

A Study on Teaching Aptitude of Secondary School Teachers

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Abstract: The purpose of this investigation is to examine the Teaching Aptitude of secondary school teachers in relation to moderate variables such as gender and type of management. The current research was followed by a descriptive survey method along with quantitative approach. A sample of 120 secondary school teachers working in Bangarpet Taluk, Kolar District, Karnataka by employing simple random sampling technique was taken. Teaching Aptitude Test developed by Dahiya and Singh (2004) was used to measure teachers' teaching aptitude was used as the research tool. The collected data was analyzed through independent 't' test and the level of significance was fixed at 0.05 confidence level. The study found from the 't' test investigation that there was no significant difference in the teaching aptitude of secondary school male and female teachers and 't' test examination also proved that it was found a significant difference in the teaching aptitude of secondary school teachers working in government & private aided; and government & private unaided institutions. Teaching profession is one of the important ability through different teaching methods and it should be the finest personality and committed persons. Teaching Profession requires one who has the right kind of aptitude for teaching in order to be a fruitful teacher in future. Aptitudes towards teaching and teacher effectiveness or competency are connected with each other and the study demonstrates that aptitude towards teaching improves effectiveness and competency in teaching.

Keywords: Teaching Aptitude, Secondary School, Teachers, Type of Management, Sex

I. INTRODUCTION

Many individuals over comparable circumstances break others in acquiring convinced knowledge or skills and show more suitable and efficient in certain professions. This is because of their natural/acquired capacity/ability. Such natural acquired capacity/ability of a teacher for teaching field is mainly important to be a victorious teacher. However, such capacity/ability can be further developed through the appropriate training. It is essential to know about the concept of aptitude and its importance for teacher to teach/learning process. Teacher Education is one of the largest systems in India when compared to other bodies like university, departments, private and self-financing/open universities. They all have the identical perspective but deeper standard. In certain areas demand and supply of teachers is maintained, in some areas there is acute shortage of teachers, some unqualified and untrained teachers are working. The teaching aptitude means an interest in the teaching work orientation, implementing teaching standards and methods.

Aptitude might be physical or mental. Aptitude and intelligence quotient are related perspectives of human mental ability, while intelligence quotient considers intelligence to be being a solitary quantifiable characteristic affecting all mental ability though aptitude refers to one of the multiple characteristics which can be independent of each other. Aptitude can likewise be referred as potential to procure ability, a natural tendency to accomplish something admirably particularly one that can be further created. The New Dictionary of Psychology (1947) defined aptitude as a capacity in any given skill or field of knowledge, on the basis of which a prediction can be made regarding the amount of improvement which might be affected by further training. "An aptitude is an innate, procured, learned or created component of competency to a certain sort of work at a certain level." According to Freeman (1971), an aptitude is "a mix of attributes, characteristic of a person's ability to obtain (with training) some particular knowledge, skill or set of composed reactions. Teaching aptitude is the capacity to acquire proficiency with a given amount of training in teacher education. It refers to the capacity of an individual to be skilled in teaching by receiving formal or informal training. Thus, teaching aptitude is helpful in predicting the future success of an individual in teaching field after providing appropriate opportunities and training. Hence, the present investigation was an attempt towards the direction to measure teaching aptitude of secondary school teachers in relation to few moderate variables.

II. NEED FOR THE STUDY

Teaching is staggeringly remunerating when people have worked diligently with achievement and enabling the students to achieve their potential growth. Thus teaching is an activity that incorporates the student and teacher interaction in the class that is important to make him/her mindful about the aspects of teaching and also to go before the students towards the perfection in teaching field. Chandel and Dhiman (2014) assessed an examination on teaching aptitude among prospective teachers. The results confirmed that male and female teacher educators differ significantly in their teaching aptitude. Kavita (2014) assessed the

investigation of teaching aptitude of teachers with regard to sex. Sex factor deciding the teaching aptitude of teachers. Mishra and Chincholikar (2014) studied relationship between scholastic accomplishment with teaching aptitude in M.Ed. students and results confirmed that teaching aptitude level are the indicator of the scholastic achievement in M.Ed. students. The above studies are helpful in establishing the importance of teaching aptitude and aptitude towards teaching. The present study likewise focuses on the secondary school teachers and their contribution to build effectiveness of schools in terms of student achievement. Secondary schools are tested to generate outcome indicative of quality education. The study is significant, so to investigate teaching aptitude of secondary school teachers with few variables.

III. STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the Teaching Aptitude of secondary school teachers in relation to moderate variables such as gender and type of management. The topic selected for the research is as follows:

“A Study on Teaching Aptitude of Secondary School Teachers.”

IV. OBJECTIVES OF THE STUDY

1. To find out the teaching aptitude among secondary school teachers.
2. To find out the significant differences in the Teaching Aptitude of secondary school teachers with regard to sex.
3. To find out the significant differences in the Teaching Aptitude of secondary school teachers with regard to type of management.

V. RESEARCH HYPOTHESES

The following hypotheses are formulated for the present investigation:

1. There is no significant difference in the Teaching Aptitude of secondary school male and female teachers.
2. There is no significant difference in the Teaching Aptitude of secondary school teachers from government and private aided institutions.
3. There is no significant difference in the Teaching Aptitude of secondary school teachers from private aided and private unaided institutions.
4. There is no significant difference in the Teaching Aptitude of secondary school teachers from government and private unaided institutions.

VI. METHODOLOGY

The purpose of this investigation is to examine the Teaching Aptitude of secondary school teachers in relation to moderate variables such as gender and type of management. The current research was followed by a descriptive survey method along with quantitative approach. A sample of 120 secondary school teachers working in Bangarpet Taluk, Kolar District, Karnataka by employing simple random sampling technique was taken. Teaching Aptitude Test developed by Dahiya and Singh (2004) was used to measure teachers' teaching aptitude was used as the research tool. The collected data was analyzed through independent 't' test and the level of significance was fixed at 0.05 confidence level.

VII. DATA ANALYSIS AND INTERPRETATION

Table 1: Table shows 't' test results on Teaching Aptitude scores of secondary school male and female teachers.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Sex	Male	37	36.054	7.542	1.19	NS
	Female	83	37.686	5.279		

NS=Not Significant

From the above table-1 it shows that the obtained 't' value 1.19 is less than the table value 1.97 at 0.05 (df=130) level of significance. Hence the null hypothesis is accepted that “there is no significant difference in the Teaching Aptitude of secondary school male and female teachers.” The results confirmed that both male and female teachers having similar type of teaching aptitude ability. The same is represented in graphical presentation in Fig.1

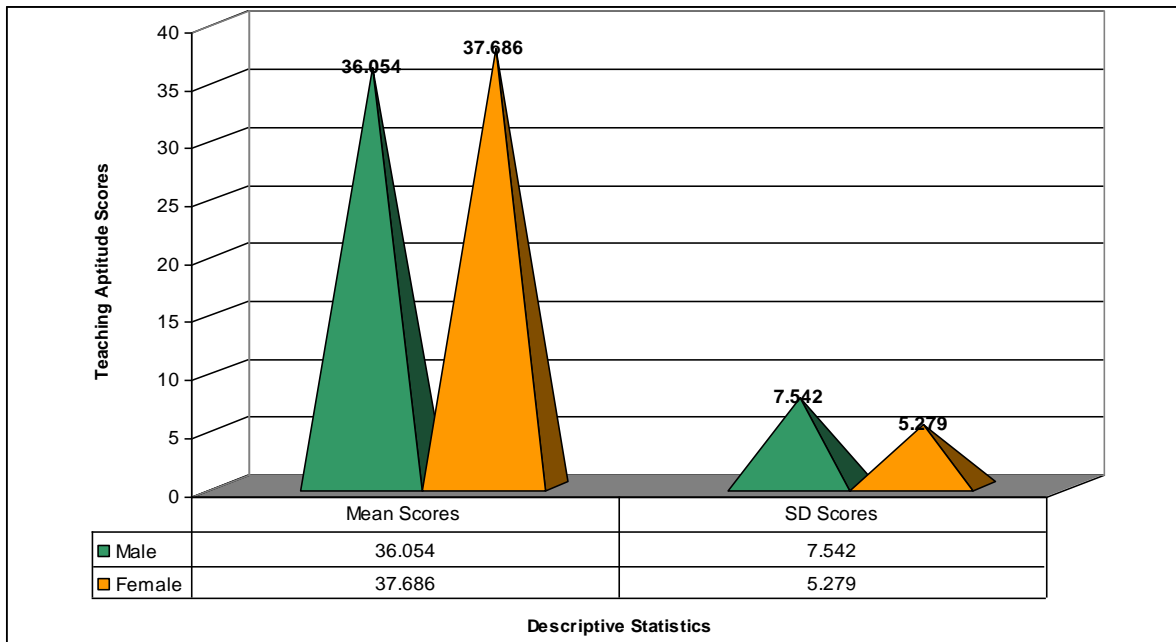


Fig.1: Bar Graph shows Teaching Aptitude scores of male and female secondary school teachers.

Table 2: Table shows ‘t’ test results on Teaching Aptitude scores of secondary school teachers from government, private aided and private unaided institutions.

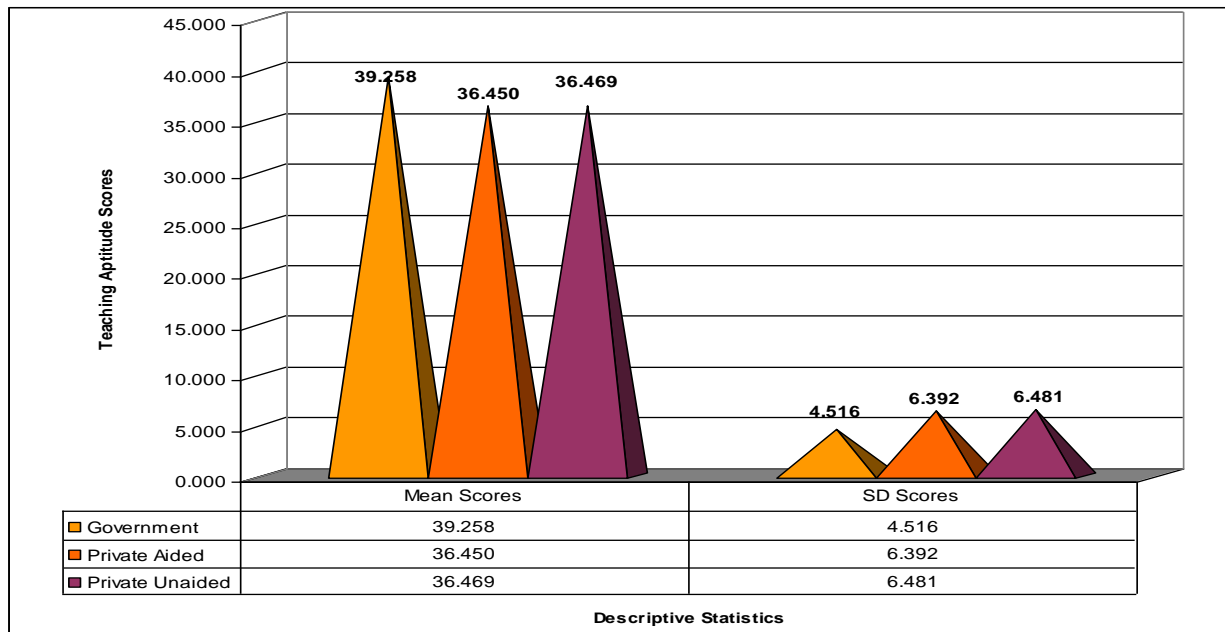
	Groups	N	Mean	Standard Deviation	‘t’ Value	Sig. Level
Type of Management	Government	31	39.258	4.516	2.16	*
	Private Aided	40	36.450	6.392		
	Private Aided	40	36.450	6.392	0.02	NS
	Private Unaided	49	36.469	6.481		
	Government	31	39.258	4.516	2.26	*
	Private Unaided	49	36.469	6.481		

*Significant at 0.05 level; ^{NS}Not significant

From the above table-2 reveals that the obtained ‘t’ value 2.16 is greater than the table value 1.97 (df=69) at 0.05 level of significance. Hence the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Teaching Aptitude of secondary school teachers from government and private aided institutions.” The table further reveals that the teachers from government institutions (M=39.258) had more teaching aptitude ability than the teachers from private aided institutions (M=36.450).

From the above table-2 also reveals that the obtained ‘t’ value 0.02 is less than the table value 1.97 (df=87) at 0.05 level of significance. Hence the null hypothesis is accepted that is “there is no significant difference in the Teaching Aptitude of secondary school teachers from private aided and private aided institutions.”

The obtained ‘t’ value 2.26 is greater than the table value 1.97 (df=78) at 0.05 level of significance. Hence the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Teaching Aptitude of secondary school teachers from government and private unaided institutions.” The table further reveals that the teachers from government institutions (M=39.258) had more teaching aptitude ability than the teachers from private unaided institutions (M=36.469). The same has represented in graphical presentation in Fig.2.

**Fig.2**

Bar Graph shows comparison of Teaching Aptitude scores of secondary school teachers from varied type of institutions.

VIII. FINDINGS

1. There was no significant difference in the Teaching Aptitude of secondary school male and female teachers ($df=118$; $t'=1.19$; $P>0.05$).
2. There was a significant difference in the Teaching Aptitude of secondary school teachers from government and private aided institutions ($df=69$; $t'=2.16$; $P<0.05$).
3. There was no significant difference in the Teaching Aptitude of secondary school teachers from private aided and private unaided institutions ($df=87$; $t'=0.02$; $P>0.05$).
4. There was a significant difference in the Teaching Aptitude of secondary school teachers from government and private unaided institutions ($df=78$; $t'=2.26$; $P<0.05$).

IX. CONCLUSION

The study found from the 't' test investigation that there was no significant difference in the teaching aptitude of secondary school male and female teachers and 't' test examination also proved that it was found a significant difference in the teaching aptitude of secondary school teachers from government & private aided; and government & private unaided institutions. Teaching profession is one of the important ability through different teaching methods and it should the finest personality and committed persons. Teaching Profession requires one who has the right kind of aptitude for teaching inbound to be a fruitful teacher in future. Aptitudes towards teaching and teacher effectiveness or competency are connected with each other and the study demonstrates that aptitude towards teaching improves effectiveness and competency in teaching.

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