

**TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN
RELATION TO THEIR TEACHING APTITUDE**

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Abstract

The present study attempts to examine the relationship between teacher effectiveness and teaching aptitude of secondary school teachers. The investigator had taken sample of 200 secondary school teachers for this study. Descriptive survey method was used by the investigator. In order to find out the relationship among variables viz teacher effectiveness and teaching aptitude of the male and female secondary school teachers, the correlation technique was used. The major findings are that there is no significant difference on teacher effectiveness and teaching aptitude of male and female government secondary school teachers. It shows a positive correlation between teacher effectiveness and teaching aptitude among male secondary school teachers, but exist a negative correlation between teacher effectiveness and teaching aptitude among female secondary school teachers.

Key words: *Teacher effectiveness, teaching aptitude*

Introduction

Education makes a person to facilitate one's duties and responsibilities to the Nation, to the society to oneself, to the family, and help him to live a happy successful and meaningful life that inspires and leads the younger generation. Effective teaching can only be viewed in relation to effective learning. Mac Gilchrist, Myers and Reed (1997) emphasizes that effective teaching and learning constitute a pact between the teacher and the learner. They illustrate the contribution of teacher and learner towards effective teaching and learning in a diagrammatic representation. Ability is concerned with present. It indicates the combination of skills, habits and powers which an individual now has and which enables him to do something. Aptitude looks to the future and, on the basis of the habits, skills, and abilities that an individual now has, predicts what he, after training, may become and what success he can

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have in a given occupation or position. Aptitude refers to mental capacity, native or acquired. It is the part of person's mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training, or both. **Freeman, F.S. (1971)**, Describes aptitude as, "An aptitude is a combination of characteristics indicative of an individuals' capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as ability to speak a language, to become musician, to do mechanical work."

Review of related literature

Ghatvisave (2012) conducted a correlation between teacher's effectiveness and teaching Aptitude. He found that the teaching aptitude is correlated with teaching skills professional knowledge, emotions, value personality, participation in co-curricular activates and total teacher effectives and are significantly related with each others.

Setharman, & Rajasekhar (2013) conducted a study on teaching effectiveness of B.Ed. student teachers as related to their teaching aptitude and academic performance. They concluded that the teaching effectiveness of overall student teachers is average. But the teaching aptitude and academic performance was found below average. Hence they concluded that teacher effectiveness, teaching aptitude and academic performance are positively related to each other.

Hema & Nirmala (2014) conducted a study on teaching effectiveness of secondary grade school teachers. They found that secondary grade teachers have high teaching effectiveness in their classroom teaching. There is no significant difference between effectiveness of teaching among secondary grade teachers with respect to their demographic variables such as gender, locality, educational qualification. medium,age, income per month and family size, level of school ,grade of teachers, type of school, teaching experience and religion.

Upadhyaya (2014) conducted a study on teaching aptitude among B.Ed. Trainees. He found that no significant difference was found among B.Ed. Trainees respect to gender, stream science/Arts, type of institution on teaching aptitude.

Jain& Dahiya (2015) conducted a correlation study on teacher effectiveness and work motivation. They had concluded a significant correlation between teacher effectiveness and work motivation with respect to type of institute.

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Rani, (2016) conducted a study on teacher effectiveness in relation to their job satisfaction and occupation. She found that an effective teacher helps in achieving the desired outcome, but his effectiveness depends upon his adjustment with the environment and job satisfaction.

Sharma & Ahmad (2016) work out on teaching aptitude of prospective teachers in relation to their gender and educational background, when they measured and compared arts group with science group pupil teachers, pupil teachers do not differ significantly, but arts female prospective teachers have better teaching aptitude.

Singh(2017) conducted a study on aptitude and adjustment of senior secondary school teachers of Haryana. He concluded that all government and private schools, male and female teachers have acquired the same capacity of teaching aptitude. Both male and female senior secondary teachers have the same capacity of adjustment but it's not same for government and private school teachers. And it also shows that the degree of teaching aptitude is not influenced by the teacher's adjustment on the basis of gender and type of institute of senior secondary teaches.

Devendiran &Hema(2018) studied the teaching aptitude of prospective secondary teachers. They found no significant difference between fresher and previous year prospective teachers ,but a significant difference was found with respect to gender and stream of study.

Need and significance of the study

In this regard there is a need of systematic study of teacher effectiveness, and teaching aptitude among secondary school teachers for analyzing the context of teacher effectiveness, teaching aptitude is exhibited by the teachers. The teacher is the most important factor in the entire educational system. He is expected to produce intelligent citizens and responsible leaders. He has to handle the raw human and transform it into well-adjusted, well-informed and mentally healthy citizens who will successfully participate in matters of national and international importance. Good Teaching is complex and need to be documented and recognized in a number of ways. To ensure effective teaching-learning process, teachers should be well adjusted with the environment and have a good teaching aptitude. This observation let the investigator to study the teaching aptitude and teacher effectiveness of secondary school teachers.

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Objectives of the study

1. To examine the teacher effectiveness differentials between male and female secondary school teachers.
2. To examine the teaching aptitude differentials between male and female secondary school teachers.
3. To examine the relationship between teacher effectiveness and teaching aptitude of secondary school teachers.
4. To examine the relationship between teacher effectiveness and teaching aptitude of male secondary school teachers.
5. To examine the relationship between teacher effectiveness and teaching aptitude of female secondary school teachers.

Hypotheses of the study

1. There is no significant difference between male and female secondary school teachers on their teacher effectiveness.
2. There is no significant difference between male and female secondary school teachers on their teaching aptitude.
- 3 There exists no relationship between teacher effectiveness and teaching aptitude of secondary school teachers.
- 4 There exists no relationship between teacher effectiveness and teaching aptitude of male secondary school teachers.
- 5 There exists no relationship between teacher effectiveness and teaching aptitude of female secondary school teachers

Sample

The sample is the small proportion of the population, that is selected for interpretation and analysis. A sample of 200 government secondary school teachers was taken from 4 Districts of Haryana. The stratified Random sampling technique was used to select teachers.

Tools

After determining the sample of the study, the next step is to select suitable tool for the collection of data. Success of research depends upon various considerations such as the objectives of the study, personal competence of the investigator, score and interpret the

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results and reliability and validity of the scale. Taking all these factors into consideration the investigator used Student Rating of Teacher Effectiveness Scale (SROTES) by Shashi Kala Deshpandey and Teaching Aptitude Test (TAT) by Gakhar and Rajnish.

Statistical Techniques used

Mean, standard deviation. t-test were used to find out the significance of difference in the mean scores of teacher effectiveness and teaching aptitude of male and female secondary school teachers. In order to find out the relationship among variables viz. teacher effectiveness and teaching aptitude of the secondary school teachers, the correlation technique was used.

Table-1

Mean differentials on teacher effectiveness between male and female government secondary school teachers

Group	N	Mean	SD	t value	Level of significance
Male	100	158.09	18.63	0.481	not significant
Female	100	156.81	19.0		

Table 1 revealed that the mean scores of male and female government secondary teachers on teacher effectiveness are 158.09 and 156.81 respectively. The S.D. values are found to be 18.63 and 19 respectively. The 't' ratio for the difference between the mean scores of the two groups is 0.481. The observed 't' value is less than the table value both at 0.05 and 0.01 levels of significance. It indicates that the two groups have revealed no significant difference. In other words, there is significant difference in the teacher effectiveness of male and female government secondary teachers. Hence, the Ho there exists no significant difference between teacher effectiveness of the male and female Government secondary school teachers is accepted.

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Table-2

Mean differentials on teaching aptitude between male and female government secondary school teachers

Group	N	Mean	SD	t value	Level of significance
Male	100	27.48	2.74	0.6130	Not significant
Female	100	26.79	4.25		

Table-2 revealed that the mean scores of male and female government secondary teachers on teaching aptitude are 27.48 and 26.79 respectively. The S.D. values are found to be 2.74 and 4.25 respectively. The 't' ratio for the difference between the mean scores of the two groups is 0.613. The observed 't' value is less than the table value both at 0.05 and 0.01 levels of significance. It indicates that the two groups have revealed no significant difference. In other words, there is significant difference in the teaching aptitude of male and female government secondary teachers. Hence, the H_0 there exists no significant difference between teaching aptitude of male and female Government secondary school teachers is accepted.

Table-3

Correlation among teacher effectiveness and teaching aptitude of secondary school teachers

Variable	n	r
Teacher Effectiveness	200	0.1153
Teaching Aptitude		

Table-3 revealed that the co-efficient of correlation between teacher effectiveness and Teaching aptitude of the secondary teachers was found to be 0.1153 which is less than the table value both at .05 and .01 levels. It indicates that there is a significant relationship between teacher effectiveness and teaching aptitude of secondary teachers. Hence, H_0 i.e. there exists no relationship between teacher effectiveness and teaching aptitude and secondary teacher is rejected.

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Table-4

Correlation among teacher effectiveness and teaching aptitude of male government secondary school teachers

Variable	n	r
Teacher Effectiveness	100	0.388
Teaching Aptitude		

Table-4 revealed that the co-efficient of correlation between teacher effectiveness and Teaching aptitude of male secondary teachers was found to be 0.388 which is less than the table value both at .05 and .01 levels. It indicates that there is a significant relationship between teacher effectiveness and teaching aptitude of male secondary teachers. Hence, H_0 i.e. there exists no relationship between teacher effectiveness and teaching aptitude of male secondary school teacher is rejected.

Table-5

Correlation among teacher effectiveness and teaching aptitude of female government secondary school teachers

Variable	n	r
Teacher Effectiveness	100	-0.050
Teaching Aptitude		

Table-5 revealed that the co-efficient of correlation between teacher effectiveness and Teaching aptitude of female secondary teachers was found to be- 0.050 which is less than the table value both at .05 and .01 levels. It indicates that there is a negative relationship between teacher effectiveness and teaching aptitude of female secondary school teachers. Hence, H_0 i.e. there exists no relationship between teacher effectiveness and teaching aptitude of female secondary school teacher is accepted.

Main findings of the study

1. There exists no significant difference was found between teacher effectiveness and teaching aptitude of male and female government secondary school teachers.

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2. There exists a positive relationship between teacher effectiveness and teaching aptitude as well as a positive correlation was also found on male secondary school teachers. But a negative correlation was found between teacher effectiveness and teaching aptitude of female secondary school teachers.

Educational Implications: The success of any educational process depends upon teacher effectiveness and teaching aptitude and many more factors. An effective teacher is necessary for educational improvement and teaching aptitude is the major determinant of teacher effectiveness. Teaching aptitude refers the qualities, traits and skills pertaining to teaching which a person possesses naturally or acquires through self effort. The effectiveness of education depend upon quantity and quality of teachers working in any institute. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

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