01205
P-value	0.1218
Covariance	-9.416
Sample size (n)	200
Statistic (t)	-1.5541

Results of the Pearson correlation indicated that there is a non-significant small negative relationship between teaching attitude and teaching effectiveness, $r(198) = .11$, $p = .122$, $r = -0.1098$.

Table 1 presents the analysis of the correlation between teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas. According to the results obtained, a negative and very weak correlation was found between the two variables. The value of the Pearson correlation coefficient is $r = -0.1098$, which shows that a very slight tendency towards a decrease in teaching effectiveness appears alongside an increase in teaching attitude. However, this relationship is not statistically significant, since the obtained p-value = 0.1218 is greater than the accepted significance level of 0.05. Hence, the null hypothesis cannot be rejected. $r^2 = 0.01205$ makes it clear that teaching attitude explains only about 1.21 percent of the variation in teaching effectiveness, while the remaining variation may be due to other factors. Similarly, a sample size of $N = 200$ and a test-statistic value of -1.5541 were obtained. It can therefore be concluded that a low, negative, and statistically non-significant relationship was found between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas. In other words, on the basis of the available data, teaching attitude cannot be regarded as an important predictor of teaching effectiveness.

Graph 1: Details of the Correlation between Teaching Attitude and Teaching Effectiveness of Teachers Working in Kasturba Gandhi Balika Vidyalayas



Hypothesis 2. There will be no correlation between the teaching attitude and teaching effectiveness of teachers working in general schools.

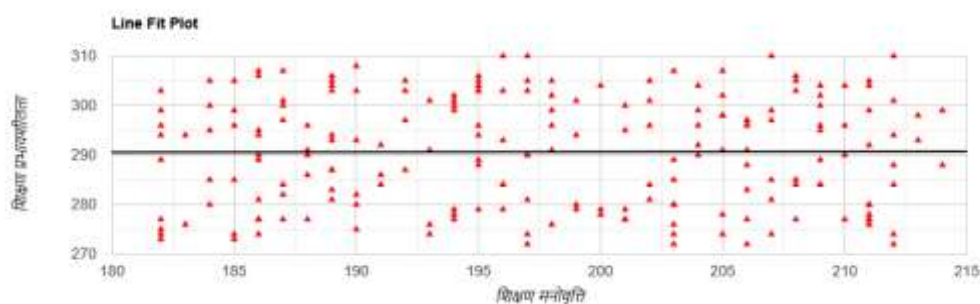
Table 2: Details of the Correlation between Teaching Attitude and Teaching Effectiveness of Teachers Working in General Schools

Parameter	Value
Pearson correlation coefficient (r)	0.003972
r ²	0.00001578
P-value	0.9555
Covariance	0.4092
Sample size (n)	200
Statistic (t)	0.0559

Results of the Pearson correlation indicated that there is a non-significant, very small positive relationship between teaching attitude and teaching effectiveness, $r(198) = .00397$, $p = .955$, $r = 0.003972$.

Table 2 presents an analysis of the relationship between the teaching attitude and teaching effectiveness of 200 teachers working in general schools. According to the results obtained, the Pearson correlation coefficient is $r = 0.003972$. This value is extremely close to zero, which makes it clear that an extremely low positive correlation was found between teaching attitude and teaching effectiveness. That is, although a tendency for teaching effectiveness to increase along with an increase in teachers' teaching attitude does appear, this relationship is practically negligible. Furthermore, $r^2 = 0.00001578$ makes it clear that teaching attitude explains only about 0.0016 percent of the variation in teaching effectiveness. The obtained p -value = 0.9555, which is considerably higher than the set significance level of 0.05, shows that this correlation is not statistically significant. Hence, no significant linear relationship was found between the teaching attitude and teaching effectiveness of teachers working in general schools. There is therefore not sufficient basis to reject the null hypothesis, and it can be concluded that teaching attitude has no significant relationship with teaching effectiveness in this sample.

Graph 2: Details of the Correlation between Teaching Attitude and Teaching Effectiveness of Teachers Working in General Schools



Conclusion— The above Table 1 makes it clear that a negative and very weak correlation was found between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas. The Pearson correlation coefficient obtained between the two variables was $r = -0.1098$, which shows that a very slight tendency towards a decrease in teaching effectiveness appears alongside an increase in teaching attitude. However, the obtained p -value is 0.1218, which is higher than the 0.05 significance level. Hence, this correlation is not statistically significant. Furthermore, $r^2 = 0.01205$ shows that teaching attitude explains only about 1.21 percent of the variance in teaching effectiveness. The null hypothesis therefore cannot be rejected, and it can be concluded that no significant relationship was found between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas.

The correlation between the teaching attitude and teaching effectiveness of teachers working in general schools was found to be $r = 0.003972$. This value is extremely close to zero, indicating an extremely low positive correlation between the two variables. Furthermore, the obtained $p = 0.9555$ is higher than the accepted significance level of 0.05. Hence, the correlation found between teaching attitude and teaching effectiveness is not statistically significant. The null hypothesis therefore cannot be rejected, and it can be concluded that no significant linear relationship was found between the teaching attitude of teachers working in general schools and their teaching effectiveness.

Educational Utility of the Research— The present research has particular significance in the educational field, as it will help clarify the relationship between the teaching attitude and teaching effectiveness of teachers working in Kasturba Gandhi Balika Vidyalayas and general schools. The study makes it possible to know how teachers' positive or negative teaching attitude affects their classroom teaching, behaviour towards students, choice of teaching methods, and learning outcomes. The findings of the research will be useful in making teacher-training programmes, in-service training, and professional-development plans more effective. In particular, for teachers working in Kasturba Gandhi Balika Vidyalayas, this study can provide guidance in developing a positive teaching outlook suited to girls' educational needs, social and emotional circumstances, and inclusive teaching. School administrators and education policy-makers will also benefit from the findings of this research in developing suitable policies, incentive schemes, and a cooperative educational environment for improving teachers' teaching attitude and effectiveness. In this way, this study will provide a useful basis for improving teacher quality, classroom-teaching effectiveness, students' learning levels, and the overall quality of school education....

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