

# Teaching Aptitude among Teachers in the Secondary Schools of Upper Siang District, Arunachal Pradesh (India) in Relation To Some Variables



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## Abstract

Teaching aptitude plays an important role in pedagogy. Teachers equipped with this quality along with teaching interest, social intelligence and responsibility feelings towards profession perform better in teaching-learning process and yield productive results. When we measure the pass percentage of students in Arunachal Pradesh, it is low year by year in the secondary and higher secondary schools. So we need to pay attention to these indicators during the recruitment process of teachers. The present study focuses on these indicators and therefore, based on the requirement of the study undertaken, a sample of 116 secondary school teachers were selected randomly from Upper Siang district of Arunachal Pradesh (India) with Normative survey method. *The Tools used were* 1) Teaching Aptitude Test (TAT-GR) (1971) developed by Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka), 2) Kakkar Interest in Teaching Scale (KITS-K) (1985) developed by Dr. S.B. Kakkar (Patiala), 3) Social Intelligence Scale (SIS-CG), (1986) developed by Dr. N.K. Chadha (Delhi) and Ms. Usha Ganesan (Delhi) and 4) Responsibility Feelings Test (Arunachal Pradesh) (2018) developed by the researchers themselves according to the test construction and standardization procedure for measuring responsibility feelings of teachers. Analysis and interpretation was done with the statistical techniques such as Measures of Central Tendency, Measures of Variability, Percentile and ANOVA. With sincere efforts, it came to light that teachers of Secondary Schools in Upper Siang district are Average in Teaching Aptitude as the mean scores were 19.37 for the total scores of 35 in teaching aptitude test. Study also resulted that the Teaching Interest, Social Intelligence, Interaction between Teaching Interest and Social Intelligence, Interaction between Social Intelligence and Responsibility Feelings, Triple interaction among Teaching interest, Social Intelligence and Responsibility Feelings has no significant influence on teaching aptitude whereas, Responsibility Feelings and Interaction between Responsibility feelings and Teaching Interest are significantly influencing the teaching aptitude. Again, Community, Educational Qualification, Professional Training, Interaction between Community and Educational Qualification, Interaction between Educational Qualification and Professional training, Interaction between Professional Training and Community and the Triple interaction of Community, Educational Qualification and Professional Training all these variables has no significant influence on teaching aptitude of the secondary school teachers of Upper Siang district, Arunachal Pradesh.

**Keywords:** Teaching Aptitude, Secondary School Teachers, Upper Siang, Arunachal Pradesh.

## Introduction

Literally, teaching is understood as a set of actions in the hands of a teacher who intends to induce, produce, create, and generate some learning among the students but the comprehensive meaning of teaching also includes the vivid awareness about teaching mission by the teachers, their professional and artistic responsibilities and their enthusiastic move towards moulding and shaping the most desired behaviour among the learners. The general qualities of a teacher such as accountability, compassion, care, dedication, adaptability, empathy, creativity, resourcefulness etc., should go along with their duties and responsibilities.

A teacher should have passion for teaching, love for children and subject matter, organizing capabilities, ethical norms, and a willing heart to reflect the learners. Besides, one has to examine four more important qualities in a teacher such as Teaching Aptitude, Teaching Interest, Responsibility Feeling and Social Intelligence which greatly determines the achievement of instructional objectives and the quality education as a whole.

Aptitude is defined by Traxler (1957) as, "a condition, a quality, or a set of qualities in an individual which he will be able to acquire, under suitable training, some knowledge, skill, or composite of knowledge and skill such as ability to contribute to art or music, mechanical ability, mathematical ability, or ability to read and speak a foreign language." However, aptitude is a good determinant of the effective teaching and a teacher without aptitude face failure in acquiring the title of 'quality teacher.' Besides, 'Interest' is understood by Crow and Crow (1973) as a "motivating force that impels us to attend to a person, a thing, or an activity or it may be the effective experience that has been stimulated by the activity itself." Hence, the idea about the interest is nothing but the cause of an activity and the result of participation in the activity relating to drives, motives, and emotional responses. Responsibility feeling is another important quality of a teacher. Winter (1991) defined responsibility as, "a relatively stable personality disposition that develops as a function of socialization." Responsibility feeling of a teacher therefore is an intrinsic feeling of devotion and dedication towards teaching profession which is not imposed by an individual to another individual.

When there is a concern for teacher effectiveness and quality education, Social Intelligence also plays an active role in achieving them. It is the ability or capacity to navigate, interact, cooperate, negotiate and maintain relationships in a society which is also understood as 'interpersonal intelligence'. In a definition, it is defined as, "the ability to understand and manage men and women and girls, to act wisely in human relations" by E.L. Thorndike (1920). However, social intelligence not only helps the teachers in solving student's problems but it helps the students solve their own problems by the efforts of teachers having social intelligence.

Understanding the comprehensive meaning of Aptitude, Interest, Responsibility Feeling and Social Intelligence in relation to Teaching, assists us in understanding that teaching is a noble profession with the fact that it is not a very easy task. One has to do a microscopic study of the self to make a check on aptitude, genuine interest, responsibility feelings and some sort of social intelligence for teaching profession. The possibility of achieving the desired outcome is when one is truly willing to work under the supervision of the affective aspects along with the cognitive and psychomotor aspects of human behaviour.

#### Review of Literature

A few studies have been reviewed relating to the present study. Kadijevich (2008) studied teacher's interest to achieve educational technology standards ("Interest")

in terms of their computer attitude ("Attitude"), computer experience ("Experience") and professional support to achieve these standard offered to them from their institutions ("Support"). The researcher concluded that to improve "Interest", we need to improve "Attitude" by means of "Experience." Ranganathan (2008) found that there is a significant positive relationship between high self esteem and teaching aptitude and there is no significant difference between males and females and the level of self esteem and teaching aptitude. Suja (2007) in another study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. Agarwal (2013) concluded that social intelligence is not a good predictor of teacher effectiveness as the correlation between them is negligible. Whereas, findings of teachers having high teaching aptitude and teaching interest are also indicated. A study by Lekshmi (2014) pointed out that social intelligence of primary school students was low and that Social Intelligence Enhancement package was very effective in enhancing social intelligence, study skills as well as in reducing aggressive behaviour among the primary school students. Recently, Dar (2019) conducted a comparative study on teaching aptitude and intelligence in which a significant difference was found in teaching aptitude and intelligence between M.P.Ed and M.Ed Post graduate students of University of Kashmir. M.P.Ed students were found to have more teaching aptitude than the M.Ed students.

#### Objectives of the Study

1. To investigate the Teaching Aptitude of Secondary School Teachers in Upper Siang district in Arunachal Pradesh.
2. To study the influence of Teaching Interest, Social intelligence and Responsibility Feelings and their interactions on Teaching Aptitude of the Secondary School Teachers in Upper Siang district, Arunachal Pradesh.
3. To study the influence of Community, Educational Qualification and Professional Training and their interactions on Teaching Aptitude of the Secondary School Teachers in Upper Siang district, Arunachal Pradesh.

#### Hypotheses of the study:

- H0<sub>1</sub>: There exists no significant Influence of Teaching Interest, Social intelligence and Responsibility Feelings and their interactions on Teaching Aptitude of the Secondary School Teachers in Upper Siang district, Arunachal Pradesh.
- H0<sub>2</sub>: There exists no significant Influence of Community, Educational Qualification and Professional Training and their interactions on Teaching Aptitude of the Secondary School Teachers in Upper Siang district, Arunachal Pradesh.

#### Methodology of the Study

##### Method

Normative Survey method of educational research was used.

##### Population

All the Secondary School Teachers of Upper Siang district, Arunachal Pradesh are the population of the present study.

# Asian Resonance

### Sample

116 Secondary School Teachers of Upper Siang district are the sample drawn from the population.

### Tools Used

1. Teaching Aptitude Test (TAT-GR) (1971) developed by Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for measurement of teaching aptitude.
2. Kakkar Interest in Teaching Scale (KITS-K) (1985) developed by Dr. S.B. Kakkar (Patiala) for investigation of teaching interest of secondary school teachers.
3. Social Intelligence Scale (SIS-CG), (1986) developed by Dr. N.K. Chadha (Delhi) and Ms. Usha Ganesan (Delhi) to assess the social intelligence of the secondary school teachers.
4. Responsibility Feelings Test (Arunachal Pradesh) (2018) developed by the researchers themselves according to the test construction and standardization procedure for measuring responsibility feelings of teachers.

### Statistical Analysis

In order to derive findings correctly, Measures of Central Tendency, Measures of Variability, Percentile and ANOVA were applied.

### Analysis and Interpretation

#### Findings of Objective 1

**Table No. 1. Mean scores and SD values of Secondary School Teachers in Upper Siang district, A.P.**

District	Mean	SD
Upper Siang	19.37	3.47

#### Findings of Objective 2 & Hypothesis 1

**Table 2**

**The summary of the Complete Analysis of Variance for Objective 2 and Hypothesis 1**

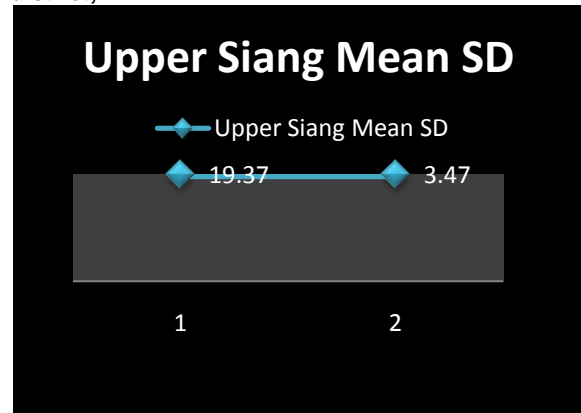
Source of Variance	Sum of Squares	df	Mean Squares	F	Remark
(A) Teaching Interest	18.06	1	18.06	3.12	NS*
(B) Social Intelligence	6.25	1	6.25	1.08	NS*
(C) Responsibility Feelings	100	1	100	17.33	S*
(AxB) Teaching Interest x Social Intelligence	4	1	4	0.69	NS*
(BxC) Social Intelligence x Responsibility Feelings	0.06	1	0.06	0.01	NS*
(CxA) Responsibility Feelings x Teaching Interest	25	1	25	4.33	S*
(AxBxC) Teaching Interest x Social Intelligence x Responsibility Feelings	1.55	1	1.55	0.26	NS*
Error (Within Treatments)	323.52	56	5.77		

Note. S = Significant, NS = Not Significant, \* = At 0.05 Level of Significance

### Interpretation

1. The computed F –values such as 3.12, 1.08, 0.69, 0.01, and 0.26 for (A) Teaching Interest, (B) Social Intelligence, (AxB) Interaction between Teaching Interest and Social Intelligence, (BxC) Interaction between Social Intelligence and Responsibility Feelings, (AxBxC) Triple interaction of Teaching interest, Social Intelligence and Responsibility Feelings are all lesser than the criterion F-value of 4.00 at 0.05 level of confidence for 1/56df. Therefore, there exists no significant influence of the above variables and their interactions on teaching

**Figure 1: The line chart representation of Teaching Aptitude Mean scores and SD values of Secondary School Teachers in Upper Siang district, A.P.**



### Interpretation

The mean scores of teaching aptitude of the secondary school teachers in Upper Siang district, Arunachal Pradesh was 19.37 along with the computed SD value of 3.47. These teachers have scored 19.37 scores averagely out of 35 total scores in teaching aptitude test which is equal to 55.34 % of total percentage. It indicated that secondary school teachers of Upper Siang district are neither low nor high but average in teaching aptitude.

2. Comparing the obtained F-values such as 17.33 and 4.33 for (C) Responsibility Feelings and (CxA) Interaction between Responsibility feelings and Teaching Interest respectively with the criterion F-value of 4.00 at 0.05 level of significance, it is understood that there is a significant influence of Responsibility Feelings and the Interaction between Responsibility feelings and Teaching Interest on teaching aptitude. Therefore, the hypothesis is rejected.

## Findings of Objective 3 &amp; Hypothesis 2

**Table 3**  
**The summary of the complete analysis of variance for Objective 3 and Hypothesis 2**

Source of Variance	Sum of Squares	df	Mean Squares	F	Remark
(A) Community	4	1	4	0.40	NS*
(B) Educational Qualification	1.56	1	1.56	1.15	NS*
(C) Professional Training	0.25	1	0.25	0.02	NS*
(AxB) Communityx Educational Qualification	1.56	1	1.56	0.15	NS*
(BxC) Educational Qualificationx Professional Training	10.56	1	10.56	0.06	NS*
(CxA) Professional Training x Community	23.69	1	23.69	2.39	NS*
(AxBxC)Communityx Educational Qualificationx Professional Training	4.37	1	4.37	0.44	NS*
Error (Within Treatments)	553.76	56	9.88		

Note. S = Significant, NS = Not Significant, \* = At 0.05 Level of Significance

**Interpretation**

Table 3 reveals clearly that the hypothesis is accepted which states that "There exists no significant Influence of Community, Educational Qualification and Professional Training and their interactions on Teaching Aptitude of the Secondary School Teachers in Upper Siang district, Arunachal Pradesh." The criterion F – value of 4.00 at 0.05 level of significance for 1/56df is more than all the obtained F – values such as 0.40, 0.15, 0.02, 0.15, 1.06, 2.39 and 0.44 for the cases of Community (A), Educational Qualification (B), Professional Training (C), Interaction between Community and Educational Qualification (AxB), Interaction between Educational Qualification and Professional training (BxC), Interaction between Professional Training and Community (CxA) and the Triple interaction of Community, Educational Qualification and Professional Training (AxBxC) respectively.

**Discussion and Conclusion**

The study infers significance of teaching aptitude in connection to teaching interest, social intelligence and responsibility feelings in a teacher. Kuketri (1990) in a similar study found a positive correlation between Aptitude and Success in teaching. Beena (1995) revealed that teaching aptitude is a significant indicator of teaching effectiveness. Besides, Suja (2007) concluded that the interest in teaching have a significant effect on job commitment. In the present study it was found that teachers of Secondary Schools in Upper Siang district are average in Teaching Aptitude as their mean scores came out to be 19.37 for the total scores of 35 in teaching aptitude test. Study also resulted that the Teaching Interest, Social Intelligence, Interaction between Teaching Interest and Social Intelligence, Interaction between Social Intelligence and Responsibility Feelings, Triple interaction among Teaching interest, Social Intelligence and Responsibility Feelings has no significant influence on teaching aptitude whereas, Responsibility Feelings and Interaction between Responsibility feelings and Teaching Interest are significantly influencing the teaching aptitude. Again, Community, Educational Qualification, Professional Training, Interaction between Community and Educational Qualification, Interaction between Educational Qualification and Professional training, Interaction between Professional Training and Community and the Triple

interaction of Community, Educational Qualification and Professional Training all these variables has no significant influence on teaching aptitude of the secondary school teachers of Upper Siang district, Arunachal Pradesh.

Generally, non- cognitive variables has no significant influence on teaching aptitude. Likewise, the study has revealed no significant influence of the selected non-cognitive variables such as Community, Educational Qualification and Professional Training on teaching aptitude. Nevertheless, we cannot ignore the fact that some of the non-cognitive variables like educational qualification and Professional experience sometimes influence teaching aptitude.

Based on the findings, we understand that Responsibility feelings and Interaction between Responsibility feelings and Teaching interest has a significant influence on teaching aptitude. Ironically, no significant influence was seen for the case of professional training. It means that teachers whether professionally trained or untrained, it does not influence teaching aptitude significantly in the present case. The possible reasons can be that the professional training colleges or university for teachers are not reaching the standard in providing education and training to teachers. Another reason may be disinterest among pre-service and in-service teacher trainees enrolled in these colleges. Therefore, these colleges should be facilitated sufficiently, teacher-trainees should be motivated for learning and quality teacher educators should be recruited so to attract teachers for better services.

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