

Secondary School Teachers and Their Teaching Aptitude In Relation To Teaching Interest, Social Intelligence and Responsibility Feelings: A Case of Arunachal Pradesh, India



Geyin Boli
Research Scholar,
Deptt.of Education,
Rajiv Gandhi University
Arunachal Pradesh, India



Boa Reena Tok
Associate Professor,
Deptt.of Education,
Rajiv Gandhi University,
Arunachal Pradesh, India

Abstract

Teacher is a very important tool for change and development in every society and of every generation but teacher without certain qualities lack ability to perform this task. Of the certain qualities in a teacher, teaching aptitude, teaching interest, social intelligence and responsibility feelings towards profession plays a greater role in pedagogy. Therefore to count these qualities in the teachers of Arunachal Pradesh, the present study was conducted. This study has a sample of 536 secondary school teachers of Upper Siang, West kameng and Papumpare districts of Arunachal Pradesh selected with Stratified Random *sampling technique*. 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, t –test, Percentile and ANOVA. The results revealed that teachers of Secondary Schools of Arunachal Pradesh are good but not very high in teaching aptitude. It also resulted that teachers of Upper Siang district scored higher than teachers of West Kameng and Papumpare districts with the mean scores of 19.37. Papumpare district which is seen to be having highest literacy rate in Arunachal Pradesh and where the capital of the state is located scored least of all with the mean scores of 18.01. Finally the hypothesis, “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” is rejected as there exists a significant influence of Teaching interest, Social intelligence, Responsibility feelings, interaction between Social intelligence and Responsibility feelings, and interaction between Responsibility feelings and Teaching interest on Teaching aptitude of the secondary school teachers of Arunachal Pradesh.

Keywords: Secondary School Teachers, Teaching Aptitude, Teaching Interest, Social Intelligence, Responsibility Feelings, Arunachal Pradesh, India.

Introduction

Teaching is a term which is consists of different definitions. There exists not one, but various ways of understanding the concept of teaching. It is called an art, a science, act of imparting knowledge, instruction, a tool for moulding learners' behaviour, a profession and so and so forth. Gage (1962): “Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person.” Smith (1960), “Teaching is a system of actions intended to produce learning.”

Some of the good indicators of academic achievements are teaching aptitude, teaching interest, social intelligence, and responsibility

feelings. Aptitude however 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." 'Interest' is defined 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." Responsibility feeling is another important quality of a teacher. Winter (1991) understand 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. Besides, Social intelligence not only helps the teachers in solving student's problems but it helps the students solve their own problems. 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).

One thing is clearly noted that despite of all its definitions and various assumptions, teaching is connected to workability. Unless learning among the learners takes place, teaching is not considered an act of teaching. In simple sense, teaching is to create some learning among the learners. The prior responsibility and highest expectation of fulfilling the act of teaching relating to learning among the learners is placed in the hands of the teacher. Therefore, these indicators are very important for consideration.

Review of Literature

A few studies relating to Teaching Aptitude, Teaching Interest, Responsibility feelings and Social intelligence have been reviewed. 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." Suja (2007) yet in another study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. Kant (2011) had indicated the relation between aptitude and professional responsibilities by showing the results that male teachers had higher aptitude than female and female teachers had more responsibility feelings than the male teachers. Urban male teachers had slightly more aptitude than rural male teachers and rural and urban male teachers had the same responsibility feeling. 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.

Objectives of the Study

1. To study the Teaching Aptitude among Secondary School Teachers of Arunachal Pradesh.
2. To compare Teaching Aptitude of the secondary school teachers in three districts of Arunachal Pradesh namely Upper Siang, West Kameng and Papumpare.
3. To study the influence of Teaching Interest, Social intelligence and Responsibility Feelings and their interactions on Teaching Aptitude of the Secondary School Teachers in Arunachal Pradesh.

Hypotheses of the Study

H0₁

There is no significant difference exists in the Teaching Aptitude of Secondary School Teachers of Upper Siang and West Kameng districts of Arunachal Pradesh.

H0₂

There is no significant difference exists in the Teaching Aptitude of Secondary School Teachers of West Kameng and Papumpare districts of Arunachal Pradesh.

H0₃

There is no significant difference exists in the Teaching Aptitude of Secondary School Teachers of Papumpare and Upper Siang districts of Arunachal Pradesh.

H0₄

There exists no significant Influence of Teaching Interest, Social intelligence and Responsibility Feelings and their interactions on Teaching Aptitude of the Secondary School Teachers of Arunachal Pradesh.

Methodology of the study

Method

Normative Survey method of educational research was used.

Population

All the Secondary School Teachers of Upper Siang, West Kameng and Papumpare districts, Arunachal Pradesh are the selected population.

Sample

536 Secondary School Teachers of Upper Siang, West Kameng and Papumpare districts, Arunachal Pradesh 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, t –test, 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.

State	Mean	SD
Arunachal Pradesh	18.38	4.34

Interpretation

The mean scores of teaching aptitude of the secondary school teachers in Arunachal Pradesh were 18.38 along with the computed SD value of 4.34. Out of the total 35 scores in the teaching aptitude test, these teachers secured 18.38 scores averagely and their scores vary with 4.34. It reveals that secondary school teachers of Arunachal Pradesh are good but not very high in teaching aptitude.

Findings of Objective 2 & Hypothesis 1

Table 2 Summary of the Computed Scores for The Teaching Aptitude of Secondary School Teachers in Upper Siang and West Kameng districts, Arunachal Pradesh

Teaching Aptitude of Secondary School Teachers in Upper Siang and West Kameng districts, Arunachal Pradesh							
District	N	Mean	S.D.	df	Computed Value	Criteria t-Value	Remarks
Upper Siang	116	19.37	3.47	251	1.63	1.97 (0.05 level) & 2.59 (0.01 level)	Not Significant at 0.05 & 0.01 levels of Confidence
West Kameng	137	18.62	3.97				

Interpretation

The computed scores displayed in the above table shows that the obtained value of 1.63 is less than the t-Criteria value 1.97 at 0.05 level and 2.59 at 0.01 level of confidence. Therefore the null hypothesis 1 is accepted and that there exists no significant difference in the Teaching Aptitude of Secondary

School Teachers in Upper Siang and West Kameng districts of Arunachal Pradesh. However, the secondary school teachers of Upper Siang district have slightly higher teaching aptitude in comparison with the secondary school teachers of West Kameng district of Arunachal Pradesh.

Findings of Objective 2 & Hypothesis 2

Table 3. Summary of the Computed Scores for The Teaching Aptitude of Secondary School Teachers in West Kameng and Papumpare districts, Arunachal Pradesh

Teaching Aptitude of Secondary School Teachers in West Kameng and Papumpare districts, Arunachal Pradesh							
District	N	Mean	S.D.	df	Computed Value	Criteria t-Value	Remarks
West Kameng	137	18.62	3.97	418	1.64	1.96 (0.05 level) & 2.59 (0.01 level)	Not Significant at 0.05 & 0.01 levels of Confidence
Papumpare	283	18.01	2.56				

Interpretation

The table 3 indicates the summary of the computed scores for t-test with the computed values of mean, S.D., df and CR (t). The criteria t-value of 1.96 and 2.59 at 0.05 and 0.01 levels of confidence respectively are more than the computed value which is 1.64. Therefore the null hypothesis 2 is accepted and it reveals that there exists no significant difference in the Teaching Aptitude of Secondary School Teachers in West Kameng and Papumpare

districts of Arunachal Pradesh. Somehow, the teaching aptitude scores of the secondary school teachers in West Kameng district are slightly higher than the teaching aptitude scores of the secondary school teachers in Papumpare district of Arunachal Pradesh. So the secondary school teachers of West Kameng district are slightly better than the secondary school teachers of Papumpare district in teaching aptitude even if it is not significant in nature.

Findings of Objective 2 & Hypothesis 3**Table 4 Summary of the computed scores for the teaching aptitude of secondary school teachers in Papumpare and Upper Siang districts, Arunachal Pradesh**

Teaching Aptitude of Secondary School Teachers in Papumpare and Upper Siang districts, Arunachal Pradesh							
District	N	Mean	S.D.	df	Computed Value	Criteria t-Value	Remarks
Papumpare	283	18.01	2.56	397	3.88	1.97 (0.05 level) & 2.59 (0.01 level)	Significant at 0.05 & 0.01 levels of Confidence
Upper Siang	116	19.37	3.47				

Interpretation

The summary of the computed scores for the teaching aptitude of secondary school teachers in Papumpare and Upper Siang districts, Arunachal Pradesh, revealed that the criteria t-value of 1.97 and 2.59 at 0.05 and 0.01 levels of confidence respectively are less than the computed of 3.88. Therefore the null hypothesis 3 is rejected. This further explains that there is a significant difference in

the Teaching Aptitude of Secondary School Teachers in Papumpare and Upper Siang districts of Arunachal Pradesh. The teaching aptitude scores of secondary school teachers in Upper Siang district are higher than the teaching aptitude of the secondary school teachers in Papumpare district, Arunachal Pradesh. Hence, the secondary school teachers of Upper Siang district are better than the secondary school teachers of Papumpare district in teaching aptitude.

Findings of Objective 3 & Hypothesis 4**Table 5 The Summary of the Complete Analysis of Variance for Objective 3 and Hypothesis 4 (Arunachal Pradesh)**

Source of Variance	Sum of Squares	Df	Mean Squares	F	Remark	
(A) Teaching Interest	77.91	1	77.91	6.73	S*	S#
(B) Social Intelligence	234.20	1	234.20	20.25	S*	S#
(C) Responsibility Feelings	674.52	1	674.52	58.34	S*	S#
(AxB) Teaching Interest x Social Intelligence	6.12	1	6.12	0.52	NS*	NS#
(BxC) Social Intelligence x Responsibility Feelings	89.51	1	89.51	7.74	S*	S#
(CxA) Responsibility Feelings x Teaching Interest	77.9	1	77.9	6.73	S*	S#
(AxBxC) Teaching Interest x Social Intelligence x Responsibility Feelings	36.39	1	36.39	3.14	NS*	NS#
Error Within Treatments	2774.52	240	11.56			

Note. S = Significant, NS = Not Significant, * = At 0.05 Level of Significance and # = At 0.01 Level of Significance

Interpretation

- Table 5 indicates clearly that there exists a significant influence of teaching interest on teaching aptitude as the computed F -value reveals to be greater than the criteria F - values at 0.05 and 0.01 level of significance. 6.73 is more than 3.87 and 6.72 of both the levels of confidence for 1/240 df.
- Like the first case, there is a significant influence of social intelligence on teaching aptitude of the secondary school teachers of Arunachal Pradesh. The computed F - value 20.25 is more than the criteria F - values at both the levels of significance for 1/240df.
- Thirdly, the obtained value which is 58.34 for the case of the influence of responsibility feelings on teaching aptitude is more than the criteria F - value at 0.05 and 0.01 level of confidence with 1/240df. Therefore, there is a significant influence of responsibility feelings on teaching aptitude of the secondary school teachers of Arunachal Pradesh.
- Unlike the previous cases, no significant influence of the interaction between teaching interest and social intelligence is seen on

teaching aptitude of the secondary school teachers of Arunachal Pradesh as the obtained value of 0.52 is less than the criteria F -values at 0.05 (3.87) and 0.01 (6.72) level of confidence with 1/240 df.

- The interaction between social intelligence and the responsibility feelings has a significant influence on teaching aptitude of the secondary school teachers of Arunachal Pradesh. The calculated F - value i.e. 7.74 is greater than the F -values listed in the table of ANOVA for 0.05 and 0.01 levels of significance.
- Comparing the obtained F - value (6.73) with the criteria F - values (3.87 & 6.72) at 0.05 and 0.01 level of significance, it is observed that the value which is computed is more than the criteria F-values at 0.05 and 0.01 level of significance. Hence, there is a significant influence of the interaction between responsibility feelings and the teaching interest on teaching aptitude.
- The teaching aptitude of the secondary school teachers in Arunachal Pradesh is not significantly influenced by the triple interaction of teaching interest, social intelligence and responsibility feelings of these teachers. The obtained F -

value for this case is 3.14 and it is lesser than the criteria F – value at both the levels for 1/240df.

Therefore, the hypothesis, “There exists no significant influence of Teaching Interest, Social Intelligence and Responsibility Feelings and their interactions on the Teaching Aptitude of Secondary School Teachers in Arunachal Pradesh” gets rejected.

Discussion and Conclusion

The present study reveals that secondary school teachers of Arunachal Pradesh are good but not very high in teaching aptitude. The reasons behind this could be lack of seriousness during teacher training programme, wrong selection of profession, absence of sincerity and dedication on the part of teacher and so and so forth. Beside this, when the selected three districts of Arunachal Pradesh, India were compared with respect to teaching aptitude, it resulted that teachers of Upper Siang district scored higher than teachers of West Kameng and Papumpare districts with the mean scores of 19.37. Papumpare district which is the seen to be having highest literacy rate in Arunachal Pradesh and where the capital of the state is located scored least of all with the mean scores of 18.01.

Generally it is assumed that teachers residing and working in the state or district with highest literacy rate have higher degree of teaching aptitude. But this study has falsified such assumptions and the possible reasons associated with it includes that teachers may have teaching aptitude but students are not sincere, regular and focused in studies including lack of conducive environment for the students.

Apart from this, the study has also revealed that the hypothesis, “There exists no significant Influence of Teaching Interest, Social intelligence and Responsibility Feelings and their interactions on Teaching Aptitude of the Secondary School Teachers of Arunachal Pradesh” is rejected because, there exists a significant influence of Teaching interest, Social intelligence, Responsibility feelings, interaction between Social intelligence and Responsibility feelings, and interaction between Responsibility feelings and Teaching interest on Teaching aptitude of the secondary school teachers of Arunachal Pradesh.

All the three independent variables such as Teaching interest, Social intelligence and Responsibility feelings of teachers towards teaching profession influences the teaching aptitude of teachers in Arunachal Pradesh. Therefore, workshop, seminar and conferences should be organised time to time with sincere efforts to induce teaching interest,

social intelligence and responsibility feelings among the teachers. Meanwhile, teacher training should be conducted periodically for better teaching aptitude among the teachers.

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