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RELATIONSHIP OF TEACHER VALUES & TEACHER MORALE WITH TEACHING EFFECTIVENESS

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ABSTRACT: In this new era of information technology and economic globalization, knowledge becomes the driving force of nearly all types of economic, social, and political developments at different levels of country. In this context and in facing up the challenges in the new century, education in general and school education in particular is the key for the successful future that can build up the necessary knowledge forces among young generations and citizens for rapid local and global developments in-different areas.

KEYWORDS: Teacher, qualitative

INTRODUCTION

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. 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.

Inspite 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.

REVIEW OF LITERATURE

Mavi and Mangla (2004) observed that teachers with a positive attitude towards the teaching profession, classroom teaching, child-centred practices and the educational process react to ideas and feelings of pupils positively and frequently created emotional climate in the classroom.

Nirmala Devi (2005) conducted a study on student teachers in Chennai to assess the attitude of B.Ed. trainees towards teaching profession and the relationship between attitude towards teaching and performance in the B.Ed. entrance examination. It was observed that there is a positive correlation between attitude towards teaching and performance in B.Ed. entrance examination.

Reddy and Sujathamalini (2005) conducted a study on Awareness, Attitude and competencies of special school teachers in Andhra Pradesh and Tamilnadu states. The study aimed to (a) assess the awareness, attitude and competencies of special school teachers on different aspects of children with disabilities, (b) find out the significant difference, if any, in the awareness, attitude and competencies of these teachers on different aspects of children with disabilities due to variation in their age, gender, educational qualification, training in special education, years of experience, location of school, nature of school and type of school (c) find out correlation between different pairs of variables.

The main findings of the study were that awareness and attitude were positively correlated. Attitude was also found to be positively correlated with competency of the teacher to deal with children. It was also observed that the independent variables, gender, educational qualification and training in special education were the predictors of attitude.

RESULT & DISCUSSION
Table-1
Correlation Matrix between Teacher Values and Teacher Morale

Teacher Morale Dimensions	Teacher Values					
	Theoretical	Economic	Aesthetic	Social	Political	Religious
Teacher rapport with Principal	− 0.308**	0.064	0.156	0.112	−0.083	− 0.059
Satisfaction with teaching	0.296**	0.094	− 0.320**	0.094	0.226*	− 0.098
Rapport among teachers	− 0.337**	− 0.210*	0.174	0.164	− 0.054	0.398**
Teacher load	0.122	0.123	− 0.054	0.112	− 0.046	− 0.132
Teacher salary	0.146	0.201*	− 0.116	0.054	0.096	− 0.148
Curriculum issues	0.096	0.094	0.156	− 0.020	− 0.220*	0.092
Teacher status	0.110	0.152	− 0.202*	0.202*	0.216*	− 0.122
Community Support of education	− 0.098	− 0.247*	0.084	0.098	0.092	0.210*
School facilities and services	0.065	0.110	0.089	0.082	0.104	− 0.054
Community Pressure	− 0.206*	− 0.011	0.136	− 0.036	0.214*	0.050

* Significant at 0.05 level.   ** Significant at 0.01 level.

Table 1 shows that there is negative correlation between Teacher rapport with the principal and Theoretical value of teacher which is significant at 0.01 level of significance. Teachers having good relationship with the principal are found to have low Theoretical value. It may be due to critical and rational nature of the theoretical man. This finding supports the view that authoritarianism of principal in schools is

the distress of teachers having Theoretical Values.

Teacher rapport with the principal is found to have non-significant positive relationship with Economic. Aesthetic and Social values of teachers whereas it has non-significant negative relationship with Political and Religious values.

There is positive significant relationship between 'Satisfaction with teaching' and Theoretical value at 0.01 level of significance which implies that teachers satisfied with teaching are found to be empirical, rational and critical type of persons. This supports the view that teachers having Theoretical values are found satisfied with their teaching.

There is negative significant relationship between 'Satisfaction with teaching' and Aesthetic value at 0.01 level of significance which implies that teachers having high Aesthetic value are not found to have satisfaction with teaching.

Table-2
Correlation Matrix between Teacher Attitude and Teacher Morale

Teacher Attitude Areas	Teachers, Morale Dimensions									
	Teacher Rapport with the Principal	Satisfaction with teaching	Rapport among teachers	Teacher load	Teacher salary	Curriculum issues	Teacher status	Comm-unity support of education	School facilities and services	Community Pressure
Towards Teaching Profession	0.023	0.119	0.418**	0.122	0.011	0.089	0.225*	– 0.199*	0.218*	0.132
Towards Class-room teaching	– 0.022	– 0.059	– 0.049	0.132	0.132	0.064	0.208*	0.031	0.094	0.330**
Towards child-centred practices	0.110	– 0.094	0.304**	0.142	0.112	0.201*	0.094	– 0.119	0.204*	0.290**
Towards Educational process	– 0.118	0.112	0.354**	– 0.298**	0.307**	0.082	0.222*	– 0.216*	0.078	0.238*
Towards Pupils	0.236*	0.294**	0.110	0.092	0.122	0.117	0.244*	– 0.014	– 0.026	0.140
Towards Teachers	0.080	– 0.039	0.81	0.124	0.112	0.072	0.132	0.140	– 0.310**	0.083

* Significant at 0.05 level.

** Significant at 0.01 level.

There exists a positive correlation between Teacher attitude towards teaching profession and 'School facilities and services' which is significant at 0.05 level of significance. It implies that positive attitude towards teaching profession is related to the level of facilities, supplies of materials and equipment in the school.

This table also shows that there is significant negative relationship between Teacher attitude towards Teaching profession and 'Community support of education at 0.05 level of significance. Community support

of education means the extent to which the community understands and is willing to support a sound educational programme.

Thus the teachers having positive attitude towards teaching profession do not like the interference of community in educational programmes.

Teacher attitude towards Teaching profession is found to have non-significant positive relationships with the remaining dimensions of Teacher morale under consideration.

There is positive relationship between Teacher attitude towards Class-room teaching and 'Community pressure' at 0.01 level of significance. Community pressure refers to community (including members of Parent Teacher Association) expectations with respect to teacher's personal standards, his participation in outside school activities and his freedom to discuss controversial issues in the class-room. Thus the Teacher attitude towards class-room teaching is related to favorable Community pressure.

The same table suggests that teacher attitude towards class-room teaching is positively related to 'Teacher status' at 0.05 level of significance. It means that teachers enjoying good prestige in society and in school have favorable attitude towards class-room teaching.

CONCLUSION

Table-1 analysis and interpretation of the data regarding Teacher values and Teacher morale for testing the sixth Hypothesis in this section suggests that Teacher rapport with the principal is significantly related to Theoretical value. 'Satisfaction with teaching' is significantly related to Theoretical, Aesthetic and Political Values of teachers. 'Rapports among teachers is significantly related to Theoretical, Economic and Religious values of teachers. 'Teacher salary' is significantly related to Economic value of teacher. 'Curriculum issues' are related to Political value of teacher. 'Teacher status is significantly related to Aesthetic, Social and Political values of teachers. 'Community support of education' is significantly related to Economic and Religious, values of teacher.

Table-2 analysis and interpretation of the data pertaining to Teacher attitude and Teacher Morale to test the Hypothesis H_5 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-centred 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. Thus, it is found that Hypothesis which states that there is significant relationship between Teacher attitude towards profession and Teacher Morale is partially confirmed.

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