



INFLUENCE OF MAJOR SUBJECT ON TEACHING APTITUDE AND ITS DIMENSIONS OF HIGH SCHOOL TEACHERS

N. Ramesh¹ and Dr. C. Anbuchelvan²

¹Ph.D. Research Scholar (Part-Time), Alagappa University College of Education, Alagappapuram, Karaikudi, Tamilnadu, India.

²Assistant Professor & Research Guide, Alagappa University College of Education, Alagappapuram, Karaikudi, Tamilnadu, India.

ABSTRACT:

A teacher requires best aptitude in teaching and other psychological attributes not only for their professional development but also to fulfil the diversified needs of the educand irrespective of many background variables that prevent the teachers' professional development due to overloaded curriculum enriched with full of scholastic and co-scholastic activities. So, the researcher intended to know the overall level and influence of major subject on teaching aptitude and its dimensions of high school teachers. The simple random sample consisted of 100 high school teachers from 20 schools in Namakkaldistrict. Teaching Aptitude Test Batteryby Shamim Karim and Ashok Kumar Dixit (1986) was used to collect the data. The descriptive analysis revealed that the distribution of scores slightly deviated from the normality, and the overall level of teaching aptitude of high school teachers was average in nature. Among the different levels, only 17% (17) of school teachers had high teaching aptitude. The differential analysis found that major subject had a significant influence on the teaching aptitude and it's one of the dimensions 'motivational aspect' of high school teachers. Arts teachers had far better teaching aptitude and motivational aspect than their counterparts. Teaching aptitude can be improved through training as it is innate capacity. So, it is an appropriate time to necessitate and rejuvenate the teaching aptitude of high school teachers through different training programs for better improvement.

KEYWORDS: Teaching Aptitude, High School Teachers.

INTRODUCTION

A school is a miniature of the prospective society where the teacher is the central factor as well as the heart of the teaching process in order to help the educand to excel in their effective scholastic outcomes. The secondary education bridges the primary and higher secondary education and the role of the secondary school teachers get very much important in order to meet out the best outcomes from the students. High school teachers have a great responsibility in guiding and shaping the students at secondary level education where the nature of the students with rapid physical and psychological changes as common phenomena. Teaching is the process of changing the behavior and developing desirable skills in learner for his all-round development. The process of teaching to be conducted effectively depends upon effective teachers. According to Morrison Keith (1998), teaching is a disciplined social process in which teacher influence the behaviour of the less experienced pupil and helps to develop according to the needs and goals of the society through curriculum and content. Thus, the teacher role gets very predominance in shaping the students' behaviour through his/her influence through effective teaching and other activities.

APTITUDE

Aptitude is innate, acquired or learned or developed component of a competency to do a certain kind of work at a certain level. Aptitude is intrinsic, procured, learned or created a segment of competency to a specific sort of work at a specific level. Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some knowledge or skill of a set of responses. Aptitude is a natural tendency to do something well, especially one that be further developed. According to Bingham (1937), aptitude as a condition or set of characteristics regarded as sympathetic of an individual's ability to acquire responses. Aptitudes are a forward-looking description and describe skills a person can learn in the future. Aptitude is the capacity to secure ability or mastery with a given measure of getting ready. Aptitude is a present condition which is indicative of an individual's potentialities for the future (Traxler, 1957). Aptitude is basic for the teachers to do their occupation viably and can play out his commitment fittingly. It is one of the critical determinants of teacher effectiveness. An aptitude is a combination of characteristics indicates of an individual's innate capacity that can be improved further through training with some specific knowledge, skills or set of organized activities such as the ability to do speaking, communicating and coordinating through teaching.

TEACHING APTITUDE

A teacher with good teaching aptitude must be aware of the following essentials of teaching in the classroom activities via plan a lesson, motivate students, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, evaluation, discipline, multi-grade activities, effective communication and interaction, etc. According to Kumar & Gupta (2012), the teaching aptitude means an interest in the teaching work orientation, implementing teaching principles and methods. Teaching aptitude is the innate born ability of a teacher with desirable teaching abilities that will help the teacher to work more with the students thereby contributing more. Therefore, teaching aptitude of a teacher about a situation is the decisive one and the entire process of teaching is based on this. Teaching aptitude is necessary for the teachers to do their teaching with utmost love and dedication. Without having a considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly. So teaching aptitude is in accordingly, the teacher should know the art of teaching with a deep insight into student's psychology and their behavioural outcomes.

RATIONALE OF THE STUDY

Teaching aptitude is a capacity to acquire proficiency or skill with a given amount of training. Teaching aptitude is necessary for the teachers to do their holy job a successful one. In the present school education system, it is seen that students' behavioural outcomes could be remodified and enhanced through effective teachers' teaching. One of the major concerns about efficient teaching is based on the teaching aptitude of teachers. It is very high time that selection and recruitment of teachers play a vital role for the efficient teaching profession and assessing teaching aptitude is the best way to identify efficient teachers. Therefore, the researcher selected a study to find out whether the aptitude of high school teachers in Namakkal District is adequate or not.

TITLE OF THE STUDY

The title of the present study is '*Influence of Major Subject on Teaching Aptitude and its Dimensions of High School Teachers.*'

DEFINITION OF THE KEY TERMS

- **Teaching Aptitude:** According to the researcher, teaching aptitude is the innate ability or learnt skill possessed by the individual regarding teaching.

- **High School Teachers:** According to the researcher, teachers who are working in high schools that offer education from sixth standard to tenth standard class levels.

OBJECTIVES OF THE STUDY

- To know the normality of the scores of teaching aptitude of high school teachers.
- To know the overall level of teaching aptitude of high school teachers.
- To know the high, average, and low levels of teaching aptitude of high school teachers with respect to whole sample.
- To study the significant difference, if any, in teaching aptitude and its dimensions of high school teachers with respect to major subject.

METHODOLOGY

The researcher has adopted normative methodology and survey technique to study the problem. For the present study, a sample of 100 high school teachers was selected from twenty high schools in Namakkal District. The researcher adopted random sampling technique for the selection of the sample.

TOOL USED IN THE STUDY

Teaching Aptitude test Battery developed and standardized by Shamim Karim and Ashok Kumar Dixit (1986) was employed for the present study. This battery consisted of eighty positive statements with eight dimensions with three-point scale as agree, doubtful, and disagree. The scoring was given as per scoring procedure in the manual and norms have been arrived with the help of Mean $\pm 1\sigma$. Higher the score indicates higher be the teaching aptitude and lower the score indicates lower be the teaching aptitude. The minimum and maximum score of the tool was 80 and 240. A pilot study was conducted to ensure the reliability and validity of the research tool. The reliability of the test battery based on the spilt half method of reliability measure was found as 0.7221. The square root of reliability gives intrinsic validity. Therefore, the intrinsic validity of the Teaching aptitude test battery was 0.8479.

ANALYSIS AND FINDINGS

Hypothesis 1: The distribution of scores of teaching aptitude of high school teachers is not Normal.

Table 1: Distribution of Scores on Teaching Aptitude of High School Teachers

Descriptive Statistics	Values	Descriptive Statistics	Values	Descriptive Statistics	Values
N	100	Skewness	-0.388	>Mean+1 σ	151 to 240
Mean	141.13	SE of Skewness	0.241	Mean $\pm 1\sigma$	132 to 150
SE of Mean	0.933	Kurtosis	-1.158	<Mean-1 σ	80 to 131
Median	140	SE of Kurtosis	0.478	25 Percentile	133
Mode	139	Range	33	50 Percentile	144
SD	9.33	Minimum	125	75 Percentile	150
Variance	87.104	Maximum	158	Overall Level	Average

σ = SD = Standard Deviation

Table-1 indicates that overall level of teaching aptitude of high school teachers is found as average (141.13) in nature. The values of mean, median and, mode is almost equivalent. The nature of the distribution is symmetrical in nature Here the mean is slightly greater than the median and mode, the curve

is negatively skewed ($141.13 > 140 > 139$) and it turns conformity with the skewness value (-0.388) which is less than zero. The value peakedness of the curve (-1.158) is found to be less than kurtosis value 0.269 ($\beta > 3$) indicates that the height of the curve is platykurtic in nature. The percentiles indicate that the level of scores present in 25th as 133.00, 50th as 144.00, and 75th as 150.00 Mean $\pm 1\sigma$ (132 to 150) indicates that 68.26 percentage of the sample is distributed within the area under the limit Mean $\pm 1\sigma$. The higher range value and standard deviation confirmed the slight deviations within the scores. The whole distribution was negatively skewed and tending to be platykurtic in nature. Therefore, it is interpreted that the distribution of scores of teaching aptitude of high school teachers in Namakkal district is slightly deviated from the normality.

Hypothesis 2: The high, average, and low level of teaching aptitude of high school teachers is high.

Table 2: N, Percentage, Mean, and SD for High, Average and Low levels of Teaching Aptitude of High School Teachers

N	Percentage	Mean	SD	Level
17	17.0	152.41	1.460	High
59	59.0	143.29	5.45	Average
24	24.0	127.83	2.82	Low
100	100.00	141.13	9.33	Average

Table-2 shows that among total 100 high school teachers, 17% (17) of school teachers have high teaching aptitude, 59% (59) of school teachers have average teaching aptitude, and 24% (24) of school teachers have low teaching aptitude. The result further reveals that, school teachers have average teaching aptitude. It is concluded that among the different levels of teaching aptitude of high school teachers, majority (59%) of high school teachers are have average teaching aptitude.

Hypothesis 3: There will be no significant difference in the teaching aptitude and its dimensions of high school teachers with regard to major subject.

Table 3: t-test values for the Teaching Aptitude and its Dimension Scores of Arts and Science High School Teachers

Variable	Major Subject	N	Mean	SD	t-value
Teaching Aptitude	Arts	52	142.44	9.03	2.472 S
	Science	48	139.71	8.53	
D1 Cooperative Nature	Arts	52	16.46	3.77	0.714
	Science	48	15.96	3.22	
D2 Consideration	Arts	52	17.75	2.28	0.378
	Science	48	17.98	3.67	
D3 Wise Interest and Scholarly Taste	Arts	52	18.08	3.02	1.060
	Science	48	17.46	2.79	
D4	Arts	52	17.48	2.57	0.354

Fair Mindedness and Impartiality	Science	48	17.71	3.78	
D5 Moral Character and Discipline	Arts	52	17.50	2.66	1.464
	Science	48	16.75	2.44	
D6 Optimistic Attitude	Arts	52	18.02	3.43	0.835
	Science	48	18.67	4.29	
D7 Motivational Aspect	Arts	52	19.08	2.83	3.813 S
	Science	48	17.00	2.59	
D8 Dynamic Personality	Arts	52	17.88	3.69	0.408
	Science	48	18.19	3.73	

df=98, Table t-value -1.96 at 0.05 level, 2.30 at 0.01 level, S- Significant

Table-3 depicts that the t-values of teaching aptitude and its one of the dimension motivational aspect (D7) with respect to select sub sample major subject are 2.472 and 3.183 which is significant at 0.01 levels. Hence framed null hypotheses are rejected in both the cases. To sum up, arts and science major subject teachers differ significantly in their teaching aptitude in total and it is true in the case of its dimension motivational aspect too. All other dimensions of teaching aptitude whose t-values are not significant and hence framed null hypotheses are retained in the case of cooperative nature (D1), consideration (D2), wise interest and scholarly taste (D3), fair-mindedness and impartiality (D4), moral character and discipline (D5), optimistic attitude (D6), and dynamic personality (D8). Therefore, major subject has a significant influence on the teaching aptitude and its dimension motivational aspect. In the case of major subject, arts subject teachers (142.44) have more teaching aptitude than Science subject teachers (139.71), and similarly, arts subject teachers have more motivational aspect (19.08) than Science subject teachers (17.00).

RECOMMENDATIONS

The findings confirmed three facts only. The first fact is the distribution of the scores is slight deviates from the normality that can be improved through a large sample or adopting a more accurate sampling technique. The second fact is that the overall sample have average teaching aptitude and among the different levels, only 17% of teachers have high teaching aptitude. Through appropriate training, the innate ability of teaching aptitude should be improved. So, this condition can be further strengthened by conducting more training programs for existing sample of high school teachers for the target population in Namakkal District, and the government has to recruit teachers with high teaching aptitude only without compromising quality. The third important fact is major subject influences teaching aptitude and one of its dimensions as motivational aspect too. Further in-depth analysis has shown that arts subject's teachers had more teaching aptitude and motivational aspect when compared to their counterparts. This may be because arts teachers do their teaching as an art whereas science teachers lack something to do better. So in-depth probe should be conducted as a study to find out the exact route cause behind that.

CONCLUSION

The quality of education depends upon the quality of the teachers. Efficient teacher, teaching aptitude, and effective teaching are the three important aspects that are very helpful for managing the requirements that shape up the talents of the diversified need of the educand. Unless or otherwise, the teaching aptitude of the teacher is very good enough, it is very difficult to bring out the innate talents of the student outcomes in a fruitful manner. These research study findings revealed that teaching aptitude of high

school teachers in selected educational blocs in Namakkal district was average in nature and only 17% of high school teachers had high teaching aptitude. Major subject has a significant influence on the teaching aptitude and the same result reflected in its one of the dimension motivational aspect too. This indicates an urgent need for the rejuvenation of the existing in-service training programme for improving teaching aptitude of the high school teachers to the present context.

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