

A study on Teacher Aptitude of Primary School Teachers

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ABSTRACT

The present study attempts to study of certain variables on teaching aptitude of primary school teachers. Normative Survey Method was adopted in this study. The sample for the study was 525 primary school teachers from 9 mandalas out of 10 in Bapatla Educational Division, Guntur district of Andhra Pradesh. Teaching Aptitude Test developed and standardized by Gakhar, S. C. and Rajnish (2010) was used in this study. Reliability coefficient was found to be 0.76. The findings found that academic qualifications and type of management of primary school teachers don't make a significant difference in their teaching aptitude.

1. Introduction

Education is the process of bringing about desired changes in human behaviour. Each country conducts a program of education to equip them for the future of its younger generation. But upon completion of education, young people become more selfish, hanker after personal interests and do not care about social and moral improvements. Physically we lost peace of mind even though we were wealthy. Life seems incomplete with all the benefits of the modern scientific age. The character's crises as well as values are expected to be human life today. When we look at the home situation, there are no good models for children to follow. Parents do not idealize themselves as children learn good habits. Teachers at school tend to focus more on completing the curriculum than on the child's character or personality development. Students are more motivated to achieve higher percentage of marks in exams than to excel in human life. Modern science and scientific ideologies such as behaviorism, individualism, moral relativism, cultural pluralism, and moral scepticism have led to positive education. As a result they have reduced conscience, character, ideals and truth. It is the moral basis and moral basis for our students and teachers, without a rule or moral conscience. This is because modern youth are international in schools and colleges. The result is the moral bankruptcy of human society. This is the malaise of our current educational system.

Teaching is one of the tools of education and its special task is to give understanding and expertise. Teaching is the relationship between the three focal points in education, the teacher, the child and the subject. Teaching is the process of bringing the child and the subject together. The teacher and instructor are active, the latter in teaching and the latter in learning. Aptitude is a special ability in a particular field of performance. Aptitude refers to special ability. Aptitude must be understood as the ability to learn certain skills and abilities necessary for success in a particular task. Teaching aptitude is the ability or ability to excel in the teaching under appropriate circumstances (Suri Naidu, K. 2017, p.30).

2. Characteristics of Aptitude

The following are the characteristics of aptitude.

1. Aptitude is a combination of unique ability and personality that predisposes a person to do one type of work better than another and thereby increase his chances of success.
2. An aptitude is often obtained, although in many cases there is a natural basis for this.
3. Aptitude is a set of conditions or characteristics that indicate the likelihood of one's success or failure in a course, job or career.
4. The aptitude is relatively stable.
5. In general, aptitudes are thought to occur until puberty.

Different types of aptitudes

There are mechanical, musical, clerical, art, scholastic, law, teaching, medicine, engineering, scientific, numerical, word fluency, special relations aptitudes and so on. Psychologists have developed several aptitude tests to measure these aptitudes.

3. Review of Related Literature

Kashmir Singh (2020) studied the teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh in relation to their gender and stream. The researcher only took 320 student teachers from Solan in Shimla and Una districts of Himachal Pradesh. The results found that *there is no significant difference in the teaching aptitude of male and female B.Ed. teacher trainees. The teaching aptitude of arts and science teacher trainees is significantly different. Teaching aptitude does not differ significantly in female's science and female arts B.Ed. teacher trainees.* Teaching aptitude does not differ significantly in terms of male science and male art B.Ed. teacher trainees.

Amit Singh (2017) conducted a study on teaching aptitude and adjustment of senior secondary school teachers. The research sample consisted of 200 senior secondary school teachers. The findings revealed that there is no significant difference in their teaching aptitude between private and government senior secondary school teachers. There is no significant difference in their teaching aptitude between male and female senior secondary school teachers. There is no significant relationship between adjustment and teaching aptitude of male senior secondary school teachers. There is no

significant relationship between adjustment and teaching aptitude of female senior school secondary teachers.

4. Statement of the Problem

The title of the current research is "A study on Teacher Aptitude of Primary School Teachers".

5. Definition of Key Terms

Aptitude:

In the Goods Dictionary of Education (1945), aptitude is described as "a natural ability or ability articulated in particular endeavors, such as art, school subject of vocation".

According to Warren, "Aptitude is defined as a condition or set of attributes that is characterized by the ability of a trainee to perform a particular knowledge, skill or ability to speak the language and to produce music" (Sharma, R.A., 2005, p.328).

Teaching Aptitude:

It is difficult to design tests for teachers' choice because their preparation is not clearly defined in the case of law and of medicine. The contents of professional courses of the same are very different and the teaching covers such a wide range of subject-matter and educational levels. Equal emphasis on general mental ability and subject-ability to be taught; Successful teaching requires personality traits (Sharma, R.A., 2005, p.338).

Primary Schools:

Primary schools in Andhra Pradesh have been incorporated to provide primary education in two different stages, such as classes I to V (primary) and V to VIII (upper primary).

Primary School Teachers:

The term is used to refer to teachers who are conducting classes I to V and VI to VIII at the primary and upper primary stages.

6. Objectives of the study

The researchers set out the following specific objectives for this study.

To study the influence of the following variables on the teaching aptitude of primary school teachers.

- Academic qualifications
- Type of management

7. Hypotheses of the study

The following hypotheses are based on objectives.

There is a significant difference in the teaching aptitude of primary school teachers in relation to the following variables.

- Academic qualifications
- Type of management

8. Methodology

Sample:

This study followed the usual survey method. The sample for this study was 525 primary school teachers from 9 mandalas of 10 in the Bapatla education division of the Guntur district of Andhra Pradesh. The sample for the present study is selected by a simple random technique.

Tools used

The Teaching Aptitude Test developed and standardized by Gakhar, S. C. and Rajnish (2010) was used in this study. The test consists of 35 statements divided into six categories such as teaching profession, interest towards students, social contacts, Innovations regarding activities of the school, professional ethics and teaching potentiality and current knowledge.

There are four alternative answers to each statement. Each correct answer has one mark and the wrong answer has zero marks. Scores range from 0 to 35.

Reliability: The test-retest method was used to find reliability on a sample of 40 trainees. Reliability co-efficacy was found to be 0.76 (Gakhar, S. C. and Rajnish, 2010, p.5).

Statistical Techniques Used

The researchers used the following statistical methods to analyze the data, namely, Mean, Standard Deviation and Critical Ratio.

9. Analysis of Data and Interpretation

H1: Academic qualifications of primary school teachers make a significant difference in their teaching aptitude.

H0: Academic qualifications of primary school teachers don't make a significant difference in their teaching aptitude.

Table No. 1: Teaching Aptitude– Academic Qualifications – Means - S.DS

Academic qualifications	N	Mean	S.D.
Intermediate	038	29.82	2.67
Graduate	343	29.71	2.74
Postgraduate	144	29.47	2.71

From table 1, it can be observed that the lowest mean score of the three groups is 29.47 for the postgraduate group. The highest mean score is 29.82 for the intermediate group.

The spread of the sample is also less in the first group i.e. Intermediate and more in the graduate group.

Table No.2: Teaching Aptitude– Academic Qualifications – ANOVA

Source of variation	Sum of squares	df	Mean squares	F -value
Between groups	6.996	002	3.498	0.47*
Within the groups	3881.575	522	7.436	
Total	3888.571	524		

*Not significant at 0.05 level

It is observed from Table 2 that the obtained F-value (0.47) with $df = 2$ and 522 is less than the table value of 3.01. It is not significant at the 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that the academic qualifications of primary school teachers don't make a significant difference in their teaching aptitude. As F-value is not significant at 0.05 level, no further probing of obtaining differences in different academic qualifications groups is attempted.

H2: Type of management of primary school teachers makes a significant difference in their teaching aptitude.

H0: Type of management of primary school teachers doesn't make a significant difference in their teaching aptitude.

Table No. 3: Teaching Aptitude– Type of Management– Means - SDS

Type of management	N	Mean	S.D.
Government & Private aided	040	30.05	2.43
Localbody	431	29.76	2.60
Private unaided	054	30.08	2.52

From table 3, it can be observed that the lowest mean score of the three groups is 29.76 for local body primary school teachers. The highest mean score is 30.08 for private unaided school teachers. The spread of the sample is less in the first group i.e. government & private aided teachers and more in the localbody teachers.

Table No. 4: Teaching Aptitude– Type of Management– ANOVA

Source of variation	Sum of squares	df	Mean squares	F-value
Between groups	7.305	2	3.652	0.55*
Within the groups	3473.662	522	6.655	
Total	3480.967	524		

*Not significant at 0.05 level

It is observed from Table 4 that the obtained F-value (0.55) with $df = 2$ and 522 is less than the table value of 3.01. It is not significant at the 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that type of management of primary school teachers doesn't make a significant difference in their teaching aptitude. As F-value is not significant at 0.05 level, no further probing of obtaining differences in a different type of management groups is attempted.

10. Major findings of the study were

1. Academic qualifications of primary school teachers don't make a significant difference in their teaching aptitude.
2. The type of management of primary school teachers doesn't make a significant difference in their teaching aptitude.

11. Suggestions for further Research

The following suggestions are made for further research in this area.

1. A similar study is conducted in a large sample of thirteen districts in Andhra Pradesh.
2. A comparative study can be undertaken in three areas namely North Coastal, South Coastal and Rayalaseema.
3. A comparative study can be carried out with samples from southern states of Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.
4. A comparative study may be undertaken to study the teaching aptitude of secondary school teachers /

junior college lectures / degree college lectures / university teachers.

5. A study can be undertaken on the teaching aptitude of women teachers.

12. Limitations of the Present Study

The present study is undertaken with the following limitations.

1. The present study does not take into account certain factors such as gender, locality, age, professional qualifications, teaching experience, management type, and social status factors.
2. Variable wise and within the variable calculations wise calculations were made for the interpretation.
3. The significance level considered in this study was 0.05 and 0.01.
4. The geographical area of investigation is also confined to one district, i.e., Guntur district in Andhra Pradesh.
5. The current study is limited to 525 elementary school teachers from 9 mandalas of 10 in the Bapatla education division.

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