



ANALYZING THE INFLUENCE OF TEACHING APTITUDE ON SCHOOL TEACHERS

Kamakshi¹, Sarita Gupta²

¹Research Scholar, Department of Psychology, Faculty of Humanities & Science, Maharaja Agrasen Himalayan Garhwal University (MAHGU), Uttarakhand, India

²Professor, Department of Psychology, Faculty of Humanities & Science, Maharaja Agrasen Himalayan Garhwal University (MAHGU), Uttarakhand, India

Kamakshiatri123@gmail.com, drsaritaagarwalddn@gmail.com

ABSTRACT

Teaching aptitude is a critical factor influencing the effectiveness of educators in the school system. In the context of modern education, where diversity, technology, and evolving pedagogical approaches play key roles, teaching aptitude goes beyond subject knowledge. It encompasses the skills to create engaging learning environments, adapt to diverse student needs, and foster a positive classroom atmosphere. A descriptive survey strategy and a quantitative technique were used in this study's analysis and interpretation. Using a simple random selection method, we selected 250 Bhopal-area school teachers as our sample. Teachers' ability to instruct was measured with the use of the Teaching Aptitude Test. The 't' test for independent samples was used to analyze the data in this research, with a significance level of 0.05 being considered to be statistically significant. Using a t-test, the study found that teachers with less and more experience in the classroom have different levels of teaching aptitude than those with more experience, and that teachers in government and privately aided schools have different levels of teaching aptitude than those in government and privately unaided schools.

Keywords: Aptitude, School Teachers, Experience, Government, Classroom

I. INTRODUCTION

Teaching is an art, a science, and a vocation that plays a pivotal role in shaping the future of society. School teachers are entrusted with the noble task of imparting knowledge, fostering critical thinking, and nurturing the holistic development of young minds. In this dynamic and ever-evolving educational landscape, the concept of teaching aptitude has emerged as a fundamental criterion to assess the effectiveness and competence of educators. Teaching aptitude encompasses a range of skills, attitudes, and attributes that enable teachers to connect with their students, create engaging learning environments, and adapt their approaches to suit diverse learning needs. Teaching aptitude encompasses not only subject expertise but also a profound understanding of pedagogical techniques, classroom management strategies, and an empathetic approach to student engagement. The ability to communicate complex ideas with clarity, to inspire curiosity, and to foster a positive learning atmosphere are at the core of effective teaching. Furthermore, modern education demands teachers to be adaptable and innovative, catering to a wide array of learning styles and preferences [1]. As education evolves to integrate technology and address the needs of an increasingly interconnected world, teachers must possess the aptitude to seamlessly blend traditional methods with innovative tools to create a meaningful and comprehensive learning experience.

The significance of teaching aptitude extends beyond the classroom. Teachers serve as role



models, influencers, and mentors who can profoundly impact the personal and intellectual development of their students. A teacher's aptitude not only affects academic outcomes but also shapes values, attitudes, and life skills that students carry into adulthood. Thus, cultivating effective teaching aptitude is crucial not only for the individual success of educators but also for the betterment of society as a whole [2].

However, nurturing teaching aptitude is not without challenges. The modern educational landscape is characterized by diverse classrooms comprising students with varying cultural backgrounds, cognitive abilities, and learning preferences. Inclusivity and equity demand that teachers develop an acute sensitivity to these diversities while tailoring their instructional approaches. Moreover, the demands of standardized testing and curriculum guidelines can sometimes overshadow the creative and student-centered aspects of teaching. Striking a balance between meeting institutional requirements and fostering genuine learning experiences requires a high level of teaching aptitude.

Teaching aptitude stands as a cornerstone of effective education. The ability of school teachers to facilitate meaningful learning experiences, inspire students, and adapt to changing educational paradigms is contingent upon their aptitude for teaching. This exploration will delve deeper into the various dimensions of teaching aptitude, shedding light on its components, strategies for development, and its broader impact on the educational landscape. By doing so, we aim to enhance our understanding of the vital role that teaching aptitude plays in shaping the minds and futures of generations to come [3].

II. REVIEW OF LITERATURE

Vidushy, Vimal & Kishor (2020) [4] The study's overarching goal is to disentangle teaching skill, location, and years of experience as they pertain to secondary school teachers' overall performance. As the teacher is at the center of the teaching and learning process, their proficiency is crucial to the success of any educational institution. In this setting, schools and educators have expanded roles to play in molding students' conduct. A total of 700 full-time, permanent instructors from public secondary institutions in seven different Punjabi districts participated in this study. The study's results showed a strong correlation between secondary school teachers' levels of teaching competence and their levels of teaching aptitude. The study also found that teachers' levels of teaching experience had a far more significant impact on their competency than their location.

Adhikary, Swarup & Mohakud, Lalit (2020) [5] Age, caste, kind of trainee instructors, year of course, stream, and type of institutions are all included in this research on women's teaching ability. IBM SPSS-20's t-test and F-test were used to analyze the data. Teaching proficiency varied significantly across demographic categories (age, caste, number of years in the program, and kind of institution) for female trainee teachers, but did not vary among demographic categories (educational route, type of trainee teacher).

J. D. Singh & S. Kaur (2018) [6] The study's overarching goal was to learn more about the factors that influence a person's potential to become an effective educator in the Malwa district of Punjab. Methods of Comprehensive Survey Research have been used. For this research, a random sample of 600 preservice teachers (300 males and 300 women) were polled. We used R.P. Singh and S.N. Sharma's Teaching Aptitude Test Battery. The tool consists of five parts: intelligence, sensitivity to children's needs, adaptability to change,



professional expertise, and dedication to one's field. We used the gold standard in the field, the J.C. Raven Progressive Matrices Scale. Students' performance in their respective Bachelor's degree programs (in either the Arts, Sciences, or Commerce) has been discussed. In this research, the data was analyzed and interpreted using a variety of statistical approaches, including the mean, standard deviation, t-test, and analysis of variance. The findings indicate that the academic-intelligence interaction effect is not a reliable predictor of future teachers' capacities for passing on their expertise to their pupils.

Mary Adalla et al., (2014) [7] Institutions of higher education for teachers have a responsibility to turn out well qualified graduates for the teaching workforce. The problem with teacher inputs in the classroom, however, may be linked to the admissions standards of various teacher-training programs. Data collected included students' ages, sexes, majors, schools attended, parental levels of education and income, as well as their high school GPAs, first-semester college GPAs, attitudes toward the teaching profession, and TAT scores. The demographics of the respondents were significantly related to their potential as teachers. This study used a descriptive correlational approach. College freshmen who attended school during the 2013–2014 academic year and completed a demographics survey were the respondents. The College Guidance Office data was used to calculate the Teaching Aptitude Test results. Frequency counts, percentages, weighted averages, and multiple regression analyses were only few of the statistical tools used to examine the data. Women between the ages of 15 and 19 make up the largest demographic of first-year students at the University of the Philippines College of Education; these students typically have Good high school GPAs, Good first-semester college GPAs, and Highly Favorable teaching aptitudes; they also come from families with annual incomes of less than P100,000. The IQ test results were dismal for the respondents. Most examples did not show a strong relationship between the profile and teaching competence. However, both a person's monthly wage and their view on the profession were shown to be significantly correlated with their level of teaching expertise. Finding and verifying a locally applicable measure of teaching potential was emphasized in the study. More research is needed to determine whether other variables could explain the results of the teaching aptitude test.

Satishprakash, S., & Satishprakash, Shukla (2013) [8] This report compares and contrasts the teaching abilities of B. Ed. graduates in teacher training programs with those of teachers in high schools. The standard TA Test (TAT) developed by Shukla (2012) was used to determine TT and HSST TA. Analysis of Variance was used to determine the main influence of independent variables like Subjects and Gender of TT and HSST on their TA, as well as the interaction effect of these two factors. HSST students and teachers from schools in the Ahmedabad district make up the study's population. The original cluster sample included ten high schools and two universities of education. Finally, twenty participants were chosen at random from each of the three strata of the three-by-two-by-two factorial design to ensure that the number of subjects was the same at each level of the independent variables. The purpose of conducting an Analysis of Variance is to learn about the independent variables' main and interaction impacts on TA. The results show that TA is the same for both male and female HSST and for both Commerce and Science HSST. However, HSST have higher TA than TT, with Science and Commerce HSST having higher TA than Arts HSST. Furthermore,

there is no significant influence on TA of TT or HSTT from any interaction between independent factors.

Ravi Kant, (2011) [9] The educator is the backbone of the schooling system. For him, being a good teacher and taking his profession seriously are necessities. Teachers in secondary schools have had their responsibility sense and teaching ability compared. For this research, 100 educators at the secondary school level were randomly selected as participants. The sample was balanced in terms of sex and region. Statistical analysis showed that there was no correlation between gender or geographic region and academic performance or classroom behavior. There were, however, subtle distinctions in a few situations.

Syeda Humera Anjum & Kaneez Humera Fatima (2011) [10] The study's goal was to survey the perspectives of B.Ed. students on learning and achievement. 143 aspiring educators were used as participants in the study, which took place in Aurangabad (M.S.). The research team examined both teaching ability and academic success using the battery of tests developed by R.P. Singh. Based on the results, it was determined that B.Ed. candidates exhibit superior levels of teaching ability and academic accomplishment. Aptitude for teaching is positively correlated with students' performance in the classroom, although only to a modest degree. Both factors are similarly distributed across male and female B.Ed. students.

III. RESEARCH METHODOLOGY

In this study, we combined a descriptive survey strategy with a quantitative one. Using a simple random sampling approach, data were collected from 250 Bhopal-based school teachers. The research instrument was the Teaching Aptitude Test (TAT) created by Dahiya and Singh (2004) to evaluate potential educators. The collected information was analyzed using a t-test with a 5% level of significance.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: 't' test on Teaching Aptitude scores of school male and female teachers

Variable	Groups	Mean	Standard Deviation	't' Value	Sig. Level
Gender	Male	36.512	6.649	2.50	*
	Female	40.64.	8.955		

*Significant at 0.05 level

Table-1 shows that at the 0.05 level of significance, the 't' value of 2.50 computed in this approach is higher than the table value of 1.99. According to the data, female educators (M=40.640) outperformed their male counterparts (M=36.512) on measures of teaching aptitude.

Table 2: 't' test on Teaching Aptitude scores of school teachers from different types of institutions

	Groups	Mean	Standard Deviation	't' Value	Sig. Level
Type of	Government	49.048	8.523	5.55	*
	Private Aided	37.301	5.068		

Management	Private Aided	37.301	5.068	0.97	NS
	Private Unaided	35.820	7.230		
	Government	49.048	8.523	5.74	*
	Private Unaided	35.820	7.230		

*Significant at 0.05 level; NS-Not significant

The resulting t-value of 5.55 is larger than the table value of 2.01 at the 0.05 level of significance (see Table 2). The results indicated that public school teachers had a greater mean teaching ability (M=49.048) compared to private school teachers (M=37.301). When comparing the calculated 't' value of 0.97 to the table value of 2.00, the latter is smaller at the 0.05 level of significance.

The t-value of 5.74 achieved here is larger than the t-value of 2.01 found in the table, at least at the 0.05 level of significance. Teachers in public schools (M=49.048) were found to have higher levels of teaching aptitude than those in private, unaided schools (M=35.820).

Table 3: 't' test on Teaching Aptitude scores of school less and more teaching experienced teachers

Variable	Groups	Mean	Standard Deviation	't' Value	Sig. Level
Teaching Experience	Less	36.162	5.460	3.65	*
	More	42.149	9.696		

*Significant at 0.05 level

Table 3 shows that at the 0.05 level of significance, the computed 't' value of 3.65 is larger than the table value of 1.99. According to the findings, teachers with greater classroom experience (M=42.149) were more skilled at their craft than those with less experience (M=36.162).

V. CONCLUSION

In the dynamic realm of education, where the torchbearers of knowledge and guidance are school teachers, the concept of teaching aptitude emerges as a beacon of transformative pedagogy. The journey embarked upon in this exploration reveals that teaching aptitude is not a mere amalgamation of skills but a symphony of empathy, adaptability, and mastery over subject matter. It has been made evident that the significance of teaching aptitude extends far beyond the confines of the classroom. The ability of educators to communicate, inspire, and foster critical thinking has a profound impact on the personal and academic development of students, molding them into responsible and enlightened citizens. Just as the seeds of knowledge they plant in young minds need care and nourishment, so does their own teaching aptitude. Therefore, it is imperative that educational institutions and policymakers acknowledge the significance of teaching aptitude and invest in its cultivation. This investment is not solely in the growth of individual teachers but in the flourishing of an entire educational ecosystem that shapes the future of our societies.

REFERENCES: -

1. Jan, Tasleema & Hamid, Malik. (2012). Teaching Aptitude of Elementary and Secondary Level Teacher Educators. 3.



2. A.K.Singh, & Qasim, Syed. (2010). A comparative study of teachers' quality (teaching aptitude and values) of teachers working in self finance and regular institutions.. Medha international journal
3. Borthakur, Ambalika & Gogoi, Manashee. (2014). Teaching Aptitude of the B. Ed Students: A Study in the Secondary Teacher Education Institutions under Dibrugarh University. Asian Journal of Research in Social Sciences and Humanities. 4. 105. 10.5958/2249-7315.2014.01037.5.
4. Vidushy, Vimal & Kishor. (2020). Teaching Competence among Secondary School Teachers in relation to Teaching Aptitude, Locale and Teaching Experience.
5. Adhikary, Swarup & Mohakud, Lalit. (2020). Teaching Aptitude among Women Trainee Teachers in West Bengal. 5. 91-100.
6. Singh, JD & Kaur, Satinder. (2018). A STUDY OF TEACHING APTITUDE OF PROSPECTIVE TEACHERS IN RELATION TO SEX, INTELLIGENCE AND ACADEMIC ACHIEVEMENT. Scholarly Research Journal for Interdisciplinary Studies. 5. 10.21922/srjis.v5i43.11379.
7. Adalla, Mary & Basierto, Riza & Aquino, Jeselle & Corsino, Cyrene. (2014). Variates of the Teaching Aptitude of Teacher Education Students: Inputs to Teacher Education Admission. Proceedings Journal of Interdisciplinary Research. 1. 125-130. 10.21016/IRRC.2014.14NTT047.
8. Satishprakash, S & Shukla, Satishprakash. (2013). Study of Teaching Aptitude of Higher Secondary Schools' Teachers.
9. Kant, Ravi. (2011). A STUDY OF TEACHING APTITUDE AND RESPONSIBILITY FEELING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SEX AND LOCALE.. Academic Research International.
10. Humera Anjum, Syeda & Fatima, Dr.Kaneez. (2011). TEACHING APTITUDE AND ACADEMIC ACHIEVEMENT OF B.ED. TRAINEE TEACHERS. 1. 1-4.