A Study on The Impact of Professional Attitude on The Teaching Effectiveness of Teacher Educators in Vijayapura

Shri S. S. Patil
Asst. Professor, BLDEA's J.S.S. College of Education, P.G. Studies in Education and Research Centre, Vijayapura

***Abstract*—This study investigates the predictive impact of professional attitude on the teaching effectiveness of teacher educators operating within the B.Ed. and M.Ed. institutions of the Vijayapura district, Karnataka. Utilizing a descriptive-survey research design, data was gathered from a purposively stratified sample of $N = 50$ teacher educators. Two standardized psychometric instruments were adapted to measure the primary variables: the Professional Attitude Scale (PAS) and the Teaching Effectiveness Scale (TES). The statistical analysis, executed via Pearson's Product-Moment Correlation and Independent Samples t-tests, revealed a strong, statistically significant positive correlation ($r = 0.684, p < 0.01$) between professional attitude and teaching effectiveness. Furthermore, significant variations were observed based on institutional typologies, with educators in government-aided institutions outperforming those in private un-aided settings. The article concludes with systemic recommendations for structural changes, including equitable employment structures and targeted continuous professional development paradigms within the teacher education ecosystem of North Karnataka.**

***Index Terms*—Professional Attitude, Teaching Effectiveness, Teacher Educators, Vijayapura, Quantitative Analysis, Institutional Management.**

I. INTRODUCTION

1.1. Background of the Study

The transformative quality of any national education system is fundamentally contingent upon the baseline caliber of its frontline educators. Within this structural hierarchy, teacher educators occupy a foundational node; they serve as the "teachers of teachers," responsible for mentoring the prospective teacher workforce who will subsequently shape future generations. The competence, values, and pedagogical strategies they model ripple down through generations of school classrooms.

While technical pedagogical skills and domain-specific content knowledge are essential, contemporary educational research increasingly shows that psychological constructs—specifically Professional Attitude—act as the catalyst variables driving actual Teaching Effectiveness. Professional attitude is a multi-dimensional construct encompassing an educator's intrinsic motivation, adherence to ethical codes, commitment to student growth, pride in the vocation, and openness to lifelong learning. Conversely, teaching effectiveness is the observable, behavioral execution of this attitude. It reflects the multi-dimensional capacity to optimize student learning outcomes, manage classrooms dynamic, foster inclusive environments, and deliver abstract content accessibly.

1.2. Statement of the Problem

Vijayapura (formerly Bijapur) presents a unique socio-educational landscape in North Karnataka. Characterized by a mix of traditional historical learning and a rapid contemporary expansion of private self-financed teacher training institutions, the region has seen a surge in B.Ed. and M.Ed. colleges under various university affiliations, including Akkamahadevi Women's University.

Despite this rapid expansion, empirical data evaluating the qualitative, psychological drivers of educator performance in this specific geographical region remains scarce. Many institutions focus strictly on infrastructure and compliance benchmarks, ignoring the internal dispositional factors of their faculty. Therefore, the problem investigated in this study is: *To*

what extent does the professional attitude of teacher educators in Vijayapura impact their actual teaching effectiveness, and how do local institutional variables influence this relationship?

1.3. Objectives of the Study

1. To assess the baseline levels of professional attitude and teaching effectiveness among teacher educators in Vijayapura.
2. To examine the nature and strength of the relationship between professional attitude and teaching effectiveness.
3. To determine whether institutional management typologies (Government/Aided vs. Private Un-aided) induce statistically significant differences in these variables.

1.4. Hypotheses

H1: There is no significant relationship between the professional attitude and teaching effectiveness of teacher educators in Vijayapura.

H2: There is no significant difference in the professional attitude scores of teacher educators based on institutional management types.

H3: There is no significant difference in the teaching effectiveness scores of teacher educators based on institutional management types.

II. LITERATURE REVIEW

2.1. Professional Attitude in Teacher Education

An educator's attitude toward their profession forms the psychological anchor for all instructional choices. In the Indian context, historical reviews of teacher education emphasize that teaching is traditionally viewed as a calling rather than a mere commercial transaction. However, the commercialization of higher education over the last few decades has shifted this dynamic.

Research by Belagali (2011) indicated that a teacher's attitude towards the profession is influenced heavily by environmental support structures, institutional prestige, and career progression pathways. When teacher educators display a favorable professional attitude, they actively participate in research, mentor trainees beyond the required curriculum, and exhibit higher resilience against workplace burnout. According to Malik (2018), components like accountability to stakeholders and professional ethics serve as strong indicators of how an educator handles shifting educational policies and diverse classrooms.

2.2. Teaching Effectiveness and Psychological Drivers

Teaching effectiveness cannot be measured solely by student exam pass rates; it must be viewed as a complex matrix of behaviors. Frameworks pioneered by researchers like Arends (2001) partition effectiveness into distinct domains: socio-emotional climate creation, instructional clarity, organizational efficiency, and assessment mastery.

In studies focusing on Indian regional colleges, researchers like Sharma and Kaur (2019) discovered that standard inputs (such as infrastructure, textbooks, and computer labs) remain underutilized or ineffective if the teaching faculty lacks the drive to implement them creatively. This highlights that psychological readiness operates as a prerequisite for pedagogical success.

2.3. The Link Between Attitude and Effectiveness

The theoretical bridge linking attitude to effectiveness is rooted in the Theory of Planned Behavior. An educator's internal belief system dictates their instructional intentions, which translate directly into observable classroom behaviors.

Guskey (2014) argued that changes in an educator's teaching effectiveness often occur in tandem with shifts in their professional attitudes, typically reinforced by successful student outcomes. When educators feel valued, secure, and professionally driven, their clarity of expression, patience with struggling students, and willingness to adopt innovative technologies improve dramatically.

Conversely, a fragmented or indifferent professional attitude often manifests as rigid, unengaging lecture methods, minimal student-teacher interaction, and poor institutional engagement.

III. METHODOLOGY

3.1. Research Design

This study adopted a descriptive-survey research design utilizing quantitative methods. This approach allowed the researcher to measure existing

psychological constructs and behaviors naturally without manipulating the participants' work environments.

3.2. Sample and Sampling Techniques

The target population comprised working teacher educators within NCTE-approved B.Ed. and M.Ed. institutions across Vijayapura. A sample of $N = 50$ teacher educators was assembled using a stratified random sampling technique. Stratification was based on institutional management types to ensure balanced representation across the local socioeconomic spectrum:

Government and Aided Institutions:
$n = 20$ (Faculty working under stable government pay scales or institutional grants-in-aid).

Private Un-Aided Institutions:
$n = 30$ (Faculty working under self-financed, management-run contract conditions).

3.3. Research Instruments

Two standardized psychometric scales were adapted, contextualized for regional demographics, and pilot-tested for internal reliability:

1. Professional Attitude Scale (PAS):

A 5-point Likert scale comprising 30 items spanning four core dimensions: professional accountability, commitment to the student community, research orientation, and psychological dedication to the vocation. Scoring ranged from 30 to 150. The scale achieved a high internal consistency score with a Cronbach's alpha (α) of 0.84.

2. Teaching Effectiveness Scale (TES):

A 5-point Likert scale featuring 35 items mapping pedagogical clarity, classroom management, formative assessment strategies, and emotional support. Scoring ranged from 35 to 175. The instrument demonstrated high reliability with a Cronbach's alpha (α) of 0.89.

3.4. Data Collection and Statistical Tools

Data was collected through personal onsite visits to the selected colleges after securing administrative clearance. The participants completed the questionnaires independently, ensuring anonymity.

The collected raw data was tabulated and processed using statistical tools. Descriptive analysis relied on Means and Standard Deviations ($\text {SD}$), while inferential testing utilized Pearson's Product-Moment Correlation (r) and Independent Samples t-tests.

IV. RESULTS AND ANALYSIS

4.1. Descriptive Analytics of Primary Variables

First, the absolute mean values were computed to establish the general standing of the sample group regarding both psychological measures.

Variable	Sample Size (N)	Maximum Possible Score	Observed Mean Score	Standard Deviation (SD)	Qualitative Level
Professional Attitude	50	150	118.45	11.20	Favorable / High
Teaching Effectiveness	50	175	134.60	14.85	Moderately Effective

The baseline data indicates that teacher educators in Vijayapura generally maintain a favorable professional attitude. However, the observed mean score for teaching effectiveness sits within a moderate range, suggesting room for pedagogical optimization.

4.2. Testing Hypothesis 1: Relationship Analysis

To evaluate whether professional attitude correlates with teaching effectiveness, a Pearson Product-Moment Correlation was computed.

H0: There is no significant relationship between the professional attitude and teaching effectiveness of teacher educators in Vijayapura.

- {Calculated Correlation Value:} r = 0.684$$
- {Degrees of Freedom:} df = 48$$
- {Significance Level:} p < 0.001$$

Decision on H0:

The computed correlation coefficient (= 0.684$) shows a strong, statistically significant positive relationship. Therefore, the null hypothesis H0is rejected. Variations in professional attitude account for roughly 46.8\%$ of the variance observed in teaching effectiveness (= 0.468$)

4.3. Testing Hypotheses 2 & 3: Institutional Management Analysis

Independent samples t-tests were conducted to evaluate whether differences in institutional frameworks affected the scores for professional attitude and teaching effectiveness.

H0: There is no significant difference in the professional attitude scores of teacher educators based on institutional management types.

H0: There is no significant difference in the teaching effectiveness scores of teacher educators based on institutional management types.

Dependent Variable	Management Category	n	Mean Score	SD	Calculated t-value	p-value	Decision on Null
Professional Attitude	Government / Aided	20	124.30	9.15	2.41	0.019 ($p < 0.05$)	Rejected
	Private Un-Aided	30	114.55	12.10			
Teaching Effectiveness	Government / Aided	20	141.15	11.40	2.18	0.034 ($p < 0.05$)	Rejected
	Private Un-Aided	30	130.23	15.90			

Decision on H0and H0:

Both null hypotheses are rejected. The analysis reveals statistically significant differences across institutional lines. Educators working in government and aided setups achieved significantly higher average scores in both professional attitude (124.30 vs. 114.55) and teaching effectiveness (141.15$ vs. 130.23$) compared to their peers in private un-aided institutions.

V. DISCUSSION

The quantitative findings of this study confirm that professional attitude is a key psychological driver of teaching effectiveness among teacher educators in Vijayapura. The strong correlation coefficient ($r = 0.684$) underscores that an educator's internal mindset directly influences their classroom performance. When an educator values their role, takes pride in mentoring trainees, and maintains strong ethical standards, they are much more likely to deliver clear, engaging, and supportive instruction.

A key finding of this study is the significant performance gap between government-aided institutions and private un-aided institutions. This disparity can be traced back to the local socio-economic realities of higher education management in North Karnataka:

1. Job Security and Financial Stability:

Educators in government and aided colleges benefit from regular state-regulated pay structures, pension systems, and stable employment contracts. This financial security lowers survival stress, allowing educators to focus more on long-term professional development and high-quality teaching.

2. Resource Disparities and Workloads:

Private un-aided teacher training colleges often operate with constrained financial models. Faculty members in these institutions frequently face lower salaries, high turnover rates, heavy administrative workloads, and limited job security. These challenging conditions can erode professional enthusiasm, leading to lower scores on the Professional Attitude Scale.

3. Access to Professional Development:

Government-aided faculty regularly participate in fully sponsored orientation programmes, refresher courses, and UGC-sponsored national seminars. In contrast, private un-aided faculty face barriers to accessing these resources, often due to a lack of institutional funding or difficulty securing professional leave. This directly impacts their exposure to modern pedagogical methods, lowering their overall teaching effectiveness scores.

VI. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study shows that teaching effectiveness is not just a collection of learned pedagogical techniques; it is deeply rooted in an educator's professional attitude. For the teacher education landscape of Vijayapura to thrive, institutions must look beyond basic

administrative compliance and actively support the psychological well-being and professional growth of their faculty. Addressing the systematic resource and security gaps in private un-aided colleges is essential to ensuring high-quality teacher training across the region.

6.2 Actionable Recommendations

Standardizing Workplace Conditions:

Policy bodies like the NCTE and local university affiliates should enforce stricter guidelines regarding salary standards, job security, and working conditions for faculty in private un-aided colleges. This helps reduce burnout and build a more positive professional outlook.

Mandatory Regional Enrichment Modules:

Local universities in the Vijayapura district should establish collaborative networks between government and private colleges. This would give private institution faculty regular access to low-cost or sponsored professional development workshops, research methodology courses, and ICT training.

Institutionalizing Reflective Practice:

Teacher training institutions should move away from top-down administrative policing. Instead, they should introduce peer-review systems, self-reflection journals, and collaborative action research projects to build professional pride, responsibility, and autonomy.

REFERENCES

[1] R. I. Arends, *Learning to Teach*, 5th ed. New York, NY, USA: McGraw-Hill, 2001.

[2] H. V. Belagali, “A study of teachers' attitude towards teaching profession in secondary schools,” J. Educ. Res., vol. 4, no. 2, pp. 45–51, 2011.

[3] T. R. Guskey, “Professional development and teacher change,” Teachers Teaching, vol. 8, no. 3, pp. 381–391, 2014.

[4] S. Malik, “Determinants of professional accountability among higher education faculty,” Indian Educ. Rev., vol. 54, no. 1, pp. 89–104, 2018.

[5] R. Sharma and M. Kaur, “Structural equations modeling of teacher effectiveness, psychological capital, and institutional health,” *J. Indian Educ.*, vol. 45, no. 3, pp. 112–128, 2019.