

A STUDY OF TEACHING APTITUDE AND RESPONSIBILITY FEELING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SEX AND LOCALE

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ABSTRACT

Teacher is the main pillar of educational system. It is to him compulsory to have teaching aptitude and responsibility in his job. An attempt has made to determine the difference between teaching aptitude and responsibility feeling among secondary school teachers. A sample consisting of 100 secondary school teachers were chosen in this study. Sample was equally divided on sex and locale base. After statistical treatment it revealed that sex and locale has no significant effect on teaching aptitude and responsibility. However minute differences were found in some cases.

Keywords: Teaching aptitude, Responsibility feeling, Secondary school teachers

INTRODUCTION

Teacher is very important person in the field of education. It is on him that the organization of education is based. His scholarship, conduct, behavior have a permanent effect on the students because the student imitates the teacher. For young children he is the hero of ideal. It is necessary for the teacher to be intelligent in his subject, polite nature etc. Teacher is the main pillar in the process of education. In case he is half hearted in doing the job, he cannot deliver the good expected of him. All the duties and responsibilities of the teachers are limited theoretically in books. It would be the endeavor of the world to find whether the teacher feel that they are true towards their duty. The role of teacher in moldings in the personality of the students depends on the aim of education. Education is to aim at wholesome progressive, harmonious and spontaneous growth and development of personality. T P Nunn agreed "The primary aim of all education efforts should be help boys and girls to achieve the highest degree of individual development of which they are capable of."

It is universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizen and this quality is inseparably linked with the quality of education imparted to them and it is depend upon several factor home, inherited traits, parental attitude, financial support, material equipments, curriculum and method of instruction in schools. The identification of qualified and able teaching personal constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of great significance and worth assuring recognition. A teacher is the king pin of, what is generally called educational policies and programs depend Where the teacher is so important factor in the educational system. It is very essential that he/she should possess specific skills and justify the responsibility of his job.

Mailmen (1977) in his study revealed that the variables of school levels, sex, experience, special training and interaction with vocation have a little significance on teacher's perception on

responsibility. Ronald (1979) concluded that in elementary school with organizational climate other than the extreme closed climate, there is a significantly greater perceived on the teacher's professional responsibilities. Srivastava (1979) found no significant difference between male and female teachers on the quality of disciplinarianism and interest in teaching job. Regarding age and teaching experience it was observed that younger teachers have shown higher sense of responsibility than older ones. Rao and Suvarnal (1990) in his study found that there was no significant difference between teacher effectiveness on sex base.

Ediger (1991) said in his article Teachers as professionals that teacher need to be viewed as trained educated brings within a profession. To be a teacher means to be a decision maker within an open ended area, problems arise and solution needs to be found the suggested ten approaches that will help teacher to be good professional i.e. engaging in research, doing profession, reading, attending professional meetings, conducting faculty meetings, taking university courses, being involved in departmental meeting, planning as in-service education program, participating in workshops, developing a school and doing self evaluation.

Perveen (2006) in her study revealed that Discipline and Sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements. General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil teaches was positive but not significant at acceptable level of confidence. Uaha (2010) in her study revealed that there was a significant difference between teaching aptitude of effective and ineffective male and female teachers

OBJECTIVES

The main objectives of the present study are as follow-

- A. To find out whether the teaching aptitude and responsibility feeling differ significantly on the basis of sex (Male and female).
- B. To find out whether teaching aptitude and responsibility feeling differ significantly on the basis of their location (Rural and urban).

HYPOTHESES

To extract some meaningful results following hypotheses were formulated-

1. There is no significant difference between the teaching aptitude of male and female secondary school teachers.
2. There is no significant difference between the responsibility feeling of male and female secondary school teachers.
3. There is no significant difference exists between male rural and urban teachers in teaching aptitude.
4. There is no significant difference exists between male rural and urban teachers in responsibility feeling.
5. There is no significant difference between female rural and urban teachers in teaching aptitude.
6. There is no significant difference between female rural and urban teachers in responsibility feeling.

CLARIFICATION OF TERMS

Teaching aptitude- According to Bingham, - “As a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability.” So that it can be said that teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession.

Relationship- Degree of correspondence statistically expressed as a coefficient of correlation.

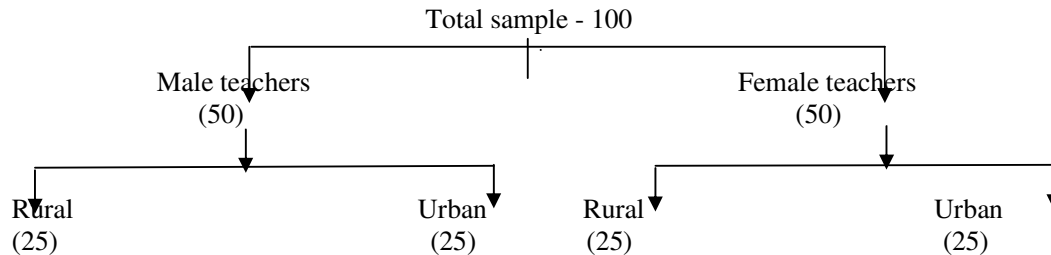
Responsibility Feeling- Sincerity and devotion according to one’s capacity and ability towards his profession.

SAMPLE

In this normative survey type research following sample from Rampur was used-

Number of Institution – 06

Total number of teachers- 100



INSTRUMENTATION

For research purpose following instruments were used-

a. Teaching Aptitude Test Battery (TATB)

By Dr R P Singh and Dr S N Sharma

Patna University, Patna.

This aptitude test has been designed for use among teachers. This test will work with Hindi knowing population. It is intended to serve a tool for find out the teaching aptitude. Items are divided in to 5 areas. They are mental ability, attitude towards children, adaptability, professional information and interest in profession.

b. The Responsibility Feeling Test

By Dr V S Gupta

Hindu college, Moradabad.

This consists of 28 items with no sub division.

ANALYSIS AND INTERPRETATION**1. Statistics of teaching aptitude of male and female teacher**

Table 1 Mean, S.D., and CR values of male and female teachers of teaching aptitude.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	Male	50	80.33	7.21	4.54	1.97	Not significant
2	Female	50	77.29	8.30	-	-	

The mean values of teaching aptitude are 80.33 and 77.29 for the male and female teachers respectively. In this case male teachers have the higher mean value than that of female teachers but the obtained CR value is not significant at any level. On the basis of higher mean value it can be said that male teachers have more aptitude towards teaching profession in comparison to female teachers. One of the reasons may be that female teachers have to spend more time in household works.

2. Statistics of responsibility of male and female teachers

Table 2 Mean, S.D., and CR values of male and female teachers of responsibility feeling.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	Male	50	34.00	4.78	0.98	0.46	Not significant
2	Female	50	34.30	5.50	-	-	

Table shows that the mean values of responsibility feeling are 34.00 and 34.30 respectively for male and female teachers. It appears that the mean value of female teachers is higher in comparison to that of male teachers. But the difference is not significant. So it can say that male teachers and female teachers feel more or less the same responsibilities. Hence in this case of responsibility feeling sex has nothing to do.

3. Statistics of teaching aptitude of rural and urban male teachers

Table 3 Mean, S.D., and CR values of rural and urban male teachers of teaching aptitude.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	Rural	25	77.69	6.36	1.65	0.57	Not significant
2	Urban	25	78.05	5.39	-	-	

The mean values of teaching aptitude for male rural and urban teachers are 77.69 and 78.05 respectively. Obtained CR value is not significant at any level of significance. Both have more or less same mean value so location has no important role in teaching aptitude.

4. Statistics of responsibility feeling of rural and urban male teachers

Table 4 Mean, S.D., and CR values of rural and urban male teachers of responsibility feeling.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	Rural	25	34	5.09	1.43	1.43	Not significant
2	Urban	25	34	4.47	-	-	

Table show that means values of both teachers is same and the obtained CR value is not significant. It proves that location has no place in rural and urban teachers for responsibility feeling.

5. Statistics of teaching aptitude of rural and urban female teachers

Table 5 Mean, S.D., and CR values of rural and urban female teachers of teaching aptitude.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	Rural	25	76.80	8.11	2.38	0.51	Not significant
2	Urban	25	75.80	8.66	-	-	

The mean values of rural and urban female teachers are 76.80 and 75.80 respectively. The obtained CR value is not significant at any level. So it can be inferred that rural and urban female teachers feel more or less the same teaching aptitude. So location has no important role in teaching aptitude in case of female teachers.

6. Statistics of responsibility feeling of rural and urban female teachers

Table 6 Mean, S.D., and CR values of rural and urban female teachers responsibility.

S.N.	GROUP	N	MEAN	S.D.	SE _D	CR	SIGNIFICANCE
1	RURAL	25	35.70	4.76	1.55	1.63	Not significant
2	URBAN	25	33.80	5.12	-	-	

The mean value of rural and urban female teachers is 35.70 and 33.80 respectively for responsibility feeling. The obtained CR value is not significant. The mean values have no remarkable difference. Hence it can be said that in this case of responsibility feeling location has no role.

FINDINGS

Findings of the this research are as follows:-

1. The first hypothesis was “There is no significant difference between the teaching aptitude of male and female secondary school teachers” with the objective to find out whether teaching aptitude differ significantly on the basis of sex. On the analyzing the result the hypothesis has been accepted and the objective has been achieved. It is clear that there is no significant difference in teaching aptitude among male and female teachers of secondary schools. But the higher value of

mean in case of male teachers indicates that they have more teaching aptitude in comparison to female teachers.

2. Second hypothesis was “There is no significant difference between the responsibility feeling of male and female secondary school teachers”. It appears from results that the mean scores on the level of responsibility of both male and female teachers have no significant difference. The higher value of mean of female teachers indicates that they have more responsibility in comparison of male teachers. Thus null hypothesis is accepted.
3. “There is no significant difference exists between male rural and urban teachers in teaching aptitude” was third formulated hypothesis. Obtained CR value is not significant at any level. So null hypothesis has been accepted. But the higher value of urban male teacher indicates that they have little more teaching aptitude in comparison of rural male teachers.
4. The forth hypothesis was “There is no significant difference exists between male rural and urban teachers in responsibility feeling”. It reveals through table that there is no significant difference. So null hypothesis stands accepted. Mean value of responsibility feeling is exactly same, so it can be said that rural and urban male teachers both have feel same responsibility.
5. Fifth hypothesis was formulated as “There is no significant difference between female rural and urban teachers in teaching aptitude”. Statistics revealed that CR value is not significant on any level. So null hypothesis has been accepted. It can be said that in case of female teachers location does not matter.
6. “There is no significant difference between female rural and urban teachers in responsibility feeling”. This hypothesis has been also accepted because CR value is not significant at any level of significance. The mean value is approximately same for both categories.

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