



## **A STUDY ON TEACHING APTITUDE IN RELATION TO TEACHING COMPETENCY OF SECONDARY SCHOOL SOCIAL SCIENCE TEACHERS**

**Dr. Lakshmi N.**

Department of studies and Research in Education, Karnataka State Open University, Mysore.

### **1. INTRODUCTION:**

Education is as old as human race. Its period stretches from 'cradle to grave'. Man learns something everyday and every moment. Hence, education is a continuous and dynamic process. It is continuous organization and integration of activities and experiences. Education in real sense is to humanize humanity and to make life progressive, cultural and civilized. It is very important for the progress of individual and society. Education is the entire process of learning that broadens a person's cognitive horizons. It provides knowledge to the person by the experiences he gains. The person who impart such education is teacher. Hence we have concern about teachers quality and his personal competency. This study reveals the relationship of teaching aptitude in relation to teaching competency of secondary school social science teachers

### **2. RATIONALE OF THE PROBLEM:**

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect teaching aptitude. It will relate the teaching competency with the teaching aptitude i.e. this factor affect teaching aptitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving teaching aptitude.

Teaching aptitude found as significant predictor of teacher effectiveness. In most of the studies teaching aptitude has been studied in relation to variables like gender, students achievement, teaching behavior, self- esteem and teaching success. Teaching competency found positively correlated with teaching aptitude and intelligence has found as component of teaching aptitude in most of the studies. Hence, the need for a study like the one in hand will be purported to see the relationship of teaching aptitude with other variable like teaching competency of Secondary School teachers.

The problem selected for the study intends to find out the different ways to improve teaching aptitude and its relation with teaching competency. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

### **3. TITLE OF THE STUDY:**

**A STUDY ON TEACHING APTITUDE IN RELATION TO TEACHING COMPETENCY OF SECONDARY SCHOOL  
SOCIAL SCIENCE TEACHERS.**

---

#### **4. OBJECTIVES OF THE STUDY:**

1. To find out the level of teaching aptitude and teaching competency of Secondary School Social Science Teachers
2. To study the Geographical factors (Sex and Locale of Schools) affecting on teaching aptitude and Teaching competence of Secondary School Social Science Teachers
3. To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Secondary School Social Science Teachers
4. To study the difference and relationship between Teaching aptitude and Teaching competency Secondary School Social Science Teachers.

#### **5. HYPOTHESES:**

1. H<sub>0</sub>1: There is no significant difference and relationship between teaching aptitude of Male and Female Secondary School Social Science Teachers.
2. H<sub>0</sub>3: There is no significant difference and relationship between teaching aptitude of Urban and Rural Secondary School Social Science Teachers.
3. H<sub>0</sub>5: There is no significant difference and relationship between teaching aptitude of Government, aided and Private Secondary School Social Science Teachers
4. H<sub>0</sub>7: There is no significant difference and relationship between teaching competency of male and female Secondary School Social Science Teachers.
5. H<sub>0</sub>9: There is no significant difference and relationship between teaching competency of Urban and Rural Secondary School Social Science Teachers.
6. H<sub>0</sub>11: There is no significant difference and relationship between teaching competency of Government, aided and Private Secondary School Social Science Teachers.
7. H<sub>0</sub>43: There is no significant difference and relationship between teaching aptitude and teaching competency of Secondary School teachers.

#### **6. STUDIES RELATED TO TEACHING APTITUDE:**

- It is experimental truth that effectiveness of a student's learning is largely dependent on teaching skills of a teacher .the Twenty first century has witnessed a phenomenal change in every aspect of life due to knowledge information and population Explosion. to cope up with these changes, teachers have to be prepared to keep abreast with latest developments and time To time evaluations should be there to check the specific abilities gained by them in their field .in the present study, an Attempt has been made to test specific capacity of pupil teachers by using teaching aptitude test battery and a comparative Study has been done in relation to gender, location, stream and professional experience. data collected reveals that there Is no significant difference in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant Difference has been identified in relation to their professional experience as a teacher before joining B.ed. Training course".
- The Study was intended to predict the Teaching Skills on the basis of Teaching Aptitude and Attitude towards Teaching. Sample of the study consisted of 100 Prospective Science Teachers from Colleges of Education having permanent affiliation with Panjab University Chandigarh. The results of the study showed that teaching aptitude and attitude towards teaching conjointly predicted teaching skills significantly higher as compared to their separate prediction for prospective science teachers".

#### **7. STUDIES RELATED TO TEACHING COMPETENCE:**

- The objectives of the study were to study the teacher competency of prospective teachers on the basis of type of institute Govt., Private & RIE (Regional Institute of Education); on the basis of educational qualification i.e. graduate and post graduate and on the basis of academic achievement. For

the present survey research design, a sample of 120 prospective teachers was taken to study the teacher competencies with different variables. There is significant effect of type of institute on teacher competency of prospective teachers. There is no significant difference between the teacher competency of graduate & post-graduate prospective teachers. There is significant effect of academic achievement on the teacher competency of prospective teachers”.

- Normative survey method was used A total number of 200 students were selected by using random sampling technique. Analysis of data was done using correlation technique. Teaching effectiveness scale developed by Umme Kulsum and Achievement test constructed by the investigator were administered to collect the required data. It was found that boys and girls and urban and rural students do not differ significantly in respect of academic achievement, whereas, high and low Socio-economic status (SES) students differed significantly in their academic achievement. However, a positive correlation was found between teaching competence and academic achievement.

## **8. DESIGN OF THE STUDY:**

### **1) Population:**

The Secondary Schools of Mysore district constitutes the population of the study.

### **2) Sample:**

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 teachers from the Secondary Schools of Mysore district. Out of them, 300 were male and 300 were female. On the basis of locality out of 600 teachers, 300 were belonged to rural area and 300 belonged to urban area.

### **3) Variables:**

#### **a) Dependent Variables**

- Teaching Competency

#### **b) Independent Variables:**

- Teaching Aptitude

#### **c) Demographic variables:**

- Gender
- Location
- Type of management

### **4) Tools used:**

1. Teaching Aptitude Test Battery (TATB) by R.P. Singh and S.N. Sharma
2. Teaching Competency Scale (TCS) by R Rajeshwari

### **5) Statistical techniques applied for data analysis:**

1. Means and Standard Deviations were calculated for the entire sample with respect to all variables.
2. The t- test and One way 'Analysis of Variance (ANOVA)' was applied to test whether there is any significant difference exists between dependent variables and independent variables i.e., Teaching competency, academic achievement, Interest in Teaching, with respect to the following variables: Gender, Locale of School teachers experience and qualification, management of school.
3. Pearson's Product Moment Correlation is employed to find out the relationship between Teaching aptitude, Teaching competency, Interest in teaching and achievement in Social Sciences Pearson's Product Moment Correlation is employed to find out the relationship between dimensions of teaching competency and achievement in mathematics
4. The raw data obtained from the tools were coded. For the statistical treatment of the above data Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

**9. DELIMITATIONS OF THE STUDY:**

- 1) The study had been confined to Mysore district
- 2) The study was limited to secondary schools only
- 3) The study was limited to teachers of Social Studies only

**10. DATA ANALYSIS AND INTERPRETATION:**

Analysis of the whole data was made in two sections:

Section-I: Descriptive analysis

Section-II: Inferential analysis (With help of t- test and F-test)

**Section-I: Descriptive analysis**

**Objectives-1: To find out the level of teaching aptitude, teaching competency of Secondary School Social Science Teachers**

**Table-1: the level of teaching aptitude and teaching competency of Secondary School Social Science Teachers**

Variable	Type of Sample	N	Mean	SD
Teaching Aptitude	Male	300	99.40	12.795
	Female	300	61.74	12.672
	Urban	300	80.68	22.902
	Rural	300	80.47	22.608
	Government	200	80.48	22.635
	aided	200	80.74	22.844
	Private	200	80.50	22.845
Teaching Competency	Male	300	120.26	20.026
	Female	300	60.26	18.324
	Urban	300	91.40	34.939
	Rural	300	89.12	36.322
	Government	200	90.09	35.679
	aided	200	90.56	35.574
	Private	200	90.14	35.801

From above Table we can come to the conclusion that;

1. Male Secondary school teachers were having more teaching aptitude than that of female teachers, urban and rural school teachers and different management school teachers are having almost equal Teaching aptitude
2. Male Secondary school teachers were having more teaching competency, female teachers having lowest Teaching competence, urban and rural school teachers and different management school teachers are having almost equal Teaching competency.

**Section-II: Inferential analysis**

**Objectives-2: To study the Geographical factors (Sex and Locale of Schools) affecting on teaching aptitude and Teaching competence of Secondary School Social Science Teachers**

**Table-3: Mean, S.D. t-value and r-value of scores of teaching aptitude and teaching competency of Male/Female and Urban/Rural Secondary School Social Science Teachers.**

Variable	Type of Sample	N	Mean	SD	't' Value	r-value
Teaching aptitude	Male	300	99.40	12.795	70.393	0.735
	Female	300	61.74	12.672		
	Urban	300	80.68	22.902	8.606	0.654
	Rural	300	80.47	22.608		
Teaching competency	Male	300	120.26	20.026	66.167	0.785
	Female	300	60.26	18.324		
	Urban	300	91.40	34.939	3.229	0.789
	Rural	300	89.12	36.322		

From above table - 4.1, it can be seen that all 't' and 'r' values were significant. Therefore the null hypothesis  $H_01$  to  $H_04$  were rejected and alternate hypotheses is accepted.

**Objectives-3: To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Secondary School Social Science Teachers**

**Table-4: Mean, S.D. f-value and r-value of scores of teaching aptitude of Government, aided and Private Secondary School Social Science Teachers.**

Variable	Type of Sample	N	Mean	SD	'f' Value	r-value
Teaching aptitude	Government	200	80.48	22.635	5.465	0.991 (1&2)
	aided	200	80.74	22.844		0.985 (1&3)
	Private	200	80.50	22.845		0.935 (2&3)
Teaching competency	Government	200	90.09	35.679	8.342	0.991 (1&2)
	aided	200	90.56	35.574		0.985 (1&3)
	Private	200	90.14	35.801		0.935 (2&3)

From above table -4, it can be seen that calculated values of 'f' values and r-values greater than table values hence hypotheses  $H_05$  and  $H_06$  were rejected and alternate hypotheses were accepted.

**Objectives-4:To study the difference and relationship between Teaching aptitude and Teaching competency Secondary School Social Science Teachers.**

**$H_07$ : There is significant difference between teaching aptitude and teaching competency of Secondary School Social Science Teachers.**

**Table-4.35: Mean, S.D., t- value and r-value of scores of teaching aptitude, and teaching competency of Secondary School Social Science Teachers**

Type of Sample	N	Mean	SD	't' Value	't' Value
Teaching aptitude	600	80.57	22.737	15.333	0.985
Teaching competency	600	90.26	35.626		

From above table and graph, it can be seen that 't' value is 15.333, which is significant. Therefore the null hypothesis,  $H_0$  that there is no significant difference between Teaching aptitude and Teaching competency of Secondary School teachers, is rejected. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between Teaching aptitude and Teaching competency of Secondary School teachers.

**11. FINDINGS:**

1. There is significant difference and relationship between teaching aptitude of Male and Female Secondary School Social Science Teachers.
2. There is significant difference and relationship between teaching aptitude of Urban and Rural Secondary School Social Science Teachers.
3. There is significant difference and relationship between teaching aptitude of Government, aided and Private Secondary School Social Science Teachers
4. There is significant difference and relationship between teaching competency of male and female Secondary School Social Science Teachers.
5. There is significant difference and relationship between teaching competency of Urban and Rural Secondary School Social Science Teachers.
6. There is significant difference and relationship between teaching competency of Government, aided and Private Secondary School Social Science Teachers.
7. There is significant difference and relationship between teaching aptitude and teaching competency of Secondary School teachers.

**8. EDUCATIONAL IMPLICATIONS OF THE STUDY:**

The following educational implications could be drawn from the findings of the study:

1. In-service programmes should be organized and carried out in a systematic way during the year to possess needed teacher competencies. Acquiring competencies depends on practice and time should be provided. The in-service training content, material, methodology and transactional approaches should be periodically updated as per the needs of the time.
2. Classroom instruction needs to be specific rather than general. The teachers should be given scope for developing initiative and dynamism which should lead to individual skill development.
3. Teacher competencies are stimulus for both in-service and pre-service. The acquisition and application of these mostly depends upon individual's aptitude.
4. There is relationship between teaching aptitude and teaching competency among Secondary School teachers hence teachers' teaching aptitude was directly effecting on his teaching competency.

**REFERENCES:**

1. Aggarwal, J.C. (1996), New Delhi: Theory and principles of Education, Vikas Publishing House Pvt. Ltd.

1. Best, John, W. and Khan James, V. (1992), Research in Education, New Delhi: PHI Learning Private Limited.
2. Bhatnagar, R.P. (1985), Readings in Methodology of Research in Education, New Delhi: Metropolita.
3. Denton, J.J., & Lacina, L.J. (1984). Quantity of professional education coursework linked with process measures of student teaching. Teacher Education and Practice, 39-64.
4. Emimah, S. (2011), Influence of metacognition and self esteem on teaching competency of prospective teachers, Unpublished M.Phil thesis, Tamilnadu Teachers Educations University, Chennai, Tamilnadu.
5. Goetz, J. & Lecompte, M. (1981) Ethnographic research Anthropology and Education Quarterly, 12, p.51-70.
6. Gopal Lal Jain (1998), Research Methodology Methods, Tools & Techniques, Jaipur: Mangal Deep Publication.
7. Jangira, N.K. (1994). Learning achievements of primary school children in reading and mathematics. Research based intervention in priman education. New Delhi: NCERT. pp. 59-84.
2. Kothari, C.R. (2008), Research Methodology, Methods and Techniques, New Delhi: New Age International Pvt. Ltd.
8. Kulbir Singh Sidhu (2001), Research in Education, New Delhi : Sterling Publishers Private Limited.
3. Managal, S.K. (1987), Educational psychology, Ludhiana: Prakash Brothers.
9. Manuel, V.N. (1992). Research in curriculum development in higher education. Journal of Curriculum StudiesJ (I), 7-20.
4. Pamela Cowan (2006), Teaching Mathematics, New York: Routledye Taylors & Francies Group.
10. Passi, B.K. (2000). IJusing action ressearch for professional development. Journal of Open Learning, 9 (2), 165-1 68.