

## CO-RELATION BETWEEN TEACHERS EFFECTIVENESS AND TEACHING APTITUDE

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### **Abstract :**

*As we know the teacher is the back-bone of the society. Teacher plays measure role in the social as well as educational change if teacher effectively implement the changing policies then it will ruled out effectively this shows the teachers effectiveness and effectiveness affecting on aptitude. This paper attempts to study the impact of teacher's effectiveness on the aptitude and quality of education. Three hundred secondary school teachers were taken as sample of the study t he data collection tools were Teachers effectiveness scale by D.N,Muttha and Pramod Kumar, Teaching aptitude test by Prakash and Srivastava*

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**Key Words : Techers Effectiveness, Teaching Aptitude.**

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### **Introduction :**

The teacher effectiveness term is defined as the highest mental, emotional and physical capacity of teacher. It includes the parameters of the personality, co-curricular activities, relation with parents and other staff, etc. Teacher effectiveness is the abilities of a teacher used to make education effectively. It shows teachers efficiency in each and every aspects of the education.

Teaching aptitude refers the qualities, traits and skills pertaining to teaching which a person possesses naturally or acquires through self-effort and which gets reflected in his inclination towards teaching and are helpful to him in performing his jobs dexterously.

Teaching aptitude may refer to person's capacity or hypothetical potential for acquisition of certain characteristics. Mental abilities and inclination involved towards the teaching profession with respect to the individual has had little or no previous training.

**Objectives :** To find the co-relation of teacher's effectiveness with teaching aptitude.

**Hypothesis :**

There is no significant relation between teaching aptitude and teacher's effectiveness of secondary teachers

**Sample :**

The present study was conducted through the survey of 300 secondary teachers of Mumbai region. The random sampling technique was adopted to select the sample

**Data collection tools :**

Teachers Effectiveness Test (TET) constructed and standardized by Pramod kumar and D.N. Muttha was used to measure teacher's effectiveness of secondary teachers. The scale has 69 items related to ten major aspects of teacher effectiveness namely teacher as a source of information, teacher as a inspirer, teachers teaching skill, teachers participation in co-curricular activities, teachers professional knowledge teachers class-room management, teachers social relation, teachers emotions, teachers value and teachers personality. It is five point rating scale in which each item ranging from fully not agree to fully agree. To measure the teaching aptitude of secondary teachers, "Teaching Aptitude Test (TAT)" constructed and standardized by Jai Parkas and R. P. Srivastava was used. This test contains 10 sub-test and total 150 items. The test includes co-operative attitude, kindness, patience, wide interest, fairness, moral character, discipline, optimism, scholarly test and enthusiasm.

In case of teaching aptitude the teachers whose standard score between 24-38 were grouped at low teaching aptitude, whose score between 39-48 treated as middle teaching aptitude and those who score between 49-63 considered as high teaching aptitude.

**Statistical Technique :**

The data was analyzed by using F test (ANOVA), 't' test and Person's product moment Co-Efficient of Correlation.

**Result and Discussion :**

Means and standard deviation of teacher effectiveness scores of the three groups of teacher's classifieds as low, middle and high has been presented in table 1. When the obtained mean scores of three groups of secondary school teachers were examined, it was observed that the obtained mean scores was 94.86 for low teaching aptitude, 102.54 for middle teaching aptitude and 104.94 for high teaching aptitude which indicates the teachers effectiveness of high teaching aptitude teachers was high.

**Table. 1**

**Means and standard deviation of teacher effectiveness scores of the  
Three groups of teacher's classifieds as low, middle and high**

Sr. No.	Aspects of teachers effectiveness	Low teaching aptitude(N=64)		Middle teaching aptitude(N=170)		High teaching aptitude(N=66)	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
1	Teacher as Information source	9.22	2.16	7.39	1.12	9.47	2.12
2	Teacher as Inspirer	6.24	1.14	8.42	2.04	6.51	1.83
3	Teachers Teaching skills	23.01	6.41	23.32	5.17	26.26	7.22
4	Teachers professional knowledge	26.03	6.40	32.35	8.41	31.18	7.03
5	Teachers Class-room management	5.38	1.45	4.25	1.82	4.14	1.87
6	Teachers Social relation	4.10	1.06	5.51	1.46	5.66	1.22
7	Teachers Emotions	4.14	1.84	4.22	1.48	4.02	1.46
8	Teachers Values	5.07	1.82	5.54	1.86	6.01	1.56
9	Teachers Personalities	6.03	1.59	6.23	1.58	6.39	2.06
10	Teachers participation in Co-curricular activity.	5.04	1.67	5.31	1.83	5.40	2.03
11	Total teachers effectiveness	94.86	25.54	102.54	25.32	104.94	28.04

Table 2. shows that one way ANOVA of the teachers effectiveness score of the secondary teachers among the three groups based on low, middle and high secondary teachers based on their teacher effectiveness score .As 'F' was significant, 't' test was employed to find out significance of difference between the pairs of groups.

**Table 2.**

**One way ANOVA of teacher effectiveness scores of the of the secondary teachers  
Among the three groups based on the level of teaching aptitude  
(low, middle and high)**

Sr. No	Aspects of teachers effectiveness	Sum of squares(SS)		Mean squares (MS)		F-test ( df =2,297 )	Level of significance
		Between	Within	Between	Within		
1	Teacher as Information source	9.13	3430.16	3.69	11.12	0.38	
2	Teacher as Inspirer	20.14	3321.81	4.61	12.04	0.39	
3	Teachers Teaching skills	2003.01	54743.12	1003.32	183.23	5.43	Significant at 0.01 level
4	Teachers professional knowledge	2202.03	53981.31	1002.56	184.61	5.42	Significant at 0.05 level
5	Teachers Class-room management	4.38	891.02	2.14	3.21	0.62	
6	Teachers Social relation	4.14	822.12	2.04	3.25	0.63	
7	Teachers Emotions	22.14	1091.232	11.65	3.61	3.11	Significant at 0.05 level
8	Teachers Values	21.07	1091.21	12.04	3.63	3.10	Significant at 0.05 level
9	Teachers Personality	19.03	841.25	8.98	2.84	3.33	Significant at 0.05 level
10	Teacher's participation in Co-curricular activity.	18.04	842.12	9.34	2.86	3.34	Significant at 0.05 level
11	Total teachers effectiveness	3538.47	118220.91	1775.90	398.06	4.45	Significant at 0.05 level

Table no. 2 shows that the teaching skill is significant at 0.01 level, teachers professional knowledge was significant at 0.05 level, teachers emotion was significant at 0.05 level, teachers values were significant at 0.05 level, teachers personality was significant at 0.05 level, teachers participation in co-curricular activity was significant at 0.05 level, total teacher effectiveness.

Table no 3

## The Co-relation matrix between teacher's effectiveness and teaching aptitude

Teachers Effectiveness	Teaching Aptitude	Co-operative Attitude	Kindliness	Patience	Wide Interest	Fairness
Teacher as Information source		0.135*	-0.032	0.031	0.129*	0.018
Teacher as Inspirer		0.0134*	-0.030	0.033	0.131*	0.017
Teachers Teaching skills		0.084	0.032	0.085	0.072	0.177*
Teachers professional knowledge		0.084	0.033	0.084	0.072	0.178*
Teachers Class-room management		0.008	-0.011	0.003	0.035	0.063
Teachers Social relation		0.007	-0.012	0.004	0.036	0.064
Teachers Emotions		0.032	0.060	-0.003	0.102	0.187**
Teachers Values		0.033	0.060	0.030	0.104	0.188**
Teacher personality		0.130*	-0.021	0.115*	0.045	0.142*
Teacher's participation in Co-curricular activity.		0.131*	0.045	0.116*	0.046	0.143*
Total		0.096	0.019	0.084	0.083	0.157**

Total	Enthusiasm	Scholarly Taste	Optimism	Discipline	Moral Character	Teachers Effectiveness
0.075	0.022	0.023	0.001	0.132*	-0.017	Teacher as Information source
0.077	0.023	0.024	0.000	0.133*	-0.016	Teacher as Inspirer
0.184**	0.082	0.130*	0.157**	0.066	0.121*	Teachers Teaching skills
0.186*	0.084	0.131*	0.159*	0.067	0.123*	Teachers professional knowledge
0.052	0.015	0.046	0.015	0.089	0.025	Teachers Classroom management
0.051	0.016	0.047	0.016	0.089	0.024	Teachers Social relation
0.144*	0.090	0.90	0.104	0.033	0.072	Teachers Emotions
0.146**	0.090	0.94	0.105	0.034	0.72	Teachers Values
0.140*	0.088	0.104	0.127*	0.015	0.067	Teacher personality
0.167**	0.087	0.105	0.128*	0.16	0.68	Teacher's participation in Co-curricular activity.
0.169**	0.080	0.114	0.138**	0.071	0.088	Total

Table 3. Shows that there is a significant relationship between teachers co-operative attitude with teacher as a information source, teachers inspiration and teachers personality.

Teacher's patience is co-related with teachers personality and teachers participation in co-curricular activity.

Teacher's wide interest is co-related with teacher as information source and teachers inspiration.

Teachers Fairness is co-related with teaching skills, professional knowledge, teachers emotions, teachers values, teachers personality and teachers participation in co-curricular activity.

Teacher's moral character is co-related with teaching skills and professional knowledge.

Teachers discipline is co-related with teachers as a information source and teachers inspiration.

Teacher's optimism is co-related with teaching skills, professional knowledge, teachers personality and teachers participation in co-curricular activity.

Teacher's scholarly test was co-related teaching skills and professional knowledge.

Total teaching aptitude is co-related with teaching skills, teachers professional knowledge, teachers emotions, teachers values, teachers personality, teachers participation in co-curricular activity and total teachers effectiveness.

Hence from the above interpretation the null hypothesis that there is no significant relation between teachers effectiveness and teaching aptitude was rejected.

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