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## Teaching aptitude of high school teachers in relation to gender and educational level: A study

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### Abstract

Teaching is considered to be the noblest of all the profession. It is termed as the profession of the prophets. A person serving in any profession must have aptitude and competence in his profession. Aptitude of teachers towards teaching may be considered the most important factor, which may predict the success in that profession. Thus, the investigator felt to make an attempt to assess the aptitude of high school teachers' towards teaching in relation to some demographic variables i.e. gender and educational level. For that Teaching Aptitude Test Battery (TATB) developed by Shamim Karim and Ashok Kumar Dixit is administered to a sample of 120 teachers of 12 provincialised high schools of Kamrup District of Assam. The findings are (i) Except optimistic attitude, mean score of teaching aptitude of high school teachers in all categories is very high; (ii) there exists no significant difference in the mean scores of teaching aptitude of the male and female teachers of high school and (iii) there exists no significant difference in the mean scores of teaching aptitude of the graduate and post graduate teachers of high school.

**Keywords:** Teaching, Aptitude, High School Teachers, Gender, Educational Level

### Introduction

Education plays a pivotal role in the growth and development of any nation. It is the teachers who play a significant role in imparting knowledge to the children are the strength of the nation. The destiny of our future generation is in the hands of teachers because they shape the children and mould their behaviour. To discharge their duties effectively they should have aptitude towards teaching. Only then, they will perform their job effectively. The secondary school teachers are the key persons in preparing the prospective scientists, artists, players, administrators, social workers etc. in their class rooms. Their teaching aptitude makes them do well in the class rooms. Teaching is a profession- indeed a noble one, conceptually and ideally. And it is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

Aptitude refers to those qualities characterizing person's ways of behaviour which serve to indicate how well he can learn to meet and solve certain specified kinds of problems (Bingham). It also refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand. It refers to part of a person's mental equipment which gives him special fitness for any kind of endeavour. Again, according to Warren's Dictionary, "Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to speak a language". The teaching aptitude helps the teachers in teaching effectively with great vigour and glamour. Teachers' aptitude is not something a teacher acquires at one moment in his professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one's own teaching.

### Literature Review

There were many studies undertaken on teaching aptitude of teachers. Few of them are mentioned below.

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Bhasin, C. (1988)<sup>[6]</sup> found no significant difference between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

Arun, K.K. and Geeta, H. (2006)<sup>[1]</sup> found that the prospective teachers of both groups (male & female) have high aptitude for teaching than the other three aptitudes; guidance, management and research. Male prospective teachers were better in guidance and management aptitude while female prospective teachers have high aptitude for teaching and research.

Babu and Rao (2007)<sup>[3]</sup> conducted a study on teaching aptitude of primary school teachers. Main findings of this study were: (i) the primary school teachers are holding high teaching aptitude and they are considered as most efficient teachers; (ii) the men and women teachers working in the primary schools are holding high teaching aptitude and there is no significant difference in the level of teaching aptitude possessed by them.

Goel (2008)<sup>[10]</sup> made a comparative study of teaching aptitude of pre-service and in-service teachers. The major findings were: (1) No significant difference has been found in the mean achievement scores of the pre-service teachers with respect to their streams of study, teaching experience, gender and marital status. (2) The mean achievement score of the in-service teachers on teaching aptitude had been found significantly higher than that of the pre-service teachers.

Ranganathan (2008)<sup>[17]</sup> studied the self-esteem and teaching aptitude of DTED students. The major objectives were: (1) to explore the relationship between self-esteem and teaching aptitude of DTED students. The study reveals that the results were done with an independent sample test. It was shown that there was a significant positive relationship between high self-esteem and teaching aptitude and there was no significant difference between gender and level of self – esteem and teaching aptitude among the students.

### Justification of the Study

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The modern teaching-learning process emphasizes guides and promotes learner development. It is said that a large number of teachers of the present day have no interest in their profession and they continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meagre that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, a lawyer, or an administrative officer in the society. Especially, as far as the secondary school teachers are concerned, their position is being downgraded to the bottom level day by day, though teachers are said to lay the foundations of any society or civilization. The significance of the role the teacher is to play is hardly recognised, though it has become a fashion to observe the teacher's day. The teachers today suffer from neglect, indifference and insecurity. The society or the nation always expects a lot from a teacher who has so little power and alarmingly meagre facilities.

Teaching in the modern era is a challenging profession that requires good subject knowledge, good questioning skills, an

emphasis upon Introduction instruction, clear objectives, good time management, effective planning, good classroom organization, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. Aptitude is considered to be an important characteristic in order to fulfil above responsibility, because aptitude can predict the future success or failure of an individual in one occupation or areas of occupation. 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.

Hence, this study is undertaken to study the level of teaching aptitude of secondary school. Teaching Aptitude of teachers is affected by a number of variables such as gender, educational level etc. In this study an attempt has been made by the investigator to examine the teaching aptitude of high school teachers in relation to the above mentioned variables in Kamrup district of Assam.

### Objectives of the Study

- 1) To examine the level of teaching aptitude of the high school teachers.
- 2) To study the difference of teaching aptitude of the high school teachers in respect to gender.
- 3) To study the difference of teaching aptitude of the high school teachers in respect to educational level.

### Hypotheses of the Study

H<sub>1</sub>: There exists no significant difference in the mean scores of teaching aptitude of the high school male and female teachers.

H<sub>2</sub>: There exists no significant difference in the mean scores of teaching aptitude of the high school graduate and post graduate teachers.

### Plan and Procedure

**Selection of Research Method:** The present study was designed to study the teaching aptitude of high school teachers. On view of the approach followed, the present investigation falls in the domain of descriptive survey. It is descriptive because it aims to describe the nature and present status of the phenomenon. It was done through survey method because it involved survey or visits to various institutions for the collection of data with the objective of analysing, comparing and interpreting the existing status.

**Population and Sample:** The population of this study consists of all the provincialised high school teachers of Kamrup District, Assam. The sample of the present study was selected from twelve (12) high schools of Kamrup district by applying stratified random sampling technique. From these schools, 120 teachers (per school 10 teachers) have been selected as sample on the basis of equal allocation i.e., 60 Male and 60 Female.

**Research Instruments:** In the present study following standardized tool have been used:

### Teaching Aptitude Test Battery (TATB)

The investigator selected the "Teaching Aptitude Test Battery (TATB)", which was prepared and standardized by Shamim Karim and Ashok Kumar Dixit, to study the

teaching aptitude of the high school teachers working in the provincialised high schools of Kamrup (Rural) district. This test aims to measure the aptitude for teaching. There are 80 items related to 8 areas or sub-tests. Each sub-test contains 10 items. The 8 subtests are related to the following 8 areas of teaching aptitude i.e. Co-operative Nature, Consideration, Wide Interest and Scholarly Taste, Fair Mindedness and Impartiality, Moral Character and Discipline, Optimistic Attitude, Motivational Aspect and Dynamic Personality. For the purpose of scoring the test, 3 marks should be given to 'Agree' responses, 2 marks to each 'Doubtful' response and 1 mark to each 'Disagree' response. Reliability of this scale is +0.851 and +0.913 which was calculated by applying split-half reliability, Guttman and Spearman Brown's prophecy formula respectively. Validity of this scale is also found very significant.

**Statistical Analysis:** The data were mainly analyzed in terms of Mean and t-test.

**Delimitation of the Study:** The study was conducted on teachers of Provincialised high schools of Kamrup district, Assam only. Therefore, the results may not be generalized to teachers at other levels. The outcome of the study will be applicable to the selected areas from where respondents will be taken.

**Analysis and Interpretation**

Analysis of data refers to the studying of the tabulated material in order to determine inherent facts or meanings. It involves breaking down the complex factors into simple parts and putting the parts together in new arrangements for the purposes of interpretation.

Teaching aptitude of high school teachers are measured in terms co-operative nature, consideration, wide interest and scholarly taste, fair mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality. To study the level of teaching aptitude of the teachers teaching in different high schools of Kamrup district, Teaching Aptitude Test Battery (TATB) was applied to the 120 samples of teachers. The investigator personally visited each sampled school to collect relevant data from the respondent teachers. The collected data are, than, converted into raw scores to apply statistical analysis. The results have been explained below.

**Table 1:** Mean Score of Teaching Aptitude of High School Teachers

Sl. No.	Area	Mean	Results
1.	Co-operative Nature	28.85	Very High
2.	Consideration	29.05	Very High
3.	Wide Interest and Scholarly Taste	28.73	Very High
4.	Fair Mindedness and Impartiality	28.73	Very High
5.	Moral Character and Discipline	29.29	Very High
6.	Optimistic Attitude	24.95	High
7.	Motivational Aspect	29.46	Very High
8.	Dynamic Personality	27.94	Very High
Total=		227.03	Very High

From the above table it is clearly reflected that except optimistic attitude, mean score of teaching aptitude of high school teachers in all categories is very high. In optimistic attitude aspect, mean score of high school teachers is high. Again very high mean score is found in case of overall teaching aptitude of high school teachers.

**Table 2:** Significance of difference in the Mean Scores of Teaching Aptitude of the High School Male and Female Teachers

Gender	N	Mean	S.D.	t-value	Remarks
Male Teachers	60	228.18	11.37	1.29	NS
Female Teachers	60	225.88	13.27		

It is evident from the table that Mean and Standard Deviation of male teachers in teaching aptitude are 228.18 and 11.37 respectively. Similarly the same for female teachers are 225.88 and 13.27 respectively. The obtained t-value 1.29 is less than the table value 1.96 at 0.05 level of significance. It indicates no significant difference in the mean scores of teaching aptitude of the male and female teachers of high school. Here, null hypothesis is accepted.

**Table 3:** Significance of difference in the Mean Scores of Teaching Aptitude of the Graduate and Post Graduate High School Teachers

Educational Level	N	Mean	S.D.	t-value	Remarks
Graduate Teachers	68	227.22	12.35	0.25	NS
Post Graduate Teachers	52	226.75	12.50		

It is evident from the table that Mean and Standard Deviation of graduate teachers in teaching aptitude are 227.22 and 12.35 respectively. Similarly the same for post graduate teachers are 226.75 and 12.50 respectively. The obtained t-value 0.25 is less than the table value 1.96 at 0.05 level of significance. It indicates no significant difference in the mean scores of teaching aptitude of the graduate and post graduate teachers of high school. Here, null hypothesis is accepted.

**Findings and Discussion**

Findings of this study are discussed under the following heads:

- a) Except optimistic attitude, mean score of teaching aptitude of high school teachers in all categories is very high. In optimistic attitude aspect, mean score of high school teachers is high. Again very high mean score is found in case of overall teaching aptitude of high school teachers.
- b) There exists no significant difference in the mean scores of teaching aptitude of the male and female teachers of high school. Male teachers' teaching aptitude is higher than female teachers. Nair (1974) <sup>[15]</sup>, Upadhyaya (1976) <sup>[21]</sup>, Sharma (1984)<sup>[19]</sup>, Reddy (2001) <sup>[18]</sup>, Ranganathan (2008) <sup>[17]</sup> and Augustine (2010) <sup>[2]</sup> found no significant difference in the teaching aptitude of men and women teachers, whereas Arun and Geetha (2006) <sup>[1]</sup> and Kuraishy and Ahamad (2010) <sup>[13]</sup> found a significant difference between men and women teachers with regard to the level of teaching aptitude.
- c) There exists no significant difference in the mean scores of teaching aptitude of the graduate and post graduate teachers of high school. Graduate teachers, teaching aptitude is higher than post graduate teachers.

**Suggestion**

On the basis of the findings of the study, relevant literature studied and observations made by the researcher during the study, a few recommendations are offered which may help in developing teaching aptitude of high school teachers.

- 1. Finding showed that majority of sample had average level of teaching aptitude. Hence necessary steps should be taken at the time of selection of the teachers. Only

those candidates should be selected who adopt this profession as their best choice taking it as a challenge and not as a last resort after losing in other fields of life.

2. Educational administrators are to adopt a selection criterion for the high teachers by giving weightage to the Test of Teaching Aptitude.

### Conclusion

The present investigation aimed to study teaching aptitude of high school teachers working in provincialised high schools. At the outset, the effect of gender and educational qualification was examined on the teaching aptitude of the high school teachers. Except optimistic attitude, teaching aptitude of high school teachers in all categories is very high. Gender and educational qualification were reported to have no significant main effects on the teaching aptitude of teachers. This study will help to open the door to a new and different venue for the study of teaching aptitude as only a small number of researches has been conducted in this topic in educational settings of Assam.

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