

## TEACHING APTITUDES OF HIGH SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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### Abstract

The present study aimed to investigate Teaching Aptitude of high school teachers. For this study, samples of 100 high school Teachers were selected. The investigator used the teaching aptitude battery (TATB) Constructed and standardized by smt.sharmin karim and prof.Ashok kumar dixit was used assessing Teaching Aptitude scale was used. The questionnaire consists of 80 statements related to 8 areas or subtest contains 10 statements of various likely problems of teaching aptitude. The significant difference between the means of each pair of group is computed using Standard Deviation, 't' test, and Pearson's Co-efficient Correlation. The findings are established and tabulated from the analyzed data. The finding shows that there is no significant difference between the teaching aptitudes of high school teachers in Coimbatore District.

**Keywords:** Teaching aptitudes, High school teachers, Government, Government aided Private schools.

### Introduction

“Teaching aptitude is a capacity to acquire proficiency or skill; with a given amount of training. Teaching aptitude is necessary for the teachers to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly. Identifying the very role of teaching aptitude in teaching profession, this study has been undertaken to identify the teaching aptitude of teachers. It being able to determine a teacher's capacity to deliver the instructional Strategies that will make the most difference on the targeted student performance goals!

Teaching is the name of the profession which comprises activities towards starting, directing, facilitating, and realizing the learning process in individuals in line with a certain objective. The person executing these activities is the teacher.

### Review of Literature

O'Dea, J. David et. al (1950). Knowledge intellect, interest professional reading comprehension and knowledge of teaching procedure are characteristic which a good teacher should possess. A test devised to give measure of these, was administered to a control group of teachers and college students. Statistically significant difference were found in favor of control group. Moreover, the group of students were planned to teach made higher average score than that of students who did not intend to teach. Split half

reliability coefficients of 0.77 and 0.88 were found, the figure varying with the methods used in splitting the test.

### **Need for the Study**

Educators can assess their proficiency, and for the first time, administrators will know the capacity of their teachers to deliver effective instruction to make a difference on the targeted student performance goals. Teaching is an interactive process four, involving four aspects teacher, student, learning process and Learning situation. A competent teacher possesses all the necessary qualities to interact with the school and community. Teacher with emotional intelligence will be able to teach students with all capabilities. It is a simple truth to say that the way man is going to live depends on the teachers and the success of the teachers depends upon the attitude towards the teaching profession one gets from the profession. With more professional and non professional facilities to them, they may work whole-heartedly to the interest of the pupils and the nation. Hence this study has been conducted to verify these interesting aspects.

### **The Present Study**

The problem of the present study is captioned as” Teaching Aptitudes of High School Teachers towards Teaching Profession in Relation to Some Demographic Variables.

### **Definition of the Term**

#### **Aptitude**

Teaching aptitude means an interest in the teaching work orientation implementing teaching principles and methods, under the gamut of teaching aptitude teaching skill occupies a major place.

#### **Teaching**

According to the International Dictionary of Education, ( year) Teaching means to impart knowledge or skill to another; to give instruction to another; to educate or to train another to facilitate learning.

Swami Vivekananda viewed teaching is transfer of teachers’ soul to the student’s soul and sees through and understands through his mind. Teaching may be viewed as a complex activity carried on in a complex environment the school directed by complex organisms human beings (Learners).

#### **Profession**

According to the International Dictionary of Education,(year) it is an evaluative term describing the most prestigious occupations which may be termed profession. If they carry out an essential social service that are founded on systematic knowledge, require

lengthy academic and practical training, have high autonomy, a code of ethics, and generate in - service growth. Teaching should be judged as a profession on these criteria.

### **Teacher**

Refers to one who teaches the prescribed content to the students especially in a school or college

### **School**

A formal organization whose primary function is education

### **Objectives of the Study**

The following are the objectives of the present study

- To find out the impact of Gender and locality on Teaching Aptitude.
- To find out inter relate school environment with Teaching Aptitude.

### **Hypothesis of the Study**

1. There is no significant difference between high school Teachers towards Teaching Aptitude with respect to their Gender like Male and Female.
2. There is no significant difference between high school Teachers towards Teaching Aptitude with respect to their locality like Rural and Urban.
3. School environment has no influence of teaching aptitude of high school teachers.
4. There is no significant difference between high school teachers towards Teaching Aptitude with respect to type of institutions like Government and government Aided schools.
5. There is no significant difference between high school teachers towards Teaching Aptitude with respect to their type of institutions like government Aided and private schools
6. There is no significant difference between high school teachers towards Teaching Aptitude with respect to their type of institutions like Government and private schools.

### **Methodology**

#### **Sampling**

The investigator has adopted survey method for this study. In the present study, a sample of 100 teachers working in high schools was randomly picked up from government, aided and Private high schools in Coimbatore district.

#### **Tools Used**

The present study aimed to investigate Teaching Aptitude of high school teachers. For this study, samples of 100 high school Teachers were selected. The investigator used *Shanlax International Journal of Education*

the teaching aptitude battery (TATB) Constructed and standardized by smt.sharmin karim and prof.Ashok kumar dixit was used assessing Teaching Aptitude scale was used. The questionnaire consists of 80 statements related to 8 areas or subtest contains 10 statements and each statements has to be related against three point (Agree, Doubtful, disagree). . The scale consists of 8areas. These are: cooperative nature, considerativeness, wide interest and scholarly test, fair-mindedness & importability, moral character & discipline, optimistic attitude, motivational aspect dynamic personality. There is no time limit for the test but usually it takes 45 minutes to complete the test.

#### Data Analysis

Mean, SD and 't' test were computed to know the significant difference between the means of the different sub-groups in terms of Gender, Locality, Type of Schools. Correlation study was done to find out the significant relationship between Teaching Aptitude of high school Teachers in some demographic variables.

#### Analysis and Interpretation

**Table 1**  
**Distribution of the Sample**

| TOTAL SAMPLE = 100                  |                 |                  |    |
|-------------------------------------|-----------------|------------------|----|
| DISTRIBUTION OF SAMPLE BY VARIABLES |                 |                  |    |
| Variable                            | Sex             | Male             | 40 |
|                                     |                 | Female           | 60 |
|                                     | Locality        | Rural            | 64 |
|                                     |                 | Urban            | 36 |
|                                     | Type of Schools | Government       | 34 |
|                                     |                 | Government Aided | 28 |
| Self finance                        |                 | 38               |    |

**Table 2**  
**Difference in Teaching Aptitude of High School Teachers Based on Demographic Variables**

| Variables | Sub variables | N  | Mean   | SD    | 't'  | Result |
|-----------|---------------|----|--------|-------|------|--------|
| Gender    | Male          | 40 | 161.37 | 13.29 | 0.51 | NS     |
|           | Female        | 60 | 162.88 | 15.19 |      |        |
| Locality  | Urban         | 64 | 163.34 | 13.38 | 0.35 | NS     |
|           | Rural         | 36 | 162.16 | 17.40 |      |        |

From the above table-2, the calculated t' value is less than the table value 1.98 for df 100 at 0.05 level. Hence the null hypothesis is accepted. There is no significant

difference between Teaching Aptitude of high school Teachers based on Gender and Locality. No Significant difference was observed high school teachers.

**Table 3**  
**Difference in Teaching Aptitude of High School Teachers Based on Type Of Schools**

| Type of Schools  | N  | Mean   | SD    | 't' value | Significance at 0.05 level |
|------------------|----|--------|-------|-----------|----------------------------|
| Government       | 34 | 162.17 | 14.13 | 0.16      | NS                         |
| Government Aided | 28 | 161.60 | 12.65 |           |                            |
| Government Aided | 28 | 161.60 | 12.65 | 0.34      | NS                         |
| Self finance     | 38 | 162.86 | 17.20 |           |                            |
| Government       | 34 | 162.17 | 14.13 | 0.18      | NS                         |
| Self finance     | 38 | 162.86 | 17.20 |           |                            |

From the above table-3, the calculated t' value is less than the table value 1.98 for df 100 at 0.05 level. Hence the null hypothesis is accepted. There is no significant difference between Teaching Aptitude of high school Teachers based on government, government aided and private schools. No Significant difference was observed high school teachers.

### Findings

1. There is no significant difference between high school Teachers towards Teaching Aptitude with respect to their Gender like Male and Female.
2. There is no significant difference between high school Teachers towards Teaching Aptitude with respect to their locality like Rural and Urban.
3. School environment has no influence of teaching aptitude of high school teachers.
4. There is no significant difference between high school teachers towards Teaching Aptitude with respect to type of institutions like Government and government Aided schools.
5. There is no significant difference between high school teachers towards Teaching Aptitude with respect to their type of institutions like government Aided and private schools
6. There is no significant difference between high school teachers towards Teaching Aptitude with respect to their type of institutions like Government and private schools.

### Discussion

The result of the study indicates that there is no significant difference between high school teachers towards Teaching Aptitude with respect to their Demographic variables. It

means that these demographic variables does not affect the Teaching Aptitude of high school teachers towards profession of teaching is greater extend.

#### **Limitations of the Study**

1. The study was confined to Coimbatore district of Tamil Nadu.
2. The sample was restricted to 100 respondents only, keeping in view of the limited resources and paucity of time in the hands of investigator in his individual capacity.
3. The study was confined to high school teachers since the teaching profession generally identified at school level and mostly dominated by elementary level education.
4. The study was limited to survey type in its design since the study is related to collection of facts and information.

#### **Educational Implications**

- Training should be provided for teachers which will have a significant influence on their self-concept, social maturity and attitude towards teaching profession. There are different aspects of teaching practice leading toward professional development of teachers.
- Inculcating these aspects will lead to mastery over the contents, developing lesson planning skills and their presentation style; and personality development of prospective teachers. It is suggested that there should be a comprehensive written test for admission to teacher education programme.
- Individuals having high teaching aptitude and attitude if enter into teaching profession will become competent in teacher. This process will also help to check the misfits in the teaching profession.
- To develop a healthy educational environment, the teachers should have positive attitude towards the profession. This will facilitate better educational achievement.
- Seeking insight from the findings of the study an adequate programme may be designed to overcome the situation to improve the conditions of teachers working in Government Schools, Government Aided Schools and Corporation Schools.
- Communication is the important one in any institution. So, the institution and the higher authorities follow open communication and also give more importance to the teachers' suggestions. Also when allowed to participate in management policies and implementation they will be motivated.

#### **Conclusion**

The future of a nation depends upon the quality of education, quality of teachers and also on the quality of institutions. The entire academic environment of the school is

affected mostly by the behaviour of teachers and students than by any other agency. This in the long run, has got far reaching impact on the personality of students, therefore it is essential that all teachers should have a positive attitude towards their profession, should be highly satisfied and involved with their job. So that they can contribute to the academic progress of pupils and make the students become contributing citizens who are physically, mentally and morally healthy. Man making education is possible only when there is a band of dedicated, satisfied teachers with a positive attitude towards the profession.

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