



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

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1. Introduction

Human being's efficiency cannot be easily defined like that of a machine nor can be easily measured. Human being's working efficiency varies with a number of factors i.e., aptitude for task involved, adequacy of training for the task, motivation, and condition of work. The word aptitude has been defined in different ways by psychologists and its meaning varies from person to person. In reference to person's aptitude for the particular subject, we are looking towards the future. However, his aptitude is a present condition, a pattern of traits deemed to be indicative of his potentialities. When appraising aptitudes, we are on alert for symptoms of 'ability to acquire' a genuine absorption in the work as well as a satisfactory level of competence. Indeed, a person who cannot develop a liking for an occupation along with proficiency in it cannot properly be said to have an aptitude for it because he lacks the necessary drive. Thus, aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he/she will tend to acquire under suitable training. Aptitude points to a quality or characteristic of a person. There are many types of Aptitude. Teaching aptitude is one of them. 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. Like intelligence tests, various aptitude tests have been devised to measure aptitude of the individuals in various specific fields or activities.

2. Statement of the problem

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3. Defining the Key Words of the Problem

The definition of key words is as under.

3.1 Teaching Aptitude

3.1.1 Theoretical Definition

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. Like intelligence tests, various aptitude tests have been devised to measure aptitude of the individuals in various specific fields or activities.

3.1.2 Operational Definition

Scores received by Higher Secondary school teachers received on Teaching Aptitude test are the Teaching Aptitude in present research.

4. Variables of Research

There were three independent variables i.e., Gender, Area of school and Teaching experience and one Dependent Variable Teaching Aptitude in the present study.

5. Objectives

The objectives of the present study are as under.

1. To study the Teaching aptitude of Higher Secondary school teachers of Ahmedabad District.
2. To study the Teaching aptitude of Higher Secondary school teachers of Ahmedabad District in context to Gender.
3. To study the Teaching aptitude of Higher Secondary school teachers of Ahmedabad District in context to Area of School.
4. To study the Teaching aptitude of Higher Secondary school teachers of Ahmedabad District in context to Teaching Experience.

6. Hypothesis of the Research

The null hypothesis formed by researcher are as follows.

- H₀₁** There is no significant difference between the mean score of Male and Female teachers on Teaching Aptitude test.
- H₀₂** There is no significant difference between the mean score of Rural and Urban higher secondary school teachers on Teaching Aptitude test.
- H₀₃** There is no significant difference between the mean score of teachers having experience more 10 years and having experience less than 10 years on Teaching Aptitude test.
- H₀₄** There is no significant difference between the mean score of Rural and Urban higher secondary school teachers having more than 10 years of experience on Teaching Aptitude test.
- H₀₅** There is no significant difference between the mean score of Rural and Urban higher secondary school teachers having less than 10 years of experience on Teaching Aptitude test.

7. Limitation of Research

The following are the delimitations of the study.

1. Present research is limited to English medium schools of Ahmedabad District.
2. Present research is limited to the higher secondary school teachers of GSEB and CBSE affiliated schools only.

8. Population of Study

In the present study all the Higher Secondary school teachers teaching in higher secondary schools of Ahmedabad district are the population of study.

9. Sample

To constitute the sample the researcher has got the list of higher secondary schools of Ahmedabad district. Then she divided schools into rural and urban area. Next the researcher selected 5 schools from rural area and 5 schools from urban area randomly by lottery method. Thus 10 schools were selected from population. All the teachers present on the day of data collection were the sample of the present research. Thus, the researcher used stratified random sampling technique to select the sample. Researcher selected 108 higher secondary school teachers in sample

10. Research Methodology

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

11. Tools of the Study

In present research researcher has used standardized tool constructed by Prof. (Dr.) Satishprakash Shukla. The reliability of test was found by three different methods.

1. Test - Retest -0.83
2. Rullon -0.93, Flangon -0.91
3. Kuder Richardson - 0.84

While developing the test, experts were asked to rate the options given for each question from most favourable to least favourable. They were also asked to check whether the questions would be able to check the teaching aptitude of the respondents or not. In this way the content validity of the test was checked.

12. Data Collection of the Study

In the present study the researcher used standardized teaching aptitude test for data collection. To collect the data from higher secondary school teachers the researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information about her research work and necessary instruction about aptitude test filling. She collected all the data and gratitude her thanks to the teachers and principal for their cooperation in data collection.

13. Experiences gained during Data Collection

During data collection the researcher has received the cooperation from principals and higher secondary teachers. They supported the researcher and helped her to fill up the teaching aptitude test. Thus the experience of researcher about the data collection was very good.

14. Statistical Techniques Used

In order to analyze and interpret the data obtained by the administering the Opinionnaire. The following statically techniques are used with the help of computer aid

1. Mean
2. Standard deviation
3. t value

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value because there is comparison between two variables.

15. Findings

The findings of the present study are as under.

- Teaching aptitude of male and female higher secondary school teachers are equal.
- Urban school teachers have more teaching aptitude than Rural school teachers.
- Higher secondary Teachers having more than 10 years of experience have more teaching aptitude than higher secondary school teachers having less than 10 years of experience.
- Urban school teachers having more than 10 years of experience have more teaching aptitude than rural school teachers having more than 10 years of experience.
- Urban school teachers having less than 10 years of experience have more teaching aptitude than rural school teachers having less than 10 years of experience.

16. Educational Implications

Following are the educational implications for present research.

1. Teacher is also lifetime student so he/she should keep learning.
2. Teacher should continuously try to Improve his/her Professional Development.
3. Teacher should Focus on Feedback and Reflection to improve professional development for teachers, there must be clear focus on the groups attending and what their needs are.
4. Teacher should teach on Model Best Practices.

Teacher should have Some qualities include skills in communication, listening, collaboration, adaptability, empathy and patience.

5. Teacher should aware with day-to-day changes in education world.

6. Teacher should attend the inservice training and seminars of his/her subject to brush up their knowledge.

7. Teacher should use reference books along with textbook to clear concept of both student as well as teacher.

17. Suggestions for future Research

No research is complete in the full extent. It is in the research itself the possibility of further research. Such possibilities arising out of the present research.

- The present research is undertaken for the geographical district of Ahmedabad district. One can take more extensive geographical regions or even focus on complete population for a small region.
- In present research the tool of research is standardized tool constructed by Prof. (Dr.) Satishprakash Shukla. One can use self made tool or different tool for more comprehensive results.
- The variables under study as considered after review of related literature and on suggestions of experts, however there are still more and different variables that can be considered for the research.
- In the present research type of research is descriptive survey, one can take up a other research method
- Present research measures the teaching aptitude of higher secondary school teachers one can take other teachers of Primary or secondary school or teachers of colleges also.
- In present researcher teaching aptitude of teachers are study, one can study teaching skill, readiness, teaching problems or efficiency of teachers.

18. Conclusion

The researcher has tried his best to study teaching aptitude of higher secondary school teachers and give her suggestions in the research. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. Such efforts will continue as long as there is innovation and creativity in the work method of teachers. This is a humble effort by the researcher as a part of her degree of Masters of Education.

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