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TEACHING APTITUDE AMONG THE SCHOOL TEACHERS OF UPPER SIANG DISTRICT IN ARUNACHAL PRADESH: A COMPARATIVE STUDY OF ASSISTANT AND JUNIOR TEACHERS

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ABSTRACT

Education is to change the behavior pattern of the learners to a positive direction. In this connection, teaching aptitude plays a significant role and therefore the present study attempted to investigate teaching aptitude among the school teachers. Based on the requirement, a sample of 15 Primary School teachers (Assistant teacher) and 24 Secondary school teachers (Junior teachers) of Upper Siang district were selected and the Tool used was designed and developed by 1). Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for investigation of Teaching aptitude. Analysis and interpretation was done with the statistical techniques such as mean, standard deviation, and t-test. The findings of the study revealed that, there exists no significant difference in the Teaching Aptitude among Assistant Male and Junior Male Teachers and Assistant Female and Junior Female Teachers of Upper Siang district of Arunachal Pradesh. Besides, Male Junior Teachers are better in their teaching aptitude than their counterparts as Male Assistant Teachers and Female Junior Teachers are better in their teaching aptitude than the Female Assistant Teachers in Upper Siang district, Arunachal Pradesh. Overall, there is a significant difference in the Teaching Aptitude at 0.05 level of confidence and there exists no significant difference at 0.01 level of confidence between the Assistant and Junior teachers of Upper Siang district, Arunachal Pradesh.

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INTRODUCTION

'Teaching Aptitude' understood by Traxler (1957) as, "a condition, a quality, or a set of qualities in an individual which he will be able to acquire, under suitable training, some knowledge, skill, or composite of knowledge and skill such as ability to contribute to art or music, mechanical ability, mathematical ability, or ability to read and speak a foreign language" is one of the most important indicator of students' learning or academic achievement among the students. Indian education system somehow is ineffective and inefficient in measuring its significance. Likewise, many of the teachers in India are unaware of the importance of teaching aptitude. Moreover, education is not a process which is confined to the processes of schools or academic achievements of the learners. It is a tool which indicates the 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. In short, education is to change the behavior pattern of the learners to a positive direction. In this connection, teaching aptitude plays a great role and therefore, it is to be studied among the individuals who wish to be a teacher of any nation. Sharma (1971) had explained that teaching aptitude is one of the sound predictors of teacher effectiveness. Saharan & Shetty (2001) explained that male teachers had low aptitude compare to female and teachers above 40 years of age had higher teaching aptitude than teachers of ages below 40 years. The study of Singh (2015) found that there is no significant difference in teaching aptitude of male and female B.Ed teacher trainees but teaching aptitude of arts and science B.Ed teacher trainees differ significantly. Astonishingly, some of the previous studies in the same district (Upper Siang) of Arunachal Pradesh had found out that teachers of 10+2 are high in teaching aptitude although the academic achievements among the students in this district are poor. Thereafter, a curiosity remained in the investigators for finding out the teaching aptitude of Assistant

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and Junior teachers of Upper Siang district, Arunachal Pradesh and thereby the study was attempted.

Review of related literature

A few studies relating to Teaching Aptitude and Teaching Interest have been sighted. Adval (1952) in a study found that female teacher trainees are comparatively having greater teaching aptitude than the male teacher trainees. Kadijevich. (2008) studied teacher's interest to achieve educational technology standards ("Interest") in terms of their computer attitude ("Attitude"), computer experience ("Experience") and professional support to achieve these standard offered to them from their institutions ("Support"). The researcher concluded that to improve "Interest", we need to improve "Attitude" by means of "Experience." 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) yet in another study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

Objectives of the study

- To display the overall compared structure of Teaching Aptitude between Assistant and Junior Teachers of Upper Siang district in Arunachal Pradesh.
- To compare the Teaching Aptitude of Male Assistant Teachers and Male Junior Teachers of Upper Siang district in Arunachal Pradesh.
- To compare the Teaching Aptitude of Female Assistant Teachers and Female Junior Teachers of Upper Siang district in Arunachal Pradesh.

H02: There is no significant difference in Teaching Aptitude between Assistant Male Teachers and Junior Male Teachers of Upper Siang district in Arunachal Pradesh.

H03: There is no significant difference in Teaching Aptitude between Assistant Female Teachers and Junior Female Teachers of Upper Siang district in Arunachal Pradesh.

Methodology of the study

- **Method:** Normative Survey method of educational research was used.
- **Population:** The entire Primary and Secondary School Teachers of Upper Siang district in Arunachal Pradesh.
- **Sample:** Simple random sampling technique was used and 15 Primary School teachers (Assistant teachers) and 24 Secondary school teachers (Junior teachers) of Upper Siang district, Arunachal Pradesh were selected as a sample of the present study.

Tool used

The standardized tool designed by 1). Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for Teaching aptitude was used.

Statistical Analysis

In order to derive the findings correctly, Measures of Central Tendency, Measures of Variability and t-test were applied.

Analysis and Interpretation

Findings of Objective 1 & H01

Interpretation: With the computed scores displayed in the above table, it can be observed that the Computed value 2.30 is more than the t-Criteria value 2.02 at 0.05 level but it is less

Table 1. Summary of the computed scores for Teaching Aptitude among Assistant and Junior Teachers of Upper Siang district, A.P

| TEACHING APTITUDE | | | | | | | |
|--------------------|----|-------|------|-------|--------------------|----------------|-----------------------------|
| Teachers | N | M | S.D. | S.E.D | Criteria t-Value | Computed Value | Remarks |
| Assistant Teachers | 15 | 13.19 | 2.79 | | 2.02 (0.05) & 2.71 | | Significant at 0.05 level & |
| Junior Teachers | 24 | 15.0 | 1.50 | 0.782 | (0.01) | 2.30 | Insignificant at 0.01 level |

Table 2. Summary of the computed scores for Teaching Aptitude among Assistant Male and Junior Male Teachers of Upper Siang district, A.P

| TEACHING APTITUDE | | | | | | | |
|-------------------------|---|-------|------|-------|---------------------------|----------------|---------------------------|
| Teachers | N | M | S.D. | S.E.D | Criteria t-Value | Computed Value | Remarks |
| Male Assistant Teachers | 7 | 13.42 | 2.96 | | | | Not Significant at 0.05 & |
| Male Junior Teachers | 9 | 15.99 | 1.41 | 1.214 | 2.14 (0.05) & 2.98 (0.01) | 2.11 | 0.01 levels |

Table 3: Summary of the computed scores for Teaching Aptitude among Assistant Female and Junior Female Teachers of Upper Siang district, A.P.

| TEACHING APTITUDE | | | | | | | |
|---------------------------|----|-------|------|-------|---------------------------|----------------|---------------------------|
| Teachers | N | M | S.D. | S.E.D | Criteria t-Value | Computed Value | Remarks |
| Female Assistant Teachers | 8 | 13.75 | 2.48 | | | | Not Significant at 0.05 & |
| Female Junior Teachers | 15 | 15.60 | 1.49 | 0.957 | 2.08 (0.05) & 2.83 (0.01) | 1.93 | 0.01 levels |

Hypotheses of the study

H0₁: There is no significant difference in Teaching Aptitude between Assistant and Junior Teachers of Upper Siang district in Arunachal Pradesh.

than the t-Criteria value 2.71 at 0.01 level of confidence for 37 df. The null hypothesis 1 is therefore rejected at 0.05 level and accepted at 0.01 level of confidence. In the light of this, it can be concluded that there is a significant difference in the Teaching Aptitude at 0.05 level of confidence whereas, there exists no significant difference at 0.05 level of confidence

between the Assistant and Junior teachers of Upper Siang district, Arunachal Pradesh. Junior teachers of this district have more (or slightly more) teaching aptitude than the Assistant teachers.

Findings of Objective 2 & Hypothesis 2

Interpretation: The computed value for Teaching Aptitude between Assistant Male and Junior Male teachers of Upper Siang district came out to be 2.11 which is less than the Criteria t- value 2.14 & 2.98 at 0.05 & 0.01 level of confidence respectively for 14 df. Therefore, the null hypothesis 2 is accepted and that there exists no significant difference in the Teaching Aptitude among Assistant Male and Junior Male Teachers of Upper Siang district of Arunachal Pradesh. Furthermore, Male Junior Teachers are better in their teaching aptitude than their counterparts as Male Assistant Teachers with the difference of 2.57.

Findings of Objective 2 & Hypothesis 2:

Interpretation: The calculated t-value 1.93 is less than the table value 2.08 at 0.05 level and 2.83 at 0.01 level of confidence for 21 df. Hence, the null hypothesis is accepted in both the levels of confidence. Therefore, it can be concluded that there exists no significant difference in the Teaching Aptitude among Assistant Female and Junior Female Teachers of Upper Siang district of Arunachal Pradesh. Besides, Female Junior Teachers are better in their teaching aptitude than the Female Assistant Teachers in Upper Siang district, Arunachal Pradesh.

DISCUSSION AND CONCLUSION

Out of the three hypotheses, two were accepted at both the levels of confidence (0.05 & 0.01) but the first hypothesis was rejected at 0.05 level and accepted at 0.01 level of confidence. The hypotheses that were accepted have proved that there exists no significant difference in the Teaching Aptitude among Assistant Male and Junior Male Teachers of Upper Siang district of Arunachal Pradesh and that there exists no significant difference in the Teaching Aptitude among Assistant Female and Junior Female Teachers of Upper Siang district of Arunachal Pradesh. Besides, Male Junior Teachers are better in their teaching aptitude than their counterparts as Male Assistant Teachers and Female Junior Teachers are better in their teaching aptitude than the Female Assistant Teachers in Upper Siang district, Arunachal Pradesh. Moreover, the null hypothesis 1 which was rejected at 0.05 level and accepted at 0.01 level of confidence showed that there is a significant difference in the Teaching Aptitude at 0.05 level of confidence and there exists no significant difference at 0.01 level of confidence between the Assistant and Junior teachers of Upper Siang district, Arunachal Pradesh.

It is very interesting to note that, teaching aptitude is somehow higher among the Junior teachers in this district irrespective of gender difference as both male and female Junior teachers have scored more than the male and female Assistant teachers. It may be due to the fact that most of the junior teachers are having higher educational qualifications compare to the assistant teachers and that, junior teachers are given better training/ teacher education than the assistant teachers. However, both junior and assistant teachers in the district are not very high in teaching aptitude as their mean scores are below 50% of the total scores. Therefore, every teacher recruitment process should take the responsibility of recruiting the teachers of high teaching aptitude in order to bring change in the country.

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