

Impact of Teachers' Teaching Attitude on Professional Development

Ekta Sarde¹, Dr. Manju Sahu²

¹Research Scholar, Bharti Vishwavidyalaya, Durg (C.G)

²Supervisor, Assistant Professor (Education), Bharti Vishwavidyalaya, Durg (C.G)

Abstract

This research investigates the impact of teachers' teaching attitude on their professional development. The sample included 200 male and female teachers from urban and rural higher secondary schools in Durg district of Chhattisgarh. A non-proportional stratified random sampling method was adopted. The tools used were the Teaching Attitude Inventory by Dr. S.P. Ahluwalia (2019) and the Professional Development Scale by Dr. Yodida Butia (2017). The t-test was employed to compare the professional development of teachers with favorable and unfavorable teaching attitudes. The study found a statistically significant difference between the two groups, indicating that teaching attitude significantly influences teachers' professional development.

Introduction

Teachers' professional development is vital for educational improvement. It is influenced by various personal and institutional factors, among which teaching attitude is one of the most significant. Teaching attitude reflects the teacher's beliefs, values, and emotions towards the teaching profession, which in turn affects their motivation to grow and improve professionally. This study aims to examine how the attitude of teachers toward teaching impacts their professional development.

Objectives of the Study

- To assess the teaching attitude of higher secondary school teachers.
- To measure the level of professional development among these teachers.
- To examine whether there is a significant difference in professional development between teachers with favorable and unfavorable teaching attitudes.

Hypothesis

H₀: There is no significant difference in the professional development of teachers with favorable and unfavorable teaching attitudes.

Methodology

Sample:

- Total of 200 teachers
- Teachers from urban and rural higher secondary schools in Durg district
- Both male and female participants included

Sampling Method:

Non-proportional stratified random sampling was used to ensure representation of all sub-groups (urban/rural, male/female).

Tools Used:

Teaching Attitude Inventory by Dr. S.P. Ahluwalia (2019)

Professional Development Scale by Dr. Yodida Butia (2017)

Design:

- Descriptive and comparative
- Statistical Technique:
- Independent Sample t-test

Data Analysis and Interpretation**Grouping:**

Teachers scoring above the median on Teaching Attitude Inventory were categorized as having “Favorable Teaching Attitude”

Those below the median were categorized as “Unfavorable Teaching Attitude”

Table 1: Professional development of teachers with favorable and unfavorable teaching attitudes

Group	N	Mean	SD	t value
Favorable teaching attitudes	100	147.60	12.34	7.69
Unfavorable teaching attitudes	100	133.45	14.10	

Interpretation:

As the p-value is less than 0.05, the null hypothesis is rejected. Hence, a significant difference exists in the professional development scores of teachers with favorable and unfavorable teaching attitudes.

Findings

Teachers with a favorable teaching attitude demonstrated significantly higher levels of professional development.

Teaching attitude is a strong influencing factor on teachers' willingness and efforts to grow professionally.

Conclusion

This study concludes that teachers' attitudes toward teaching significantly affect their professional development. A positive attitude enhances motivation, engagement in professional learning, and adaptability to changes, all of which are essential for professional growth.

Educational Implications

Encourage development of favorable attitudes through workshops and mentoring.

Provide motivational programs for teachers in rural schools.

Integrate attitude-building modules in teacher training curriculum.

Focus on reflective practices and peer discussions to foster professional outlook.

References

1. Ahluwalia, S. P. (2019). *Teaching Attitude Inventory*. National Psychological Corporation.

2. Butia, Y. (2017). *Professional Development Scale*. Agra: National Psychological Corporation.
3. Garrett, H. E. (2011). *Statistics in Psychology and Education*. Surjeet Publications.
4. Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Pearson Education.
5. Singh, A. K. (2007). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharti Bhawan Publishers.
6. Sharma, R. A. (2013). *Teacher Education: Principles, Theories and Practices*. R. Lall Book Depot.
7. Mangal, S. K., & Mangal, U. (2015). *Essentials of Educational Psychology*. PHI Learning Pvt. Ltd.
8. Darling-Hammond, L., & Richardson, N. (2009). *Teacher Learning: What Matters?*. Educational Leadership, 66(5), 46–53.