

Assessment of Teaching Aptitude of School Teachers in relation to Few Moderate Variables

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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, type of management and teaching experience. The current research was followed by a descriptive survey method along with quantitative approach. A sample of 90 secondary school teachers working in Bengaluru 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 analysis that, there was a 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 schools; further also 't' test shows that, there was a significant difference in the teaching aptitude of less and more teaching experienced secondary school teachers. The private school management should encourage teachers to integrate technology into teaching and find ways to make their lessons more engaging and interactive.

Index Terms – Secondary School, Teachers, Teaching Aptitude, Experience, Type of Management, Sex

I. INTRODUCTION

The innate talent and abilities needed to become a good teacher are referred to as teaching aptitude. It includes a variety of talents, including the ability to communicate, have patience, be creative, and have a great desire to teach and support students in their learning. Strong communication abilities and the ability to simplify and engage students are qualities that distinguish effective teachers. By showing their students patience, understanding, and support, they are able to foster an environment that is conducive to learning. They inspire inquiries from pupils and encourage participation in their education. To keep pupils interested and motivated, teachers must also be inventive in their teaching strategies. They must be able to modify their teaching methods to suit the requirements of various pupils and come up with approaches to make learning engaging and participatory. (2007) Johnston, Halocha, and Chater: The process of teaching is intricate and requires the development of both topic knowledge and instructional techniques. Also, teachers must be passionate about their subject and have a genuine desire to aid students in learning. They must be devoted to the achievement of their pupils and be prepared to go above and beyond to help them. This entails giving extra assistance outside of the classroom, staying late to answer queries, and showing a keen interest in their students' life. A combination of abilities and traits are required for effective teaching, and these are referred to as teaching aptitude. Strong communication skills, patience, understanding, innovative teaching strategies, and a desire to see pupils succeed are all qualities of good instructors.

The success of a teacher is greatly influenced by their aptitude for teaching. It speaks to the innate talent and abilities need to effectively teach and support student learning. High school kids are at a pivotal point in their growth, both intellectually and personally, so the teaching skills of the teachers are extremely critical at this level. According to numerous studies, teachers at the high school level exhibit a wide range of levels of teaching aptitude. Some teachers have high aptitude levels, marked by effective communication abilities, originality, and a love of learning. These teachers are able to successfully convey knowledge, engage their students, and foster a positive learning atmosphere. Nonetheless, some teachers have difficulty with their ability for teaching. They could not have the communication skills required to help pupils understand complicated ideas, or they might not have the patience and understanding needed to support them. Due to their inability to foster a pleasant and encouraging learning atmosphere in the classroom, these teachers may have a detrimental effect on students' learning. The degree of teaching ability among high school instructors may differ for a number of reasons. The absence of appropriate training and opportunity for professional development is one of the causes. Teachers might not have access to the tools and assistance they need to hone and advance their pedagogical abilities. Furthermore, the strain of high stakes testing and the rising expectations placed on teachers to satisfy academic standards may have an impact on their capacity to instruct and engage children.

Rita, A. (2018) 'A Study of Teaching Aptitude of Teacher Trainees Concerning Sex, Intelligence and Educational Action of Malwa Region in Punjab,' by Singh, J.D. and Satinder Kaur (2018). The descriptive Survey analysis method has been applied. 600 teacher candidates were chosen at random for the study (300 males and three hundred females). Ability test Battery by Sharma and Singh is being taught. Used was R.P. The results demonstrate that the relationship between education and intellect does not fundamentally differ in the ability of potential academics to instruct. In a study by Thangarajan, M. (2018) titled 'Relationship between Teacher Attitude and Teaching Aptitude of Prospective Secondary School Teachers,' it was discovered that there is a strong positive link between teaching attitude and ability. The association between a prospective secondary school teacher's ability and attitude is not greatly influenced by their academic background. The relationship between the teaching aptitude and teaching attitude of aspiring secondary school teachers is not significantly influenced by the methods chosen.

II. NEED FOR THE STUDY

The quality of education kids receive is directly impacted by the teaching aptitude of high school teachers, thus it is crucial. High school is a significant time in students' academic and personal growth, therefore it's important that they obtain an education from qualified instructors who have a good teaching background. A teacher with strong teaching aptitude can engage pupils, foster a supportive learning environment, and efficiently transfer knowledge. They can come up with innovative ways to make learning enjoyable and participatory, they have excellent communication skills, and they have patience and understanding. Students are more likely to perform better

academically in an environment where they are motivated and excited to learn. It is impossible to emphasise the significance of teaching aptitude because it plays a crucial role in determining student performance. High school teachers that possess a high level of teaching aptitude can foster a welcoming and supportive learning atmosphere, boost student motivation, and enhance academic success. Students are then put on a route to a bright future as a result of this. Schools and educational institutions need to place a high focus on high school teachers' ability for teaching. Instructors with strong teaching ability are better able to engage students, foster a safe and supportive learning environment, and efficiently transfer knowledge. Students are then put on a route to success in the future as a result, improving student outcomes.

III. STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the Teaching Aptitude of secondary school teachers in relation to few moderate variables such as gender, type of management and teaching experience. The topic selected for the research is as follows: **'Assessment of Teaching Aptitude of Secondary School Teachers in relation to few moderate variables.'**

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.
4. To find out the significant differences in the Teaching Aptitude of secondary school teachers with regard to teaching experience.

V. RESEARCH HYPOTHESES

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.
5. There is no significant difference in the Teaching Aptitude of secondary school less and more teaching experienced teachers.

VI. METHODOLOGY

The purpose of this investigation is to examine the Teaching Aptitude of secondary school teachers in relation to few moderate variables such as gender, type of management and teaching experience. The current research was followed by a descriptive survey method along with quantitative approach. A sample of 90 secondary school teachers working in Bengaluru 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.

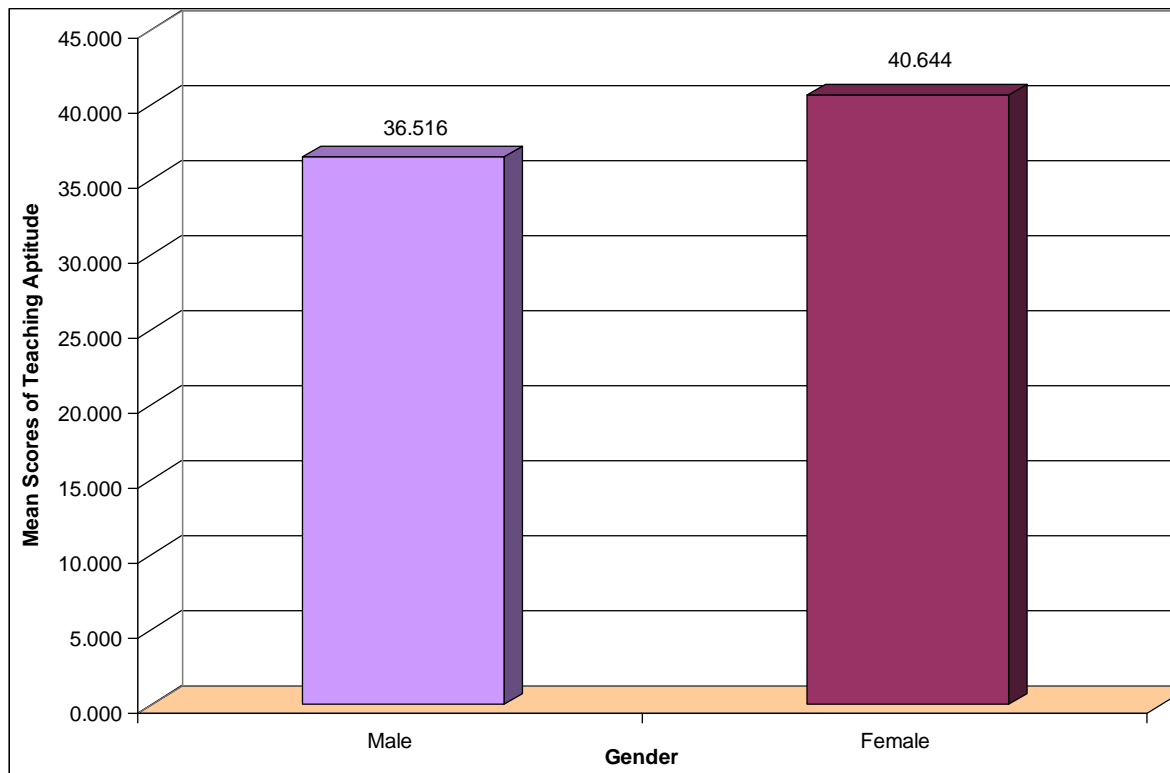
DATA ANALYSIS AND INTERPRETATION

Table 1: 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	31	36.516	6.652	2.47	*
	Female	59	40.644	8.953		

*Significant at 0.05 level

The above table-1 shows that the obtained 't' value 2.47 is higher than the table value of 1.99 (df=88) 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 male and female teachers.' The results reveal that the female teachers (M=40.644) had more teaching aptitude ability than the male teachers (M=36.516). The same is represented in graphical presentation in Graph-1.



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

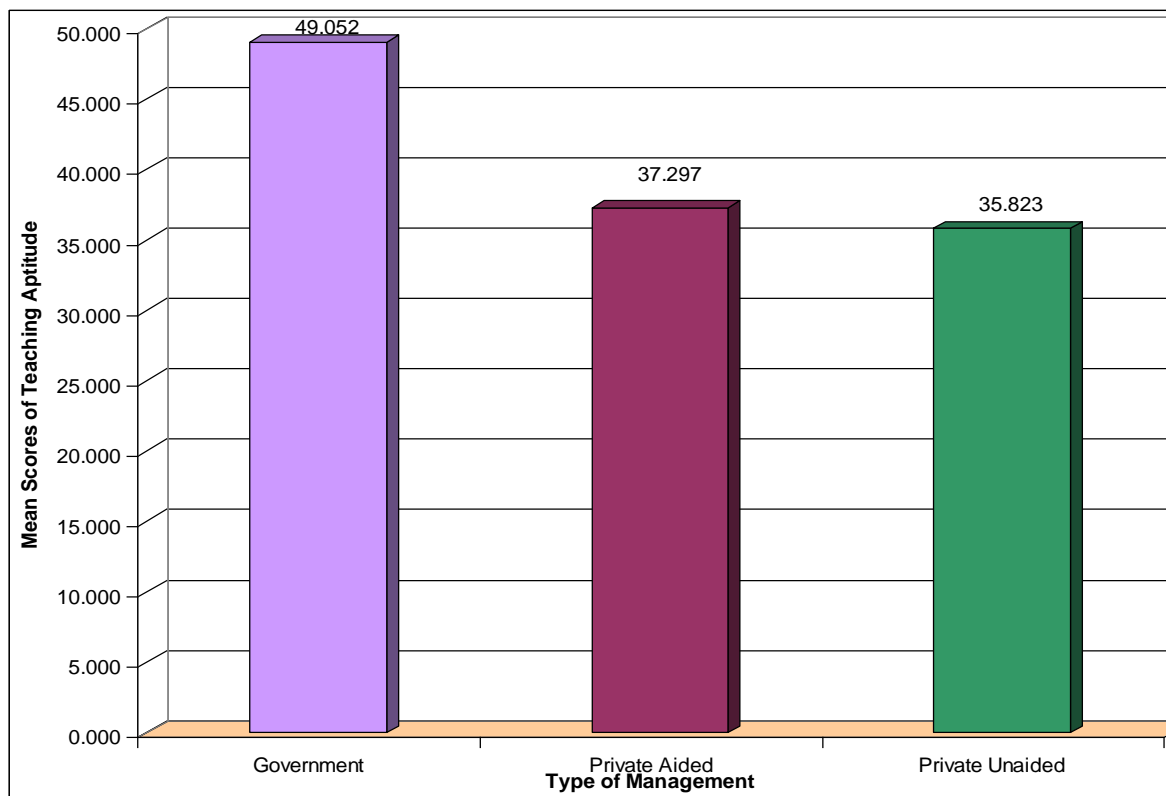
Table 2: Table shows 't' test results on Teaching Aptitude scores of secondary school teachers from government, private aided and private unaided institutions.

	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Type of Management	Government	19	49.052	8.521	5.53	*
	Private Aided	37	37.297	5.070		
	Private Aided	37	37.297	5.070	0.99	NS
	Private Unaided	34	35.823	7.229		
	Government	19	49.052	8.521	5.71	*
	Private Unaided	34	35.823	7.229		

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

From the above table-2 reveals that the obtained 't' value 5.53 is higher than the table value of 2.01 (df=54) 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 results reveals that the teachers from government schools (M=49.052) had more teaching aptitude ability than the teachers from private aided schools (M=37.297). Also the above table reveals that the obtained 't' value 0.99 is less than the table value 2.00 (df=69) 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 schools.'

Further also the above table reveals that, the obtained 't' value 5.71 is higher than the table value of 2.01 (df=51) 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 schools.' The results reveals that the teachers from government schools (M=49.052) had more teaching aptitude ability than the teachers from private unaided schools (M=35.823). The same has represented in graphical presentation in Graph-2.



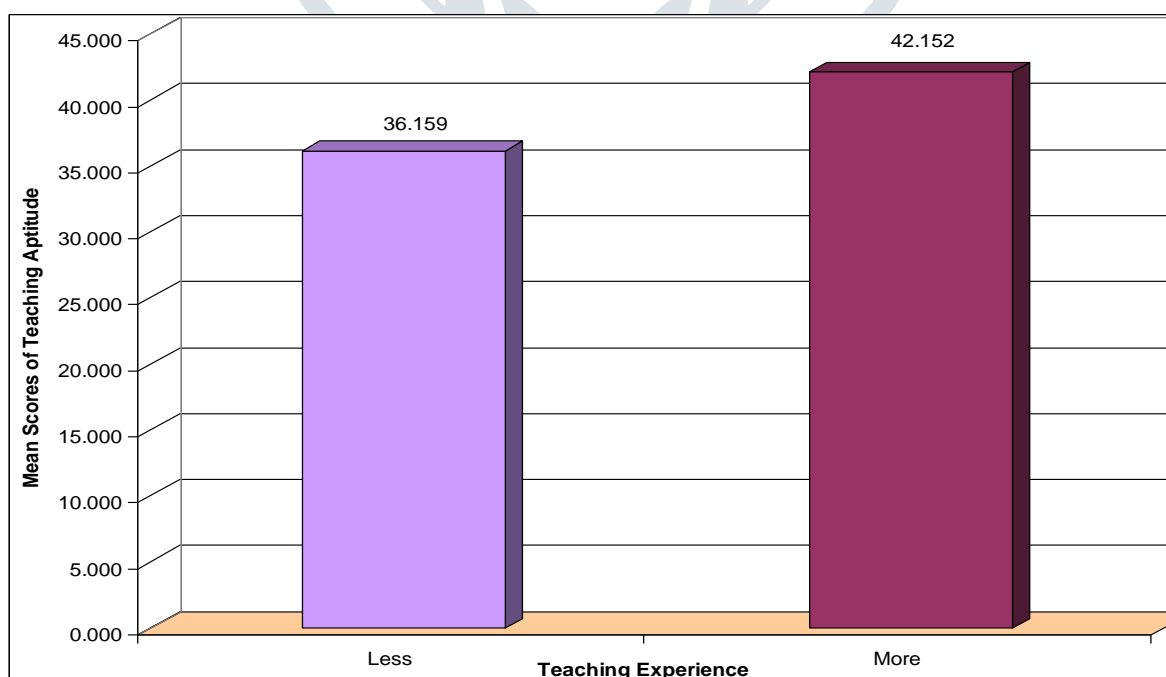
Graph-2: Bar Graph shows comparison of Teaching Aptitude scores of secondary school teachers from varied type of schools.

Table 3: Shows ‘t’ test results on Teaching Aptitude scores of secondary school less and more teaching experienced teachers.

Variable	Groups	N	Mean	Standard Deviation	‘t’ Value	Sig. Level
Teaching Experience	Less	44	36.159	5.464	3.63	*
	More	46	42.152	9.697		

*Significant at 0.05 level

The above table-3 shows that the obtained ‘t’ value 3.63 is higher than the table value of 1.99 (df=88) 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 less and more teaching experienced teachers.’ The results reveals that the more teaching experienced teachers (M=42.152) had more teaching aptitude ability than the less teaching experienced teachers (M=36.159). The same is represented in graphical presentation in Graph-3



Graph-3: Bar Graph shows Teaching Aptitude scores of less and more teaching experienced secondary school teachers.

MAJOR FINDINGS

1. There was a significant difference in the Teaching Aptitude of secondary school male and female teachers.
2. There was a significant difference in the Teaching Aptitude of secondary school teachers from government and private aided schools.
3. There was no significant difference in the Teaching Aptitude of secondary school teachers from private aided and private unaided schools.
4. There was a significant difference in the Teaching Aptitude of secondary school teachers from government and private unaided schools.
5. There was a significant difference in the Teaching Aptitude of secondary school less and more teaching experienced teachers.

CONCLUSION AND IMPLICATIONS

The study found from the 't' test investigation that there was a 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 schools. Also proved that, there was a significant difference in the teaching aptitude of secondary school less and more teaching experienced teachers. Here some steps that can help develop teaching aptitude among teachers. The private school management should encourage teachers to integrate technology into teaching and find ways to make their lessons more engaging and interactive.

1. Provide opportunities for teachers to participate in workshops, conferences, and training programs to enhance their knowledge and skills and encourage teachers to observe each other's classes and provide constructive feedback to help them improve their teaching methods.
2. Establish mentorship programs where experienced teachers can guide and support new teachers in their professional growth and encourage the use of technology in the classroom, and provide teachers with training and resources to effectively integrate technology into their teaching.
3. Encourage teachers to work together to plan and prepare lessons, share resources and ideas, and collaborate on best practices and encourage teachers to experiment with new teaching methods and strategies and provide opportunities for them to showcase their innovations.

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