

## RELATIONSHIP BETWEEN TEACHING APTITUDE AND TEACHING EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS

Y.Dhanaraju<sup>1</sup> & Dr. D.Bhaskara Rao<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, Acharya Nagarjuna University, Andhra Pradesh, India

<sup>2</sup> Principal, RVR College of Education, Guntur & Research Supervisor, Department of Education, Acharya Nagarjuna University, Andhra Pradesh, India

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### ABSTRACT

The Education Commission (1964-1966) stated, "The destiny of India is being shaped in her classroom. To that point, it may be safely added that the teachers shape the future of these classrooms. The flywheel of the entire educational apparatus is the instructor. Without the right infusion of the teacher's breath, life, and spirit into current school plans, the best tools, the newest new media, or the most innovative techniques will remain extinct. In this study, a random sample methodology has been used. The study sample consisted of 600 primary school teachers from the Guntur district of Andhra Pradesh. 300 of them were male, and 300 were female primary teachers. Out of 600 primary school teachers, 300 were from the urban area, and 300 were from the rural area, according to location. To determine whether there is a difference between the dependent and significant independent variables, the *t*-test and one-way "Analysis of Variance" (ANOVA) were used. Results of the study say that there is a significant positive relationship between teaching aptitude and the teaching effectiveness of primary school teachers.

**KEYWORDS:** Teaching Aptitude, Teaching Effectiveness, Relationship, Teachers.

### INTRODUCTION

One of the virtuous vocations is teaching. In real life, though, most people choose to become teachers instead of going into education. The status that teachers receive in society may be the cause. Even though teaching is one of the best jobs, it is not as well known in our country as engineering, management, or medicine. The general public has a pretty pessimistic view of teaching. To succeed, every professional, including a teacher, must have a good attitude towards their work.

Nevertheless, we can still not recruit the brightest minds to the teaching profession. However, when young people are questioned, very few say they would like to become teachers; instead, they may choose careers in administration, engineering, or medicine. So, the researcher's idea to study how well potential teachers could teach came to him in a flash of inspiration. People often say that destroying a country's education system is the fastest way to bring it down.

Any nation's educational system is thought to be its foundation. The researcher believes that a teacher's ability to do the job well is one of the essential parts of good teaching. Aptitude is affected by many factors, such as gender, social class, age, academic standing, the field of study, and previous work experience. So, the researcher was interested in seeing if there was a link between a primary school teacher's ability and interest in teaching and how well they did their job. With the help of the demographic factors discussed in the following few paragraphs, this study aims to find out what makes

primary school teachers good at what they do

## REVIEW OF RELATED LITERATURE

**Kanchana Devi and Surender Kumar Sharma (2017)** conducted "A Study of Teaching Aptitude and Attitude of prospective Primary School Teachers towards Teaching Profession in relation to their Gender, Type of Institution and stream of Study." The sample is taken from Government and Private Institutions (DIETs) of Junior essential teacher training colleges in Himachal Pradesh in an equal ratio of 320 each. The study found a significant difference in the attitudes of male and female and arts/science stream prospective primary school teachers towards the teaching profession.

**Singh, J.D. and Satinder Kaur (2018)** conducted "A Study of Teaching Aptitude of Teacher Trainees concerning Sex, Intelligence and Educational action of Malwa region in Punjab." The descriptive Survey technique of analysis has been used. The study was conducted over a random sample of 600 teacher trainees (300 males and three hundred females). They are teaching ability test Battery by Sharma, Singh. R.P. was used. The outcome shows that in the teaching capacity of potential scholars, there is no essential difference in the resulting interaction of education and intelligence.

**Thangarajan, M. (2018)** conducted a study on the "Relationship between Teacher Attitude and Teaching Aptitude of Prospective Secondary School Teachers." It was found that teaching attitude and aptitude have a significant positive correlation. Academic qualifications do not significantly influence the relationship between the attitude and aptitude of prospective secondary school teachers. The methodology opted does not considerably influence the relationship between the teaching attitude and teaching aptitude of future secondary school teachers.

**Rita, A. (2018)** recommended that imminent educators positively connect their dimension of objectives and teaching aptitudes. By breaking down the actual outcomes, the scientist discovered that there was a high huge and positive connection between encouraging fitness and the dimension of yearning, demonstrating the significance of correspondence expertise, insight and social warmth, and so on; these factors amid the instructor instructional class. It was discovered that every one of the factors of teaching inclination is sure and critically identified with the dimension of desires of forthcoming educators.

**Hare Krushna Part and Benjon Kumba (2019)** conducted a study to know the levels of "Teaching Aptitude of B.Ed. Student-Teachers of the Institute of Advance Studies in Education and College of Teacher Education in Odisha." In this regard, the sample was only 180 student teachers from six institutions. For them, teaching aptitude was administered through the tool developed by Singh and Sharma. It was found that no student teacher could qualify for a high teaching aptitude level, and the mean scores of teaching aptitude of female trainees were more than male trainees in rural and urban schools.

## RESEARCH METHODOLOGY

### Title of the Study

The present study entitles "A study of the relationship among Teaching aptitude, Interest in teaching in relation to teacher effectiveness of primary school Teachers."

### Research Questions

- What is the impact of teaching aptitude of primary school teachers?
- What is the impact of interest in teaching of primary school teachers?
- What is the impact of teacher effectiveness on primary school teachers?
- Is there any relation between teaching aptitude and interest in teaching among primary school teachers?
- Do the demographical variables impact teaching aptitude, interest in teaching, and teacher effectiveness of primary school teachers?

### **Operational definition of the study**

Essential terms or technical words should be defined very clearly. The operational definition of a term is more important than merely its dictionary meaning.

### **OBJECTIVES OF THE STUDY**

The following objectives are framed for the present study by the researcher.

1. To find out the teaching aptitude of primary school teachers and to classify them.
2. To find out the teaching aptitude of the primary school teachers with respect to the following components.
  - a. Teaching profession
  - b. Interest towards Students
  - c. Social Contacts
  - d. Innovations Regarding Activities of the School
  - e. Professional Ethics
  - f. Teaching Potentiality and Current Knowledge Preliminary
3. To find out the influence of the following demographic variables on the teaching aptitude of the teachers.
  - a) Gender
  - b) Locality of the school
  - c) Type of institute
  - d) Type of school
  - e) Level of professional qualification
  - f) Subject Dealing
  - g) Age
  - h) Experience
  - i) marital status

4. To find out the interest in teaching of the primary school teachers and to classify them.
5. To find out the influence of interest in teaching of primary school teachers with respect to the following components.
  - a) Aptitude for teaching
  - b) Intellect
  - c) Attitude towards children
  - d) Interest in teaching
  - e) Sincerity
  - f) Self-acceptance
  - g) Knowledge of children
  - h) Knowledge of the subject matter
  - i) Professional growth and personality
6. To find out the influence of the following demographic variables on the interest in teaching of primary school teachers.
  - a) Gender
  - b) Locality of the school
  - c) Type of institute.
  - d) Type of school
  - e) Level of professional qualification
  - f) Subject Dealing.
  - g) Age
  - h) Experience
  - i) marital status.
7. To find out the teacher effectiveness of the primary school teachers and to classify them.
8. To find out the teacher effectiveness of the primary school teachers with respect to the following components.
  - a) Preparation and planning for teaching
  - b) Classroom management
  - c) Knowledge of subject matter
  - d) Teacher characteristics

- e) Interpersonal relations
9. To find out the influence of the following demographic variables on the teacher effectiveness of primary school teachers.
    1. Gender
    2. Locality of the school
    3. Type of institute.
    4. Type of school
    5. Level of professional qualification
    6. Subject Dealing.
    7. Age
    8. Experience
    9. marital status.
  10. To find out the relationship between teaching aptitude and interest in teaching of the primary school teachers.
  11. To find out the relationship between teaching aptitude and teacher's effectiveness of primary school teachers.
  12. To find out the relationship between interest in teaching and teacher effectiveness of primary school teachers.

## **HYPOTHESES OF THE STUDY**

The following null hypotheses were formulated for testing.

- **Hypothesis 1:** Primary school teachers are possessing high teaching aptitude.
- **Hypothesis 1A:** There would be no significant difference between male and female of the primary school teachers in their teaching aptitude.
- **Hypothesis 1B:** There would be no significant difference between rural and urban of the primary school teachers in their teaching aptitude.
- **Hypothesis 1C:** There would be no significant between the Government and Private of the primary school teachers in their teaching aptitude.
- **Hypothesis 1D:** There would be no significant difference between the residential and non-residential of the primary school teachers in their teaching aptitude.
- **Hypothesis 1E:** There would be no significant difference between D.Ed and B.Ed of the qualified primary school teachers in their teaching aptitude.
- **Hypothesis 1F:** There would be no significant difference between Mathematics, science, and arts subjects' of the primary school teachers in their teaching aptitude.

- **Hypothesis 1G:** There would be no significant difference between ages below 40 and above 40 years of the primary school teachers in their teaching aptitude.
- **Hypothesis 1H:** There would be no significant difference between the primary school teachers' teaching aptitude and the above 20 years and below 20 years of teaching experience.
- **Hypothesis 1I:** There would be no significant difference between married and un married of the primary school teachers in their teaching aptitude.
- **Hypothesis 2:** Primary school teachers possess a high interest in teaching.
- **Hypothesis 2A:** There would be no significant difference between male and female of the primary school teachers in their interest in teaching.
- **Hypothesis 2B:** There would be no significant difference between rural and urban of the primary school teachers in their interest in teaching.
- **Hypothesis 2C:** There would be no significant between the Government and Private of the primary school teachers in their interest in teaching.
- **Hypothesis 2D:** There would be no significant difference between residential and non-residential of the primary school teachers in their interest in teaching.
- **Hypothesis 2E:** There would be no significant difference between D.Ed and B.Ed qualified primary school teachers in their interest in teaching.
- **Hypothesis 2F:** There would be no significant difference between Mathematics, science, and arts, subject of the primary school teachers in their interest in teaching.
- **Hypothesis 2G:** There would be no significant difference between ages below 40 and above 40 years of the primary school teachers in their interest in teaching.
- **Hypothesis 2H:** There would be no significant difference between the above 20 years and below 20 years of teaching experience of the primary school teachers in their interest in teaching.
- **Hypothesis 2I:** There would be no significant difference between married and unmarried of the primary school teachers in their interest in teaching.
- **Hypothesis 3:** Primary school teachers are possessing high teacher effectiveness.
- **Hypothesis 3A:** There would be no significant difference between male and female of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3B:** There would be no significant difference between rural and urban of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3C:** There would be no significant between the Government and Private of the primary school teachers in their teaching effectiveness.

- **Hypothesis 3D:** There would be no significant difference between the residential and non-residential of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3E:** There would be no significant difference between D.Ed and B.Ed qualified of the primary school teachers in their teacher effectiveness.
- **Hypothesis 3F:** There would be no significant difference between Mathematics, science, and arts, subject's primary school teachers in their teacher effectiveness.
- **Hypothesis 3G:** There would be no significant difference between ages below 40, and above 40 years of the primary school teachers in their teacher effectiveness.
- **Hypothesis 3H:** There would be no significant difference between above 20 years and below 20 years of teaching experience in the primary school teachers in their teaching effectiveness.
- **Hypothesis 3I:** There would be no significant difference between married and unmarried of the primary school teachers in their teacher effectiveness.
- **Hypothesis 4:** There would be no significant relationship between teaching aptitude and interest in teaching of the primary school teachers.
- **Hypothesis 5:** There would be no significant relationship between teaching aptitude and teacher effectiveness in primary school teachers.
- **Hypothesis 6:** There would be no significant relationship between interest in teaching and the teacher effectiveness of the primary school teachers.

## **VARIABLES OF STUDY**

### **A. Independent Variables**

1. Teaching aptitude
2. Interest in teaching

### **B. Dependent Variable**

3. Teacher effectiveness

### **C. Demographic Variables**

4. Gender
5. The locality of the school
6. Type of institute
7. Type of school
8. Level of professional qualification
9. Subject Dealing

10. Age
11. Experience
12. Marital status

## **METHOD OF THE STUDY**

The aspects of observation, planning, the technique to be followed, and its description and analysis of what occurs under particular circumstances are all included in the entire research project. The researcher chose the normative survey method for the current investigation.

### **The Population of the Study**

"Any group of people with one or more traits they share that are relevant to the research is referred to as a population. The population could be the entire group of people that fit a certain type or a more statistical aspect of the work." (1977, John W. Best). The totality of all objects with a given set of distinctive qualities, known as the population or universe, is what the sample is attempting to infer from. All primary school teachers from the Guntur district of Andhra Pradesh who work in public, private, and government institutions make up the study's population.

### **Scope of the Study**

The 600 primary school teachers in the Andhra Pradesh district of Guntur were the subjects of the current study, which examined several aspects of the relationship between teaching aptitude, interest in teaching, and teacher effectiveness. Numerous demographic factors, including gender, location of the school, type of institute, type of school, level of professional qualification, age, experience, subject matter, and marital status, have been identified in this study and are anticipated to have an impact on primary school teachers' teaching aptitude, interest in the subject matter, and effectiveness.

### **Sample for the Study**

Simply put, a sample is a portion of the population. The sample must be a suitable size for statistical analysis and be representative of the population from which it was taken. There are 600 primary school teachers from the Guntur district of Andhra Pradesh working in public and private schools. The random sampling technique was used to choose the sample. The procedures used to choose samples from a population typically require a rigorous approach because the sample will aid in testing a population-related hypothesis. The purest type of probability sampling is random sampling. Each person in the population has a known, equal chance of being chosen. Techniques for random sampling were used to choose the sample. 600 teachers from the Guntur district of Andhra Pradesh are included in the sample.

### **Tools of the Study**

For the successful completion of the investigation, we need specific tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

1. Teaching Aptitude Test (TAT) standardized by Gakhar and Rajnish (2010).
2. Interest in Teaching Scale was constructed and standardized by S.B. Kakkar. (KITS, 2011)

3. Teacher Effectiveness Scale (KTES) standardized by Umme Kulsum (2011)

## DATA ANALYSIS

### Whole sample of data analysis of teaching aptitude of the primary school teachers

**Objective 1:** To find out the teaching aptitude of the primary school teachers and to classify them. In the above objective, the samples' scores were calculated to arrive at the Mean, Standard deviation, and % of the sample's mean. The results are as follows in Table 4.1

**Table.4.1: Whole Sample data Analysis in Teaching Aptitude**

Whole	Mean	SD	% of mean	1/5 <sup>th</sup> of Mean
600	24.80	9.54	70.85	4.96

### Interpretation

As per the whole sample in teaching aptitude, all primary school teachers fall under the above average in their Teaching aptitude.

### Classification in Teaching Aptitude of Primary School Teachers

The mean and standard deviation for the entire group were computed on the scores referring to the Teaching aptitude of the primary school teachers. The overall sample's mean and standard deviation percentages are 24.80 and 9.54, respectively.

**Table 4.2: Classification in Teaching Aptitude of the Primary School Teachers**

Classification	No	% of mean
Low	47	7.83%
Moderate	430	55%
High	223	37.16%

### Interpretation

Table (4.2) results reveal that most primary school teachers have a moderate level of teaching aptitude. As for the table values, 55% of primary school teachers have a moderate level of Teaching aptitude.

### 4.3 Area Wise Analysis in Teaching Aptitude of Primary School Teachers

**Objective 2:** To find out the teaching aptitude of the primary school teachers with respect to the following components.

- Teaching profession.
- Interest towards Students,
- Social Contacts,
- Innovations Regarding Activities of the School
- Professional Ethics,
- Teaching Potentiality and Current Knowledge Preliminary

**Table 4.3: Area Wise Analysis in Teaching Aptitude of Primary School Teachers**

Area	Mean	SD	% of mean	Order
Area 1	2.79	2.18	46.5	VI
Area 2	3.81	1.99	63.5	III
Area 3	3.32	1.73	55.33	V
Area 4	3.91	1.69	65.16	I
Area 5	3.54	2.15	59	IV
Area 6	4.47	1.09	63.85	II

**Interpretation**

From the above table (4.3), it is found that in all areas of teaching aptitude of primary school teachers, the highest level of teaching aptitude is Innovations Regarding Activities of the School (65.16), and the lowest area is teaching profession(46.5) in their teaching aptitude of primary school teachers.

**Whole Sample of Data Analysis in Teacher Effectiveness of Primary School Teachers**

**Objective 7:** To find out the teacher effectiveness of the primary school teachers and to classify them. In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation, and % of the mean of the sample. The results are as follows in Table 4.25.

**Table 4.25: Whole sample of data analysis in teacher effectiveness**

Whole	Mean	SD	% of mean	1/5th of Mean
600	192.78	10.84	64.26	38.55

**Interpretation**

As per the whole sample in Teacher effectiveness, all primary school teachers fall under the above average in their Teacher effectiveness.

**Classification In Teacher Effectiveness of the Primary School Teachers**

The mean and standard deviation for the entire group were computed on the scores referring to the Teaching aptitude of the primary school teachers. The overall sample's mean and standard deviation percentages are 192.78 and 10.84, respectively.

**Table.4.26: Classification in Teacher Effectiveness of the Primary School Teachers**

Classification	No	% of mean
Low	81	13.55%
Moderate	363	60.5%
High	156	26%

**Interpretation**

Table (4.26) results reveal that most primary school teachers have a moderate level of teacher effectiveness. As for the table values, 60.5% of primary school teachers have a moderate level of Teacher effectiveness.

**Area Wise Analysis in Teaching Aptitude of Primary School Teachers**

**Table 4.27: Area Wise Analysis in Teacher Effectiveness**

Area	Mean	SD	% of mean	Order
Area 1	32.5	1.98	59.09	IV
Area 2	44.8	2.78	64	III
Area 3	24.57	1.92	70.2	I
Area 4	59.19	1.99	69.63	II
Area 5	31.72	2.17	57.67	V

**Interpretation**

From the above table (4.27), it is found that in all areas of Teacher effectiveness of primary school teachers, the highest place in Teacher effectiveness is 'knowledge of subject matter' 70.2, and the lowest area is 'Interpersonal relations' 57.67 in their Teacher effectiveness of primary school teachers.

**Hypothesis 5:** There would be no significant relationship between teaching aptitude and teacher effectiveness of the primary school teachers.

**Table 4.38: Correlation Between Teaching Aptitude and Teacher Effectiveness**

Variable	N	Df	'r'
Teaching aptitude	600	598	0.915*
Teaching effectiveness	600		

Significant at 0.05 levels.

**Interpretation**

The computed Correlation value (r) for teaching aptitude and teacher effectiveness is 0.915, as can be shown in Table (4.38). At a threshold of significance of 0.05, the estimated r-value exceeds the value in the table. Therefore, hypothesis (5) is disproved. The findings show a strong correlation between primary school teachers' teacher effectiveness and their aptitude for teaching.

**Strong Relationship between Teaching Aptitude and Interest in Teaching**

The result from the correlation is that there is a significant positive relationship between teaching aptitude and interest in teaching, and it is related to who should have teaching aptitudes and an interest in teaching, particularly that the type of primary school teacher should be perfect in effective teaching. An effective teacher should follow these characteristics; the most effective teachers come to class each day ready to teach that day's lesson. He had an optimistic attitude about teaching and his students; he believed every student could be successful.

Effective educators use creative and resourceful teaching strategies. The best teachers are personable and friendly, handle pupils fairly, and grade assignments. The best teachers are concerned about their students' concerns and are able to relate to them. They also have a knack of making pupils feel at home and at ease in their classrooms. Numerous examples show how sensitive and kind teachers had a deep and enduring impact on their students. He makes learning enjoyable and

does not take anything too seriously. The best instructors avoid purposely embarrassing their pupils. The most respected teachers are held in the highest regard.

### EDUCATIONAL IMPLICATIONS

1. The head of the institution and the management of the private school should encourage teachers by appreciating their teaching and other activities in the school. By giving awards and a word of appreciation, the teachers become more sincere and hard-working, and active involve in teaching.
2. Schedule to be planned and followed strictly by the teachers. There should be sharing of responsibilities, and teachers' workload should be uniform. Extra work, if any, should be shared among teachers equally according to their interests and ability.
3. The management should encourage teachers to arrange invited special lectures from experts in the field to develop professional efficiency among the school teachers.
4. The teachers should be permitted to attend seminars and symposia held internally or outside the campus. This would help teachers to be more academic and fresh with new knowledge and ideas.
5. There should be a positive approach to school activities and a friendly approach among teachers, heads of institutions, and management, which would help create a knowledge-based society.
6. Modern teaching aids should be used to communicate knowledge to create interest in teaching and learning. Knowledge of information technology, remedial courses, discipline-oriented programs, and job involvement techniques can motivate teachers and students to be abreast with the latest developments in every discipline.
7. Parent- Teacher interaction, meetings of the alums, guidance and counseling programs are to be conducted regularly to initiate good rapport among teachers, students, and parents to chalk out meaningful programs for the institution's development.
8. Science exhibitions should be arranged every year, the teachers and students should participate, and students should be encouraged to represent at district and state-level exhibition competitions. This will improve the scientific attitude and develop the level of creativity among students. Through these activities, the science teacher will get a good achievement record.
9. As teachers occupy a prestigious position in students' minds, the teachers should be more responsible and act as role models. The subject knowledge, teaching ability, way of handling classes, punctuality, dress code, and discipline of a teacher would greatly influence and mold the students to become responsible citizens of the country.
10. Teachers should be conscious of their speech and not allow their first language to interfere when speaking in English. Vocabulary can be taught through various interesting games like Name game, Guess the word, etc., enabling the students to learn English with interest. Prose, Poetry, and other subjects can be taught by using techniques like teaching by Demonstration, teaching using pictures, etc.
11. The Audio-lingual method brought new insights into theory and practice and gained much popularity. As the studies prove, a positive indication is present when the learner's attention is directed to the target language form

while he negotiates meaning in a text.

12. Teaching learning process promotes group activities and using Interactive Whiteboards. The Interactive Whiteboards enable students to engage in group discussions by freeing them from individual note-taking. Then the teacher can use multimedia resources like graphics and animations, pictures, films, presentation tools, etc. Using these resources helps the students learn at their own pace, increasing their cognitive, affective, and psychomotor domains.

## CONCLUSIONS

In this present study is “A study of the relationship among Teaching aptitude, Interest in teaching in relation to teacher effectiveness of primary school Teachers” The investigator found a positive relationship between teaching aptitude and interest in teaching, and Teacher Effectiveness. In this research paper, the researcher gave significant findings on teaching aptitude and interest in teaching and teacher effectiveness of primary school teachers, including Conclusions, suggestions and teachers, and limitations. He described the problems, and further research is suggested.

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