"A BRIEF STUDY OF TEACHING APTITUDE OF THE SCHOOL TEACHERS"

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ABSTRACT

Progress of society depends on the adjustment of human being. Therefore quality of kindness, tolerance and mercy etc. should be developed in every human being. According to article 45 of Indian constitution, it has been established; free and compulsory education should be provided to each and every child up to the age of 14 years. When we think of education as essential for our existence and prosperity envisaged by the nation, our attention is focused on the 'Teacher' who is the master key and if well prepared and qualified, can unlock the doors of knowledge, as well as of material uplift of the people of India. Hence, priority in the means and ways of recruitment must be evaluated so that only genuinely interested persons enter in the field of teaching profession. In this view, it is considered necessary to study scientifically the relationship between the teaching aptitude and job-satisfaction of teachers and its affect on their students' academic achievement. Such a study is also very important due to established correlation between teaching aptitude, job-satisfaction and student's academic achievement. Here the study stated that the teachers have average Teaching Aptitude. Therefore it is suggested for further studies to research on the most affected areas of teacher's mindset.

Key Words: Teaching Aptitude, School teacher, Basic Shiksha Parishad

INTRODUCTION

Education is a process which goes on throughout the life and it helps the human beings in developing their personality according to the tradition of society, country and time. When we think of education as essential for our existence and prosperity envisaged by the nation, our attention is focused on the 'Teacher' who is the master key and if well prepared and qualified, can unlock the doors of knowledge, as well as of material uplift of the people of India. "No system of education and no technique of education can rise above level of its teachers. A system succeeds or fails; a technique proves useful or otherwise in the hands of the teachers who implement the same. It is therefore, the teacher who is the axle of all work in education." According to Adams the education is a bipolar process, where one's (teacher's) personality influences others (students). Though there has been the importance of education in all the places and ages, its importance has become more necessary in the democratic society of today. It is said that education is social service of a high order and is invaluable for the progress in life.

It is therefore, natural that the researcher has considered it very important to know the relationship among Teaching Aptitude of Teachers and Academic Achievement of students and correlation among all of them. To become effective and excellent teacher, one requires various qualities but Teaching

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Aptitude is one of the strong and outstanding qualities for a person eager of becoming a good and effective teacher. The present research will give an idea whether the teachers having very high degree of Teaching Aptitude teach effectively or not.

OBJECTIVE

It is essentially admitted fact that objective for any investigation has got very important role to find out salient and adequate findings. The objective is so framed that the investigator may not go away from the path of researching purposes. The main objective under this study is as - To find out Teaching Aptitude of the teachers.

H1: To find out the low aptitude and high aptitude of the teachers of Basic Shiksha Parishad.

Table- 1: Sample consisting of teachers

S.No.	Name of The Block	No. of the Teachers taken								
		Male			Female			Total		
		Sc.	Art	T.	Sc.	Art	T.	Sc.	Art	T.
1	Muradnagar	12	22	34	06	16	22	18	39	56
2	Loni	11	20	31	04	11	15	15	31	46
3	Rajapur	06	16	22	01	04	05	07	20	27
4	Bhojpur	06	12	18	04	09	13	10	21	31
Total		**35**	**70**	**105**	**15**	**40**	**55**	**50**	**110**	**160**

SAMPLE

In this study 160 teachers have been taken from 54 schools on the basis of randomization. All the schools are located in rural areas. Only government schools run by Basic Shiksha Parishad are included for the collection of data. It has been noticed that female teachers are not available in good number in the schools. Hence in the sample the number of male and female teachers is different.

AII the teachers and students of class 8 are taken for the purpose of study from each school which is selected as sample from the population. The students, 565 boys and 510 girls, 1075 in total are taken for the study.

Tool: For the present investigation the following psychological tool is used.

Teaching Aptitude Test- This test is meant for measuring the aptitude towards teaching profession. The scale has 10 sub tests and total of 150 items. Each sub-test contains 15 items. There is no time limit for the test but generally the examinees complete it within 30 minutes. The test has the following area belonging to each of the ten sub-tests:

(i)   **Co-operative Aptitude:** This trait has been used for measuring the co-operative attitudes of the teachers towards their taught, society and the nation. This trait is an essential link for the relationship between the teacher and the taught, the school and the community, and the society and the nation.

(ii)   **Kindliness:** The items under this area have been used with regard to the general and particular attention of the teacher which is to be devoted for full growth and development of the personality of the pupil and to remove the hurdles and handicaps in the way of growth and development of pupil.

(iii)   **Patience:** The Patience is an important attribute of teacher's personality, as he very often meets such a critical situation which needs patience and tolerance on his part.

(iv)   **Wide Interest:** The teacher is not supposed to stick to his work of teaching the subjects only but he is also an active participant in co curricular activities outside the institution. He wants to see his taught growing physically, mentally, culturally, socially and in other aspects alike.

(v)   **Fairness:** This element has been taken in the test to measure the fairness and impartiality of the teacher which are the most essential traits of the teacher's personality.

(vi)   **Moral Character:** Moral status in the opinion of adult, especially concerning their adherence to the adult's standard, have been tried to see through the items constituting this area.

(vii)   **Discipline:** Discipline and problems of conduct in the classroom and elsewhere, and the methods employed in dealing with the problems are contained in this area.

(viii)   **Optimism:** This trait is more essential in the teacher's personality as he is supposed to be always optimistic.

(ix)   **Scholarly Tests:** A teacher is always a student in the acquisition of knowledge. He is always thirsty for knowledge and as such items in this sub-test measure scholarly taste.

(x)   **Enthusiasm:** Enthusiasm is an important element for the personality of good teacher. The importance of this trait has increased too much in the present age.

Reliability: The reliability of the test was calculated by split-Half Method using Guttman and Spearman-Brown Prophecy formulae which yielded the coefficient of correlations as + .891 and + .91. By Test-Retest method the reliability coefficient is found + .91. All these coefficients are high and therefore the test has a good reliability.

Validity: The validity of the test was secured by computing a coefficient of correlation between score on 200 pupil teachers, was +.5. The obtained validity coefficient is quite satisfactory.

Table-2A

N-160

Frequency Distribution of TAT scores of whole sample

Class	Frequencies	f %	C F	c f %	SF
195-209	4	2.5	160	100	2.67
180-194	4	2.5	156	97.5	9.33
165-179	20	12.5	152	95.0	21.33
150-164	40	25	132	82.5	37
135-149	51	31.9	92	57.5	36.67
120-134	19	11.9	41	25.6	27.33
105-119	12	7.5	22	13.75	12.67
90-104	7	4.4	10	6.25	7.33
75-89	3	1.9	3	1.9	3.33

In table (2a) the Frequency Distribution indicates the highest frequency 51 lies upon class-interval of (135-149) which is in the middle of the class- intervals and lowest frequency 3 lies upon (75-89). This indicates normal distribution of cases. 31.9% cases lies in the center and 2.5% in above and 1.9% cases lies in the lower class-intervals respectively. It shows that the sample is normally distributed.

Table -2 B: **Central Tendency and Variability of TAT Scores of whole sample**

Group	N	Mean	Median	Mode	SD	SEm	Skews	Kurtosis	q1	q2
Whole Sample	160	145	146	148	23.4	1.8S	- .13	.09	133.7	160

In table (2b) the Mean and Median scores are 145 and 146 respectively. The Mean score indicates that the teachers have average Teaching Aptitude according to the categories of this test. There is not much difference between Mean and Median; this also confirms the normal distribution of the frequency. Mode score of 148 lies upon (135-149) class-interval indicates maximum number of cases have achieved the scores within the middle class-intervals. S.D. is 23.4, Sk is - 0.13, and Ku is 0.09 which indicates normal distribution of sample. SEm. is 1.85. This indicates that there in not much variation within the scores. These values verify that the sample taken for study represents the true population.

Table- 3A
Frequency Distribution of TAT scores of the teachers having High Teaching Aptitude

N- 35

Class	F	f %	C F	c f %	SF
195-209	4	11.4	35	100	2.7
180-194	4	11.4	31	88.6	9.3
165-179	20	57.1	27	77.1	10.3
150-164	7	20.0	7	20.0	9.0
135-149	0	0	0	0	2.3
120-134	0	0	0	0	0
105-119	0	0	0	0	0
90-104	0	0	0	0	0
75-89	0	0	0	0	0

Table -3B

Central Tendency and Variability of TAT scores of the teachers having High Teaching Aptitude

N- 35

Group	N	Mean	Median	Mode	SD	SEm	Skews	Kurtosis	q1	q3
High Apt.	35	169.9	170.1	170.5	13.05	2.2	- 0.05	0.17	165.8	178.9

On the basis of third quadrant q3, of Teaching Aptitude scores of Teachers, the teachers having high Teaching Aptitude are selected. These are 35 in total.

The teachers having high Teaching Aptitude scores are selected on the basis of third quadrant (Q3) scores of Teacher's Teaching   Aptitude of whole sample. These are 35 in total. Table (3a) shows Frequency Distribution of the Teachers having high Teaching Aptitude that Highest frequency 20 lies upon class interval (165-179) and lowest lies upon class interval (195-209).

Table (3b) shows Central Tendency and Variation on the scores of the Teachers having high Teaching Aptitude. The Mean, Median and Mode are 169.9, 170.1 and 170.5 respectively. S.D. is 13.05 and SEm. is 2.2. These values show some fluctuation from normality. It may be possible that due to small sample this fluctuation is found.

Table -4A: Frequency Distribution of TAT scores of the teachers having low Teaching Aptitude

N-40

Class	Frequencies	f %	C F	c f %	smooth frequencies
195-209	0	0	0	0	0
180-194	0	0	0	0	0
165-179	0	0	0	0	0
150-164	0	0	0	0	0
135-149	0	0	0	0	6.0
120-134	18	45	40	100	10
105-119	12	30	22	55	12.3
90-104	07	17.5	10	25	7.3

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75-89	03	7.5	03	7.5	3.3

Table -4B: Central Tendency and Variability of TAT scores of the teachers having Low Teaching Aptitude

N-40

Group	N	Mean	Median	Mode	SD	SEm	Skews	Kurtosis	q1	q3
Low Apt.	40	113.9	117	123.2	14.3	2.27	- 0.65	0.28	104.5	126.2

On the basis of first quadrant q1, of Teaching Aptitude scores of Teachers, the teachers having low Teaching Aptitude are selected. These are 40 in total.

In table (4a) the Frequency Distribution of teachers having low Teaching Aptitude is shown that highest frequency 18 lies upon class-interval (120-134) and lowest frequency 3 lies upon (75-89).

Table (4b) shows Central Tendency, and Variability of Teachers having low Teaching Aptitude. The Mean, Mdn. and Mode are 113.9, 117 and 123.2 respectively. S.D. is 14.3 and SEm. is 2.27. Sk is - 0.65 and Ku is 0.28. The Frequency Distribution of cases formed negative skewness.

CONCLUSION

The Mean score of whole sample indicates that the teachers have average Teaching Aptitude according to the categories of this test.

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