

Teaching Aptitude and Teaching Interest among the Teachers of 10+2 level in Upper Siang district of Arunachal Pradesh

*Dr. Boa Reena Tok

**Associate professor, Department of Education, RGU, Arunachal Pradesh (India)*

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*Corresponding Author

Email: reenatok77@gmail.com

ABSTRACT

The present study aimed at investigating the Teaching aptitude and Teaching interest among the 10+2 teachers of Upper siang district in Arunachal Pradesh. Thereby, samples of 50 teachers were selected randomly from the Hr. secondary schools. This study took help of Normative Survey method of educational research. The investigators delimited this study to i) teaching aptitude and teaching interest, ii) 50 10+2 teachers, iii) The Tools used were standardized tools designed by 1. Dr. S.C Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for Teaching aptitude and 2) Dr. S.B. Kakkar, (Patiala) for the teaching interest. From the findings it is revealed that the male teachers show higher teaching interest than the female teachers and also found that, the relationship between the teaching aptitude and teaching interest came out to be -0.05. The correlation between Teaching Aptitude and Teaching Interest of the total teachers selected for the study at 10+2 level of government schools in Upper Siang district of Arunachal Pradesh therefore was very low and negative.

INTRODUCTION

‘Education’ in a very general sense is described as a form of learning in which the knowledge, skills, values, beliefs, and habits of a group of people are transferred from one generation to the next through story-telling, discussion, teaching, training or research. It is also called a ‘Schooling Process’ which is been planned, organized, formalized, and systematized, and are having been imparted in a particular place, at a definite time, by a definite person (Teacher) to definite persons (Students) along the system of examination, that attempts to provide grade and a certificate of degree passed to the students. But to a teacher who takes teaching truly from heart has a different meaning for the word ‘education.’ He believes that education has something more in it. ‘Education is Life and Life is Education’, ‘Education is not for Life but it is Life itself’ Henceforth, John Dewey has rightly said that, ‘education is a lifelong process.’ It is not a process which is confined to the processes of schools or any institutions but it is acquired in everyday life. It is a use of acquired knowledge in our practical life on the urge of making human civilized, it is a socialization process that helps in getting adjusted and socialized in society and the Re- organization and Re- construction of human experiences. Education therefore is a process that starts from mother’s womb to the tomb. Besides, ‘teaching aptitude and teaching interest are the most important indicators of academic achievement. In view of its importance, the present study will focus on the 10+2 teachers of Upper Siang district in Arunachal Pradesh.

The state of Arunachal Pradesh in India was formerly known as North-East Frontier Agency (NEFA) from the year 1954. The name of this state was coined and given by B.D. Sassy (the then Director of Research of the Administration) and inaugurated by the Union Territory at Ziro by the then Prime Minister Smt. Indira Gandhi. It was only on 20th February 1987 that the Union Territory has given this state the status of a fully fledged state, inaugurated by Shri Rajiv

Ghandhi and listed it as the 24th State of the Union of India at Itanagar. Arunachal Pradesh, in terms of research is untouched compare to other states in India as there are still many areas to get focused by the researchers particularly regarding teaching aptitude and teaching interest. Therefore, this paper was studied.

REVIEW OF RELATED LITERATURE

A few studies relating to Teaching Aptitude and Teaching Interest have been sighted. **Ranganathan (2008)** found that there is a significant positive relationship between high self esteem and teaching aptitude and there is no significant difference between males and females and the level of self esteem and teaching aptitude. **Suja (2007)** in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. **Tanner (2008)** in a study documented the unfortunate status of social studies and lack of teacher interest, poor instructional methods. The often overlooked and most detrimental factor is that most elementary teachers have not been taught the nature and purpose of social studies, because majority of courses that they have taken deal with methodology and pedagogy rather than content. Studying the student performance expectation associated with each standard can help pre- service teacher to see practical application of each standard in the elementary classroom. **Dubey (2012)** in a study of teaching aptitude and interest in teaching of teachers found that, teaching aptitude is lacking among the majority of teachers and revealed that only 4 % of teachers in a district secured more than 30 marks in teaching aptitude test. The study shows that male teachers have slightly higher teaching aptitude than female teachers and there is no significant difference on teaching aptitude between urban and rural teachers.

OBJECTIVES OF THE STUDY

1. To study the teaching aptitude of male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.
2. To study the teaching interest of male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.
3. To find out the relationship between teaching aptitude and teaching interest of the teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.

HYPOTHESES OF THE STUDY

1. H_{01} : There will be no significant difference in teaching aptitude between male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.
2. H_{02} : There will be no significant difference between interest in teaching of male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.
3. H_{03} : There will be no significant relationship between teaching aptitude and interest in teaching among the teachers of 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.

METHODOLOGY OF THE STUDY

Method: Normative Survey method of educational research was used for the investigation.

Population: All the 10+2 level teachers of Upper Siang district of Arunachal Pradesh.

Sample: 50 teachers were selected from Upper Siang district of Arunachal Pradesh who teaches 10+2 level in government schools by using simple random sampling technique.

Tool used: The standardized tools designed by 1). Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for Teaching aptitude and 2) Dr. S.B. Kakkar, (Patiala) for the teaching interest were used in this study.

STATISTICAL ANALYSIS

In order to analyze the results of the study, Mean, Standard deviation, t-test and correlation were used.

ANALYSIS AND INTERPRETATION

Objective 1:- To study the teaching aptitude of male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.

Table 1 shows the number (N), Mean, Standard Deviation (S.D.), Difference (D), Standard error of mean (SED) and t- value of mean scores of teaching aptitude of male and female teachers at 10+2 level of government schools in Upper Siang district of Arunachal Pradesh.

TEACHING APTITUDE	GENDER	N	MEAN	S.D.	D	SE _D	t- value
	MALE	30	22.17	5.78			
	FEMALE	20	24.25	2.68	2.08	1.20	1.71 is not significant at 0.05 % level of significance

Interpretation:

From the above table, it is observed that t- value of 2.01 is not significant at 0.05 level with $df = 48$. Here calculated t- value i.e. 1.71 is less than the tabular value ($t = 1.71, p < 0.05$). Hence null hypothesis H_0 is accepted. In the light of this result it could be interpreted that there is no significant difference between the mean scores of male and female teachers of

government schools in Upper Siang district. The mean difference of 2.08 is in favor of female teachers, therefore it can be said that female teachers possess slightly higher teaching aptitude than the male teachers.

Objective 2:- To study the teaching interest of male and female teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.

Table 2 shows the Number (N), Mean (M), Standard Deviation (S.D), Difference of means (D), Standard Error of Mean (SED), and t-value of interest in teaching of male and female teachers at 10+2 level of government schools in Upper Siang district.

TEACHING INTEREST	GENDER	N	MEAN	S.D.	D	S.E.D.	t- value
	MALE	30	15.67	4.59			
	FEMALE	20	13.0	2.86	2.67	1.054	2.67 is significant at 0.05 % level of significance

Interpretation:

From the above table, it is observed that t- value of 2.67 is not significant at 0.05 level with $df = 48$. Calculated value of t- test is more than tabulated value. Hence null hypothesis H_0 is rejected. The inter-group comparison between the male and female teachers produces significant result, indicating difference in gender of government school teachers. The mean

difference of 2.67 is in favor of male teachers. Therefore it can be said that male teachers show higher teaching interest than the female teachers.

Objective 3:- To find out the relationship between teaching aptitude and teaching interest of the teachers at 10+2 level of Government Schools in Upper Siang district of Arunachal Pradesh.

Table 3 shows the number (N), Mean (M), Sum of the scores (Σ), (sum of the products of variables of x and y Σxy), and the co-relation (r) of aptitude and interest in teaching of the total number of selected teachers at 10+2 level of government schools in Upper Siang district of Arunachal Pradesh.

VARIABLE	N	Σ	M	Σxy	'r' VALUE
Aptitude (X)	50	1143	22.86	-65.95	-0.05
Interest (Y)	50	743	14.86		Very low Negative Co-relation.

Interpretation:

The table No.3 reveals the co-efficient of correlation value to be -0.05 for the relationship between Aptitude and Interest of the total teachers selected for the study at 10+2 level of government schools in Upper Siang district of Arunachal Pradesh. Therefore, it is understood that there is a very low as well as negative correlation between aptitude and interest of teachers in teaching. Thus, it indicates that the teachers having high teaching aptitude does not necessarily display high teaching interest and also that teachers with high teaching interest may not have high teaching aptitude. Or we can say, teachers who are in the teaching profession though they have aptitude towards teaching, they do not have the real interest towards the profession or vice-versa It might be further generalized from the result that the teachers who are in the job either they have entered in the profession by chance or by choice.

DISCUSSION AND CONCLUSION

Teaching aptitude and Teaching interest are important indicators of academic achievement. The present study revealed that the 10+2 teachers in Upper Siang district are high in both aptitude and interest in teaching but the correlation between aptitude and interest was 'very low negative' It is observed for the case of male and female teachers that t- value of 2.01 was not significant at 0.05 level with df = 48. Hence null hypothesis H0 was accepted. In the light of this result it was understood that there is no significant difference between the male and female teachers of government schools in Upper Siang district in terms of teaching aptitude. Female teachers scored slightly better than their counterparts.

Again, it was observed that t- value of 2.67 for the case of teaching interest was not significant at 0.05 level with df = 48. Calculated value of t-test was more than tabulated value. Hence null hypothesis H0 was rejected. The mean difference of 2.67 was in favor of male teachers. Therefore it can be said that male teachers show higher teaching interest than the female teachers

Finally, the relationship between the teaching aptitude and teaching interest came out to be -0.05. Aptitude and Interest of the total teachers selected for the study at 10+2 level of

government schools in Upper Siang district of Arunachal Pradesh, therefore was very low and negative. Thus, it indicates that the teachers having high teaching aptitude does not necessarily display high teaching interest and also that teachers with high teaching interest may not have high teaching aptitude. Or we can say, teachers who are in the teaching profession though they have aptitude towards teaching, they do not have the real interest towards the profession or vice-versa It might be further generalized from the result that the teachers who are in this profession may either had entered by chance or by choice.

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