



A Study of Teaching Aptitude of Higher Secondary School Teachers in Context to Certain Variables

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1. Introduction

It is education, along with a gentle smile, that differentiates human beings from animals. Education is an investment of the nation in its children for harvesting the future crop of 'good society with responsible citizens'. The process of educating the young children is going-on in schools. Teachers are expected to create an excellent atmosphere for learning in the schools. Learning is the process by which the young children acquire various habits, knowledge and attitudes that are necessary to lead life in practical situations.

There are three major domains of learning, i). Cognitive Domain, ii). Affective Domain and iii). Psychomotor Domain. The cognitive domain deals with acquisition of knowledge. The affective domain is related to the mental reactions of the acquired knowledge. The psychomotor domain is connected to the physical reactions caused by the mental reactions of the acquired knowledge.

The learning process will be interesting, if the teaching process is exciting. The teacher has to motivate the fresh mind to learn. Effective teaching coupled with everlasting learning cultivates the fruit of education. Education is the major factor of the development of a country. The world has already proved that all the developed countries have attained the status only by education. Education in one sense or another appears to be as old as the human race. In the course of time, its meaning and objective has undergone certain changes according to the needs.

The meaning of education is given as bringing up the inherent potentialities in a pupil. Education refers to any act, an experience that has a formative effect on the personality of an individual. Such view of education will include all the life experiences.

In the technical sense, however, education refers to the process by which the society, through different institutions, deliberately transmits its cultural heritage to its young and accumulated values, knowledge and skills from one generation to another. In the present competitive world, individuals are facing difficult situations to attain a good social status and comfortable living. The present century is highly competitive and career oriented. High academic qualification is required along with high scores in the examinations for getting lucrative jobs. Parents too desire to place their children in high position in the society, for which good education is an absolute necessity. In simple words an economist would easily say that "the more you learn, the more you earn". Education has lost its true purpose of developing the physical, intellectual, social, moral and spiritual values of the individuals and it has become an instrument for attaining high financial status.

Teaching is a complex process which brings socially desirable behavioral change in a person. Teaching is a part of teaching-learning process. It is required to bring certain changes in a person according to the need of his society and environment in which he is living. Teaching is not an act as it is dynamic in nature so it is termed as process. It is also not a fundamental concept as it is greatly influenced by social and human factors. Teaching is both art and science. It is an activity involving teacher and student with a view to the

development of student. The teacher is expected to have a fair knowledge of things around, with a broad-based knowledge; he must be conversant with all the branches of learning so that he justifies being a modern educated person. Thus, it is made clear he should have the aptitude towards teaching to work the young minds.

Aptitude can be defined as someone's natural ability to do something. Teaching aptitude, hence, refers to an individual's innate ability in teaching. In addition to this, it can also be defined as the ability of a person to teach, once they are given the necessary training.

Teaching aptitude is a necessity to become a good teacher. UGC NET exam has included aptitude and its application in the syllabus. Teaching aptitude includes various things such as levels of teaching, applications of teaching skills, understanding the characteristics of learners, preparing teaching aids, understanding the learning environment, etc are some of the topics that fall under teaching aptitude.

Whether a teacher is more important than what they teach. The influence of a teacher knows no bounds. Teachers with good aptitude can make a huge difference and make learning effective and interesting. Even if an individual does not have an innate ability to teach, they can be trained to acquire those skills. This is why teacher training and teacher education is of utmost importance. This training is conducted in all teacher training programs and through micro teaching exercises aspiring teachers are taught these skills.

Teaching is not just about subject knowledge. There's more to education than syllabus and curriculum. A great teacher is one who understands the essence of education in its entirety.

2. Statement of Problem

The statement of problem is as follows

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3. Objectives of Research

The objectives of present research are as follows.

1. To study teaching aptitude of higher secondary school teachers.
2. To study teaching aptitude of higher secondary school teachers in context to Gender.
3. To study teaching aptitude of higher secondary school teachers in context to Types of School Management.

4. Variables of Research

In present research there are two types of variables i.e., independent variable and Dependent variable. In present research gender and types of school management are independent variables while teaching aptitude is dependent variable.

5. Hypotheses of Research

The null hypothesis of present research is as follows

Ho1 There is no significant difference between the mean value of male and female higher secondary school teachers on Teaching Aptitude scale.

Ho2 There is no significant difference between the mean value of higher secondary school teachers of granted and self financed on Teaching Aptitude scale.

6. Importance of the Research

1. Present research will be helpful to the teachers, schools and society.
2. With the help of present research, the researcher can easily understand the teaching aptitude of teachers.
3. On the basis of teaching aptitude the principal can give workload to the teachers.

- 4.The parents can also know the teaching aptitude of the teachers of their children.
- 5.On the basis of high teaching aptitude of the teachers the innovative idea can explored.

7. Limitations of the Research

The limitations of the present research are as follows.

- 1.The present research is limited to the higher secondary school teachers of Ahmedabad only.
- 2.The present research is limited to the teachers of Gujarati medium only.
- 3.The present research is limited to the teachers of GSEB only.

8. Population

All the higher secondary school teachers working with Gujarati medium GSEB board of Ahmedabad city is population in present research.

9. Sample

In present research the researcher has selected 100 higher secondary school teachers by stratified random sampling techniques. The researcher has divided population in granted and self financed school teachers after that the researcher has randomly selected the few schools and from that all the teachers are selected for the sample. Thus, the researcher has selected sample by stratified random sampling techniques.

10. Research Tool

The researcher has selected the standardize Teaching Aptitude Test for data collection. The researcher has used teaching aptitude test constructed and standardize by Dr. Satishprakash Shukla.

11. Data Collection

The researcher has first taken permission from the principal of selected school. With prior permission the researcher visited higher secondary school teachers and give them Teaching Aptitude test. The teachers have filled up the test within time limits and return it to researcher. The researcher thanked to teachers and principal of that school. Thus, researcher has collected data.

12. Analysis of Data

The researcher has analyzed the data with the help of mean, standard deviation and t test.

13. Testing of Hypothesis

The researcher has constructed two null hypotheses with the statistical techniques.

H₀ There is no significant difference between the mean value of male and female higher secondary school teachers on Teaching Aptitude scale.

The mean standard deviation and t value of male and female higher secondary school teachers are as under

Table 1: Table showing mean, standard deviation and t value of male and female higher secondary school teachers on teaching Aptitude

Group	Numbers	Mean	Standard Deviation	t value	Significant level
Male	59	42.29	10.25	0.24	NS
Female	41	43.36	10.36		

From the above table we can see that numbers of male and female teachers are 59 and 41. The mean value of male and female teachers are 42.29 and 43.36. the standard deviations are 10.29 and 10.36. from all this value the t value is counted which is 0.24. The t value is less than tabulated value 1.96 at significant level 0.05. therefore, there is no significant difference between teaching aptitude of male and female teachers. The teaching aptitude of male and female teachers are the same.

H02 There is no significant difference between the mean value of higher secondary school teachers of granted and self financed on Teaching Aptitude scale.

The mean, standard deviation and t value of granted and self financed higher secondary school teachers are as under.

Table 2: Table showing mean, standard deviation and t value of Granted and Self financed higher secondary school teachers on teaching Aptitude

Group	Numbers	Mean	Standard Deviation	t value	Significant level
Granted	41	40.35	10.28	2.11	0.05
Self financed	59	49.98	10.81		

From the above table we can see that numbers of granted and self financed higher secondary school teachers are 41 and 59. The mean value are 40.35 and 49.98 and standard deviations are 10.28 and 10.81 respectively. From all this value the t value is counted which is 2.11 which is more than tabulated value 1.96 at 0.05 significance level. Therefore, we can say that there is significant difference in teaching aptitude between higher secondary school teachers of Granted and Self financed schools. The teaching aptitude of self financed higher secondary school teachers in comparison of Granted higher secondary school teachers.

14. Findings of Research

The findings of the present research is as follows

- There is no significant difference in teaching aptitude between male and female higher secondary school teachers. It means the teaching aptitude found equal in both male and female higher secondary school teachers.
- There is significant difference in teaching aptitude between granted and self financed higher secondary school teachers. The teaching aptitude of self financed higher secondary school teachers are more than teaching aptitude of Granted higher secondary school teachers.

15. Recommendations for Future Research

The recommendations for future researches are as under.

- Encourage students to learn more and more.
- Provide Formal as well as informal education.
- Communication of information and knowledge to students. In teaching, teacher imparts information in interesting way so that can easily understand the information.
- Encourage active and practical learning.
- Make connections to real-world applications of the course material.
- Provide for meaningful teacher-student interactions.
- Make course expectations clear and based on learning outcomes.
- State the learning outcomes and make clear connections to the real world.
- Engage students in assignments that have a clear connection to learning outcomes, as opposed to those that are perceived as busy work.

16. Conclusion

In present research the researcher has measured the teaching aptitude of the higher secondary school teachers in relation to gender and types of school management. The researcher has found that teaching aptitude of male and female teachers have same teaching aptitude while the self financed teachers have more teaching aptitude than granted school teachers.

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