

A Study on Teacher Effectiveness in Relation to Attitude Towards Teaching Profession

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Abstract

The main purpose of this study is to examine the relationship of teacher effectiveness and attitude towards teaching profession and to compare the attitude of effective and ineffective teachers towards teaching profession. In this study questionnaire survey method was employed. The subjects were confined to the teachers (Senior Teacher, Junior Teacher and Primary Teacher) from Basic Education High Schools and Basic Education High Schools (Branch) in Waingmaw Township. The number of participants in this study was 322. Two research instruments, questionnaire for teacher effectiveness and questionnaire for attitude towards teaching profession were used in this study. These instruments were based on Teacher Effectiveness Scale developed by Kumar and Mutha and Attitude Towards Teaching Scale by Sujata Mishra. The values of Cronbach's alpha coefficient of the two questionnaires were 0.93 and 0.87 respectively. Pearson correlation coefficient and the independent t-test were applied to analyze each research hypothesis. The results reveal that teacher effectiveness correlates positively with attitude towards teaching profession. The results also show that there was significant difference between effective and ineffective teachers in relation to their attitudes towards teaching profession. Furthermore, the results show that effective teachers do not differ in their attitude towards teaching profession in terms of gender and experience. Like effective teachers, ineffective teachers do not differ in their attitude towards teaching regarding gender and experience.

Keywords: Teacher effectiveness, attitude, attitude towards teaching profession

Introduction

Importance of Research

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake (Sodhi, 2010).

An effective teacher is the one who has a sense of humour, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students (Southern, 1974, cited in Singh, 2002). An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation (Dabas, 2011). Teacher effectiveness plays a pivotal role in the teaching learning process. It is generally agreed that the "goodness" of an educational system to a great extent is dependent on quality of teachers available to implement it (Southern, 1974, cited in Singh, 2002).

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively and effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes in an effective manner and the classroom learning demands the actions of a leader on the part of a teacher. A good working view point is that the successful teacher is not a perfect one, but one with aptitude for teaching and favourable attitude towards teaching who stays busy at the job of self-improvement (Sodhi, 2010).

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The American commission on teacher education remarked, the quality of nation depends upon the quality of its citizens. The quality of education depends upon the quality of their teachers. The quality, competence and character of teachers are undoubtedly very significant. If so, teacher's effectiveness becomes a very important question in front of the education and researcher. There are different factors which influence teacher effectiveness. Attitude towards teaching is of great significance for efficient functioning of any teaching learning institution. No institution can successfully achieve its targets unless and until those who working in the institution are self-confident and possess favorable attitude towards the job (Dabas, 2011).

Since education of a country is largely dependent upon the quality of teachers, to make the teachers goal-oriented and productive, to motivate the students and to be effective in teaching, it is essential to diagnose teacher effectiveness with various variables. Therefore, it is decided to examine the relationship between teacher effectiveness and attitude towards teaching profession, one of the variables of teacher effectiveness. Thus, the research is stated as a study on teacher effectiveness in relation to attitude towards teaching profession.

Aim

The main aim of this research is to study effectiveness of teachers in relation to their attitude towards teaching profession.

Objectives

The specific objectives of the study are as follow:

1. To identify effective teachers and ineffective teachers.
2. To examine relationship of teacher effectiveness with attitude of teachers towards teaching profession.
3. To examine the difference between effective and ineffective teachers in relation to their attitude towards teaching profession.
4. To compare the attitude of effective and ineffective teachers in relation to gender and teaching experience.

Definitions of Key Terms

Teacher effectiveness

An area of research which is concerned with relationship between characteristics of teacher, teaching acts and their effects on the educational outcomes of classroom teaching (Flanders, 1970, cited in Singh, 2002).

Attitude

An individual's positive or negative emotional tendency towards people, objects, events, and ideas (Papanastasiou, 2002, cited in Tok, 2012).

Attitude towards teaching profession

Attitudes towards their teaching profession are usually related with their enjoying their profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, and so, themselves, continuously (Temizkan, 2008, cited in Guneyli & Aslan, 2009).

Hypotheses

The research hypotheses for the study are as follows:

1. There is significant relationship between teacher effectiveness and attitude towards teaching profession.
2. There is significant difference between effective and ineffective teachers in relation to their attitude towards teaching profession.
3. There is significant difference in the attitude towards teaching profession between effective and ineffective teachers in terms of gender and experience.

Scope

This study is limited to the teachers (Primary Teacher, Junior Teacher, Senior Teacher) from Basic Education High Schools and Basic Education High Schools (Branch) in Waingmaw Township. The number of teachers participated in this study was (322).

Review of Related Literature

Teacher Effectiveness

One of the most difficult problems in educational research is that of recognizing teacher effectiveness and discriminating between more and less effective teacher. The role of the classroom teacher in education is central. The teacher is, after all, the person of contact between the educational system and the pupil: the impact of any educational programme of innovation on the pupil operates through the pupil's teacher. It is therefore, quite accurate to say that a school's effectiveness depends directly on the effectiveness of teacher and maximizing teacher effectiveness is a major goal of education (Medley, 1982, cited in Newa, 2007).

Teacher effectiveness is a crucial factor which determines the academic achievements of the pupil both qualitatively and quantitatively. Teacher effectiveness as the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. The knowledge of the subject, variety of teaching methods, ability to relate the subject to other fields, encouragement of student participation, creativity, intellectual efficiency, task involvement etc., are the characteristics of an effective teacher. Characteristics of an effective teacher more specifically factors like emotional intelligence, teaching attitude and job involvement contributes towards teacher effectiveness (Rajammal & Muthumanickam, 2012).

Effectiveness of teacher stems from a combination of knowledge, skills and personal characteristics. The characteristics which are correlated with effectiveness are; good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations and personal characteristics that is enthusiasm, effective communication, adaptable to change, a life-long learner, competent, accepting others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humour (Taylor & Wash, 2003; Colker, 2008, cited in Toor, 2014). The effectiveness of teacher lies not only in the presentation of the subject matter in an effective way but it is to make the whole environment of the classroom conducive for the all-round development of the child. An effective teacher always takes interest in his duty, draws satisfaction from his profession, accepts the challenges willingly and uses his knowledge effectively and efficiently whereas an ineffective teacher shows disinterest in his profession, remains maladjusted, irregular in his job and dissatisfied with his profession (Gupta, 1986, cited in Kumari, 2006).

Structure of Teacher Effectiveness

The structure of teacher effectiveness as given by Mitzel (1982, cited in Puri, 2008) shows in a systematic form nine important types of variables involved in the definition of teacher effectiveness proposed as basic for planning future research, in the research itself and in making decisions about teacher effectiveness.

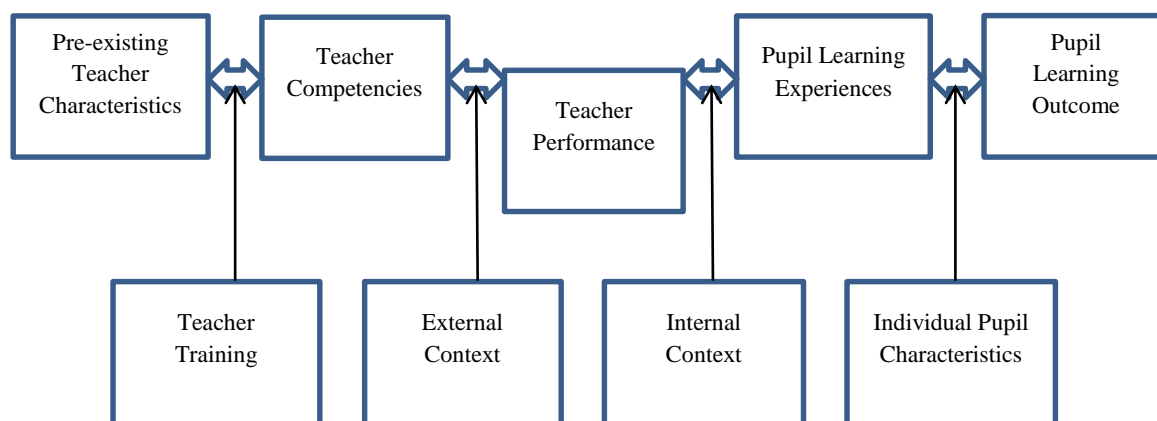


Figure 1. Structure of Teacher Effectiveness

Source: From Puri, 2008

The five cells in the top row (on-line) -define five types of variables each of which has been used at one time or another as a criterion for evaluating teachers. The four cells in the second row (off-line) define four additional types of variables that affect the outcomes of teaching and that are not controlled by the teacher. The arrows in the diagram indicate the flow of influence from one variable to the next. Each cell is joined by such an arrow to the one other cell that it influences most directly. Note that all the other cells shown affect pupil learning outcomes directly or indirectly. The effectiveness of a teacher depends, then on at least eight different kinds of variables; and it is vital that they be distinguished clearly from one another. Mitzel's (1982, cited in Puri, 2008) presage criteria included pre-existing teacher characteristics, teacher training variables, and teacher competencies, his process criteria included teacher performance and pupil learning experiences; his product criteria were based on pupil learning outcomes; and his environmental variables included variables in the remaining three of the four off line cells (shown in the second line of figure 1). Variables in first four online cells and the fifth, i.e. pupil learning outcomes, need no clarification. The four off line cells may be explained as follows:

Teacher training variable in figure 1 reflects efforts of teacher educators or others to help a teacher grow in competence, that is, to add additional competencies to his or her repertoire. Of particular interest is preservice preparation the training that goes on before the teacher enters into full time practice of the profession. The set of competencies a teacher has at the end of pre-service preparation is mixture of pre-existing teacher characteristics and knowledge, abilities and belief acquired during training.

External context variables are characteristics of the school in which the teacher works that interact with the competencies the teacher possesses to determine how well that teacher performs in that situation. The physical and support facilities in the school, media and materials available to the teacher, and the relationship between the school and community are variables that belong in this cell. The major contribution made by other school personnel to teacher effectiveness is determined by variables in this cell.

Internal context variables are group characteristics of the class taught by the teacher that interact with teacher performance in determining the learning experiences pupils have in that classroom. Such variables as class size, average ability, heterogeneity, ethnic composition and socio-metric properties of the class belong to this cell.

Individual pupil characteristics are the characteristics of a pupil that determine what learning outcomes result from any particular learning experience that pupil might have. Two pupils will be effected differently by identical learning experiences because they differ in ability, interests, values and so on.

Attitude towards Teaching Profession

Attitude plays an important role in teaching that is why there have been different definitions of what attitude towards teaching. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by pleasant or unpleasant feeling and emotion (Krishanappa, 2013).

According to Good, (1959, cited in Saini, 1998) "Professional Attitude" is a state of mental and emotional readiness on the part of professionals to react to any educationally significant situation in a manner that gives first place to the interests of society, and the teaching profession, that demonstrates appreciation of the situation's educational implications, and that indicates ability and desire to cooperate with others toward the solution of the problems involved.

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual for the education of the individual because it shows the interview of person. If a person has a positive attitude towards objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends upon the attitude of person towards their particular profession. If a teacher thinks positively towards his job, he will generate good results. On the other hand if he thinks negatively, he will not find satisfaction in his work. The students would not be able to get the full benefits. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education (Bala, 2013).

Teacher is an essential determining factor in the process of education. Positive attitude of teacher towards their profession defines the parameters of teaching and learning. Thus the feelings, interest of teachers affect the performance of teachers. Teachers with positive attitude contribute more competently to the process of education of child (Brown and Richard, 2008, cited in Ahmad et al., 2013).

According to Flanders and Siman, (1969, cited in Saini, 1998) the attitudes of the teachers towards their teaching profession brings about effectiveness in the teacher behavior and the educational outcomes of classroom teaching.

Attitude has a marked influence on the teachers and the students as well. A teacher's performance rests upon his attitude towards his work. Ahluwalia, (1978, cited in Saini, 1998) says that a positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. Investigations carried over by Cook, Leeds and Callis, (1951, cited in Saini, 1998) indicate that favourable attitude of towards teaching is likely to prove helpful to them in maintaining a state of harmonious relations with their pupils characterized by mutual affection and sympathetic understanding conducive to greater educational output. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. Goyal, (1984, cited in Saini, 1998) found that the teacher attitude is significantly related to pupil achievement. This indicates that favourable attitude towards teaching profession is essential in order to have better performance in school. Mehane and Patil, (1986, cited in Saini, 1998) write that the teachers who are trained and competent cannot improve the secondary education unless they possess healthy professional attitude. Allport (1935, cited in Saini, 1998) referred to attitudes as the most distinctive and indispensable concept within the field of education and hence professional competency of teacher is influenced by the positive attitude towards teaching resulting in higher standard of education. The teacher who will have a healthy professional attitude will not act in a manner that will bring bad name to himself/ herself or his/ her profession. He/ she is proud of the fact that he/she belongs to this profession. He/she will always conduct himself/ herself in a dignified manner (Saini, 1998).

Dimensions of Attitude towards Teaching Profession

Parvathi (2012) described the following dimensions in his study.

- **Academic aspect of teaching profession:** This area includes statements pertaining to the academic aspect of the profession. These statements are related to the predispositions teachers generally have for the type of work they are doing. The predispositions they have for their commitment to academic work, the predispositions they have for their professional growth, etc., are some of the ingredients of this component.
- **Administrative aspect of teaching profession:** This area includes statement on the predisposition of teachers on their involvement in school administrative tasks. This work is pertaining to curricular development and co-curricular activities.
- **Social and psychological aspects of teaching profession:** This component pertains to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting, and its influence on moulding the future generations. The psychological feelings of security or in-security and the pleasure or pain in general are also inculcated in this component.
- **Co-curricular aspects of teaching profession:** It relates to dispositions of teacher's roles and functions in the area of co-curricular activities and their importance as a part and parcel of teaching profession functional aspect is highlighted in this component.
- **Economic aspect of teaching profession:** Predisposition about the economic profitability of the profession in terms of salary and other benefits, besides other aspects, are included in this component.

Methodology

Participants

Waingmaw Township was selected for this research study. There are (6) Basic Education High Schools and (8) Basic Education High Schools (Branch) in Waingmaw Township. All primary teachers, junior teachers and senior teachers from these schools were considered as the sample of this study. The number of teachers participated in this study was (322).

Instrumentation

The research instruments were questionnaire for teacher effectiveness and questionnaire for attitude towards teaching profession. Questionnaire for teacher effectiveness was constructed based on Teacher Effectiveness Scale by Mutha and Kumar (1974, cited in Newa, 2007). The questionnaire was composed of four dimensions: Subject matter mastery, Professional skills, Interpersonal skills, Personality traits. Each dimension included 8 items. The total number of items was 32 and these items were positively stated.

Questionnaire for attitude towards teaching profession was adapted from Attitude Towards Teaching Scale by Sujata Mishra (1999, cited in Dabas, 2011). This questionnaire comprised four dimensions: nature of teaching, teaching as a profession, job satisfaction, role and responsibility. Each dimension involved 8 items and there were 32 items altogether in this questionnaire. This questionnaire consists of 4 reversed questions and they were scored reversely.

To get questionnaire validation, the copies of questionnaires were distributed to the four experts from Sagaing University of Education in the field of education. After that, items were modified again according to their advice and guidance.

A pilot test was held at Practising High School of Sagaing University of Education. Sample for the pilot study was 40 teachers. Based on the findings of the pilot test, internal consistency reliability of the questionnaires was determined by Cronbach's alpha. The reliability coefficient values were 0.93 and 0.87 respectively.

Procedure

First of all, the researcher explored the relevant literature concerning with the research. The related literature was gathered from several books, journal and internet sources. Secondly, the instrumentation was prepared to get required data. Next, pilot study was conducted with a sample of 40 teachers from Practising High School of Sagaing University of Education. For the internal consistency reliability, Cronbach's alpha coefficient was calculated. And then, the major survey(main study) was conducted. Finally, the data obtained from the survey were analyzed by using descriptive statistics, independent sample *t* test and Pearson correlation coefficient.

Results

Table 1. The Number of Effective Teachers and Ineffective Teachers

Group	Male	Female	Total
Effective teachers	16	147	163
Ineffective teachers	17	142	159
Total	33	289	322

According to the mean of Teacher Effectiveness Questionnaire (130.23), the subjects were categorized under two groups: effective and ineffective. Teachers who gained means 130.23 and above were considered effective teachers whereas teachers who obtained means less than 130.23 ineffective teachers.

This table is comprised of 322 teachers, 163 effective teachers and 159 ineffective teachers. Effective teachers group includes 16 male teachers and 147 female teachers. Ineffective teachers group consists of 17 male teachers and 142 female teachers.

Table 2. Relationship between Overall Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards Teaching Profession	322	.473	.000**

Note: * $p < 0.001$**

It may be perceived from table 2 that the coefficient of correlation between overall teacher effectiveness and attitude towards teaching profession is 0.473. It represents a moderate positive correlation between the two variables. Therefore, it can be assumed that if the level of teachers' attitude towards teaching profession increases, their teacher effectiveness will also increase.

Table 3. Relationship between Effective Teachers' Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards Teaching Profession of Effective Teachers	163	.289	0.000***

Note: * $p < 0.001$**

According to table 3, the value of coefficient of correlation of teacher effectiveness and attitude towards teaching profession of effective teachers is 0.289. It represents a low positive relationship between the two variables. Due to positive correlation, it can be said that if the effective teachers' attitude towards teaching profession is high, their teacher effectiveness will increase.

Table 4. Relationship between Effective Male Teachers' Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards Teaching Profession of Effective Male Teachers	16	.630	.009**

Note: ** $p < 0.01$

It can be seen from Table 4 that the value of coefficient of correlation between teacher effectiveness and attitude towards teaching profession of effective male teachers is 0.630. It represents a moderate positive relationship between the two variables. Therefore, it can be interpreted that if the attitude of effective male teachers towards teaching profession is high, their teacher effectiveness will be also high.

Table 5. Relationship between Effective Female Teachers' Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards Teaching Profession of Effective Female Teachers	147	.260	.001**

Note: ** $p < 0.01$

It can be found from Table 5 that the value of co-efficient of correlation between teacher effectiveness and attitude towards teaching profession of effective female teachers is 0.260. It represents a low positive correlation between the two variables. Therefore, it can be concluded that effective female teachers' professional attitude increases, their teacher effectiveness will also increase.

Table 6. Relationship between Ineffective Teachers' Teacher Effectiveness and Attitudetowards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards Teaching Profession of Ineffective Teachers	159	.187	.018*

Note: * $p < 0.05$

It can be seen from table 6 that the value of co-efficient of correlation between teacher effectiveness and attitude towards teaching profession of ineffective teachers is 0.187 which is positive but very low. Therefore, it can be interpreted that if the attitude of ineffective teachers towards teaching profession is increase, their teacher effectiveness will increase.

Table 7. Relationship between Ineffective Male Teachers' Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards teaching profession of Ineffective Male Teachers	17	.316	.216

It can be seen that the value of co-efficient of correlation between ineffective male teachers' teacher effectiveness and attitude towards teaching profession is 0.316. This table reveals that there was no significant relationship between ineffective male teachers' teacher effectiveness and their attitude towards teaching profession. However, the direction of correlation is positive correlation.

Table 8. Relationship between Ineffective Female Teachers' Teacher Effectiveness and Attitude towards Teaching Profession

Variables	N	Pearson's Correlation Co-efficient	Sig.
Teacher Effectiveness & Attitude towards teaching profession of Ineffective Female Teachers	142	.179	.033*

Note: * $p < 0.05$

It can be seen from Table 8 that the value of co-efficient of correlation between ineffective female teachers' teacher effectiveness and attitude towards teaching profession is .179. It represents a very low positive correlation between the two variables. Therefore, it can be said that if the attitude of ineffective female teachers towards teaching profession is high, their teacher effectiveness will be also high.

Table 9. *t*-value of Effective Teachers on Attitude towards Teaching Profession in terms of Gender

Gender	N	Mean	S.D	<i>t</i>	<i>df</i>	<i>p</i>	MD
Effective Male	16	134.50	11.308	-	161	.181	-3.031
Effective Female	147	135.53	8.246	1.342			

Table 9 shows the mean difference between effective male and female teachers in attitude towards teacher profession. The mean and SD of effective male teachers were 134.50 and 11.308 and the mean and SD of effective female teachers were 135.53 and 8.246 respectively. The result reveals that in terms of gender, effective teachers do not differ in attitude towards teaching profession.

Table 10. *t*-value of Ineffective Teachers on Attitude towards Teaching Profession in terms of Gender

Gender	N	Mean	S.D	<i>t</i>	<i>df</i>	<i>p</i>	MD
Ineffective Male	17	125.94	6.740	-.950	157	.343	-2.495
Ineffective Female	142	128.44	10.555				

According to Table 10, the mean and SD of ineffective male teachers were 125.94 and 6.740 and the mean and SD of ineffective female teachers were 128.44 and 10.555 respectively. The result reveals that in terms of gender, ineffective teachers do not differ significantly in attitude towards teaching profession.

Table 11. *t*-value of Effective Teachers on Attitude towards Teaching Profession in terms of Experience

Experience groups	N	Mean	S.D	<i>t</i>	<i>df</i>	<i>p</i>	MD
High (20 and above)	30	134.57	11.159	1.895	161	.060	3.268
Low (under 20)	133	137.83	7.836				

Table 11 shows the difference between high experienced and low experienced effective teachers in attitude towards teaching profession. The mean and SD of effective teachers with high experience are 134.57 and 11.157, and the mean and SD of effective teachers having low experience are 137.83 and 7.836. The result shows that in terms of experience, effective teachers do not differ significantly in attitude towards teaching profession.

Table 12. *t*-value of Ineffective Teachers on Attitude towards Teaching Profession in terms of Experience

Experience groups	N	Mean	S.D	<i>t</i>	<i>df</i>	<i>p</i>	MD
High (20 and above)	25	125.32	6.675	1.524	157	.130	3.381
Low (under 20)	134	128.70	10.698				

According to Table 12, the mean and SD of ineffective teachers with high experience were 125.32 and 6.675, and the mean and SD of ineffective low experienced teachers were 128.70 and 10.698. The result shows that in terms of experience, ineffective teachers do not differ significantly in attitude towards teaching profession.

Discussion, Suggestions and Conclusion

Discussion

This study revealed that teacher effectiveness of overall teachers was positively correlated to their attitude towards teaching profession. This means that if teachers' attitude towards teaching profession is high, teacher effectiveness will increase.

Moreover, there was significant positive relationship between effective teachers' teacher effectiveness and their attitude towards teaching profession. The result confirmed that the higher the attitude of effective teachers towards teaching profession, the better their teacher effectiveness. Moreover, significant positive relationship between effective male teachers' effectiveness and their attitude towards teaching profession was found. Similarly, significant relationship existed between effective female teachers' effectiveness and their attitude. From the result, it can be interpreted that if both effective male and female teachers have positive attitude towards teaching profession, they will be effective in their teaching.

There was significant relationship between ineffective teachers' teacher effectiveness and attitude towards their profession. This means that if the attitude of ineffective teachers increase, their teacher effectiveness will increase, too. Furthermore, significant positive relationship existed between ineffective female teachers' teacher effectiveness and their professional attitude. It can be said that if ineffective teachers' attitude is high, their teacher effectiveness will raise. However, it was seen that there existed no significant relationship between ineffective male teachers' teacher effectiveness and their attitude towards teaching profession.

There was significant difference in attitude towards teaching profession between effective teachers and ineffective teachers. Effective teachers show more favourable attitude towards teaching profession than ineffective teachers. The result supported the finding of Arora (1978, cited in Puri, 2008) that effective teachers had significantly more favourable attitude than ineffective teachers. It was also found that the attitudes of effective and ineffective male teachers towards their profession differed, and effective and ineffective female teachers' professional attitudes were also different. It can be found that effective teachers including male and female showed more favourable attitude towards their profession than ineffective ones. In other words, teachers who have favourable attitude towards teaching profession are effective in their profession, and teacher with less favorable professional attitude are less effective in their job. In other words, it can be interpreted that attitude towards teaching profession to certain extent affects teacher effectiveness.

There was no significant difference between effective male and female teachers in relation to attitude towards teaching profession. Like effective male and female teachers, the attitude of ineffective male and female teacher towards their profession was not significantly different. It means that gender does not influence the attitude of both effective and ineffective teachers towards teaching profession. Panda (2001, cited in Devi, 2013) also found similar result that male and female teachers do not differ significantly in their attitude towards teaching profession.

There was no significant difference in the attitude towards teaching profession between effective teachers having the experience of 20 years and above, and less than 20 years. This result supports the finding of Pandey and Maikhuri (1999, cited in Newa, 2007) that there was no significant difference between effective teachers having high and low experience in terms of their attitude towards teaching profession. Similarly, no significant difference was found between ineffective teachers having the experience of 20 years, and less than 20 years in relation to their professional attitude. Therefore, it can be concluded that experience of both effective and ineffective teachers was not a differentiating factor in their attitude towards teaching profession.

Suggestions

The teacher plays a main role in the education sector. He has the greatest responsibility on his or her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made more effective in order to make teaching effective and it should mould the students effectively. The main function of a teacher is to create a good learning environment that motivates students to learn the most. A good teacher may be one who helps in the development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead to best academic performance of all round development of the students (Joyce & Magesh, 2016).

Effectiveness of teaching depends on, beside other factors, on the attitude of teachers towards their profession. Therefore, for making teaching learning process more effective and to be successful in teaching profession, a teacher needs to love the profession and carry on the teaching work willingly and enthusiastically and derive satisfaction from the job (Devi, 2013).

Enhancing teacher effectiveness at the school level, the higher authorities in Education may form committee involving principals and subject experts to evaluate the teacher competence and effectiveness and may motivate them by giving awards or additional increments based on performance. The teacher may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching-learning process. Teacher educators may apply integration of technology while they give training to pre-service teachers that they can effectively adopt them when they enter the career. In order to achieve maximum teacher effectiveness the teacher are motivated by the school principals, in attending various in-service training, workshop, conferences and seminars etc (Rani & Devi, 2015).

Moreover, it is suggested that Government should increase the salaries of teachers and take matter concerning teachers as high priority. There should be an attitudinal change by members of the society towards teachers and the teaching profession, teachers should not be looked down on but looked upon as moulders and builders of the nation. Government should encourage teachers by sponsoring them for in-service training. There should also be infrastructural development in the schools, provision of learning and teaching materials. Generally, conducive environment should be provided by government so that teachers will be satisfied with their jobs (Maliki, 2013).

This study has been directed towards reviewing teacher effectiveness among teachers in Waingmaw Township in relation to attitude towards teaching profession. Research is unending process and every research work provides clues for further research. Conducting further research is necessary. In the light of the results and findings from the study, following suggestions are made for further research in the field:

1. The same study should be conducted in other townships.
2. Further study could be extended state and national level.
3. Further study should be conducted by using other variables such as school locality, marital status and types of schools.

4. Similar kind of study should be carried out using other methodology and sample sizes.
5. This kind of study should be carried out with teacher educators in teacher education institutions.
6. The same kind of studies could be conducted among private schools.
7. Similar studies may be undertaken by taking other variables like Teaching aptitude, Teaching competency, job satisfaction and emotional intelligence etc.

Conclusion

According to findings of the results, it can be said that teacher effectiveness of teachers is significantly related with their attitudes towards teaching profession. This indicates that if teachers show positive attitude towards their teaching profession, they will be effective in performing instructional and other duties in school. In the present study significant difference was found between effective and ineffective teachers regarding attitude toward teaching profession. From the result, effective teachers show higher attitude than ineffective teachers. From the results it is very clear that some teachers are effective in teaching profession due to their positive attitude towards teaching profession. Therefore, it can be concluded that teachers' professional attitude can impact their teacher effectiveness.

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