

Teaching Aptitude of Harijan Madhymik Vidayalya Teachers in Relation to their Teaching Competency and Organizational Climate

Dr. Prakash Chandra Jena,
Lovely School of Education and Humanities,
Lovely Professional University, Jalandhar- Punjab (India)
drpcjena@gmail.com

Abstract: The present research investigation aims at studying teaching aptitude of Harijan Madhymik Vidayalya teachers in relation to their teaching competency and organizational climate. It is a descriptive study and the investigator has selected 100 teachers as sample for his investigation (50 male and 50 female) from 10 Harijan Madhymik Vidayalyas of Deoria district of Uttar Pradesh. The total number of sample teachers is further subdivided into (25 science males, 25 arts males, 25 science female and 25 arts females) by using simple random sampling technique. For collection of data the investigator has used, Teaching Aptitude Test Battery (T A T B) constructed and standardized by Singh and Sharma (2005), General Teaching Competency Scale constructed and standardized by Passi & Lalita (1994) and Organizational Climate Scale constructed and standardized by Chaudhari & Pethe (2001). For analysis and interpretations of result the investigator has used F-test (Analysis of Variance) and Product moment coefficient of co-relation techniques. The main findings of the study stated that there exists significance differences and positive relationships in teaching aptitude, teaching competency and organizational climate

Key Words: Teaching Aptitude, Teaching Competency, Organizational Climate

I. Introduction

Modern age is the age of science and technology. It is also called as the age of competition. For facing cut-throat competition in the competitive world education plays a vital role. Our vision for the 21st century should be to create a learning society, and a global society. The quality of education that is provided to our children depends on the quality of our teachers. The quality of teachers in turn, definitely depends on the way in which they had received training. However, a teacher with innumerable degree and high profile personality cannot necessarily be termed as good teacher. The performance of good teacher depends upon the specialization of the subject or fields to be taught and professional knowledge and understanding of educational process and teaching skills. It is very necessary on the part of the teacher to perform effectively in order to bring out the desired outcomes of the pupils and this requires effective and appropriate use of teaching skills. In order to fulfill the above goal the major requirement is to have an appropriate organizational climate for the teacher to work in, and give their best. Deoria is one of the educationally backward districts of Uttar Pradesh and out of the total population 14% scheduled castes and 5% scheduled tribes. Keeping in view the vision of M.K. Gandhi for the welfare of the scheduled castes and scheduled tribes, the govt. of India have been emphasizing and appointing experience and expertise teachers for smooth functioning of Madhymik Vidayalya. In Deoria district, there are 14 blocks and each block has two or three schools of Harijan Madhymik Vidayalya. These Vidayalyas are governed by the Samaj Kalyaan Vibhag. Every district has Basic Shiksha Adhkari to head of these Vidayalyas at the district level.

II. Organizational structure of Harijan Madhyamik Vidyalayas

The school was started in the year 1965 by the Gandhi Harijan Shiksha Sabha, a society registered under the Societies Registration Act, as a Middle School. After implementation of National Policy of Education these schools are transfer to the state government.

- Harijan Madhyamik Vidyalayas are fully government under taken schools, which are governed by Samaj Kalyan Vibhag.
- Basic Shiksha Adhkari is administrative officer of these Vidyalayas at the district level.
- These Vidyalayas are established at that places majority schedule cast and schedule tribe are lived in rural or urban area.
- Recruitment of teachers and other staff for Harijan Madhyamik Vidyalayas from scheduled castes.
- Harijan Madhyamik Vidyalayas have teacher student ratio one teacher on 30 students, for make good teaching learning environment.

III. Harijan Madhyamik Vidyalayas and Education of Scheduled Castes

The Harijan Madhyamik Vidyalaya focus in the scheduled castes educational development is their equalization with the non- scheduled castes population at all stages and levels of education, in all areas and in all the four dimensions - rural male, rural female, urban male and urban female. The measures contemplated for this purpose include:

- Incentives to indigent families to send their children to school regularly till they reach the age of 14;
- Pre-metric scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tanning to be made applicable from class onwards. All children of such families, regardless of incomes, had covered by this scheme and time-bound programmes targeted on them will be undertaken;
- Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by scheduled castes students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- Provision of facilities for scheduled castes students in students' hostels at district headquarters, according to a phased programme;
- In Harijan Madhyamik Vidyalaya school, Balwadis and adult education, centres in such a way as to facilitate full participation of the scheduled castes;
- The utilization of National Rural Employment Programme resource so as to make substantial educational facilities available to the scheduled castes; and
- Constant innovation in finding new methods to increase the participation of the scheduled castes in the educational process.

IV. Harijan Madhyamik Vidyalayas and Education of Scheduled Tribes

The Harijan Madhyamik Vidyalaya focus in the scheduled tribes educational development is their equalization with the non-scheduled tribes population at all Stages and levels of education. The measures contemplated for this purpose include:

- Priorities have been accorded to opening primary schools in tribal areas. The construction of

school Buildings have been under taken in these areas on a priority basis under the normal funds for education, as well as under the National Rural Employment Programme, tribal welfare schemes.

- The socio-cultural milieu of the scheduled tribes has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- Educated and promising scheduled tribe youths have been encouraged and trained to take up teaching in tribal areas.
- Incentive schemes have been formulated for the scheduled tribes, keeping in view their special needs and life styles. Scholarship for higher education has emphasized technical, professional and paraprofessional courses. Special remedial courses and other programmes to remove psycho-social impediment has provided to improve their performance in various courses.
- The curriculum at all stages of education has designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

V. Review of related literatures

Sajan (2010) conducted a study on Teaching Aptitude of Student Teachers and Their Academic Achievement at Graduate Level over the teacher education institute of Malabar area of Kerela to measure the teaching aptitude of student teachers in general and with respect to five different dimensions. The finding of study concluded that teaching aptitude reveals that the highest scoring dimension is the professional information and the least scoring one is the professional interest.

Abdullah (2010) conducted a study on Academic Achievement, Teaching Aptitude and the Personality Traits as the predictors of success in Elementary Teacher Training and to study the teaching aptitude in predicting success in terms of achievement, teacher educator rating and school teacher rating. The finding of study concluded that Teacher aptitude is found to have significant and positive correlation with all the parameters of success and various studies conducted in relationship between teacher aptitude and teacher performance have also shown the same

Dolmans & Vleuten (2004) conducted a study on development and validation of a framework for teaching competencies in higher education. The aim of the study was to develop and validate a framework of teaching competencies in student-centred higher education. The finding of study concluded that the integration of personal characteristics, knowledge, skills and attitudes was problematic. However, the results indicate that in most domains, the items that are more integrated and broadly defined are rated as more important than the more detailed items, which make them useful as a starting point for teacher evaluation.

Gopalakrishnan (2006) conducted a study on relationship between self-efficacy and teaching competency of secondary teacher education students. The finding of study concluded that there is significant relationship between teaching competency and self-efficacy of secondary teacher education students. By use of appropriate strategies, teacher trainee can improve his/her self-efficacy. This will help the teacher trainees to improve their teaching competency.

Ghafar (2009) conducted a study on role of teachers in promoting their competencies are determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of Teachers competency characteristics. The result shows that all

teachers are competent, and there are significant relationships between teaching competency and gender, specializations, and academic achievement. It is also found to be a teaching competency testing among Indian school teachers

Kamp & Brooks (1999) conducted a study on Perceived organizational climate and employee counter productivity. The finding of study concluded that the significant relationships we found between employee perceptions of the theft and substance use climates in their organizations and those employees' own reported on the-job theft and substance use are ambiguous with respect to causality. If indeed situational factors play a role in employee deviance, then these findings suggest that informal co-worker sanctions are a stronger determinant than are formal management sanctions.

Anju (2002) conducted a study on leadership style of principals in relation to job satisfaction of teachers and organizational climate in government and private senior secondary schools. The major findings were there is no significant difference between the organizational climate in government and private senior secondary schools. Teachers of government schools are found to be more satisfied than the private schools. Chakroborti (1990) conducted a study on organizational climate of secondary school in west Bengal. Positive correlations found between the school organizational climate and teaching aptitude of teachers, the job satisfaction action of the teachers and school effectiveness.

Babu (1996) conducted a study on organizational climate of school in relation to type of school and sex of the teachers. The findings of the study revealed that no significance difference was found between men and women teachers with regard to their perception of the organizational of these schools.

VI. Objectives of study

- To study the difference in teaching aptitude of Harijan Madhymik Vidayalya teachers with respect to gender and stream.
- To study the difference in teaching competency of Harijan Madhymik Vidayalya teachers with respect to gender and stream.
- To find out the relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya teachers.
- To find out the relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya teachers.
- To find out the relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya teachers.

VII. Implementation

Hypotheses of the study

- There exists no significant difference in teaching aptitude of Harijan Madhymik Vidayalya teachers with respect to stream and gender.
- There exists no significant difference in teaching competency of Harijan Madhymik Vidayalya teachers with respect to stream and gender.
- There exists no significant relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya teachers.
- There exists no significant relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya teachers.

- There exists no significant relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya teachers.

Delimitations

The present study has been delimited to:

- 100 teachers (50 male, 50 female) of Harijan Madhymik Vidayalya teachers;
- It was also delimited to Deoria district of Uttar Pradesh;
- It was further confined to the following variables such as teaching aptitude, teaching competency, organizational climate.

Methodology

Present study is a descriptive one and survey method has been used by the investigator. All the Harijan Madhymik Vidayalya teachers of Deoria district of Uttar Pradesh constitutes the population for the present study. The investigator has taken 100 teachers (50 males and 50 females) from 10 Harijan Madhymik Vidayalyas by using stratified random sampling technique. The total number of sample teachers is further subdivided into (25 science males, 25 arts males, 25 science female and 25 arts females)

Tools used

For collection of data following tools was used by the investigator:

- Teaching Aptitude Test Battery (TATB) standardized by Singh and Sharma (2005).
- General Teaching Competency Scale standardized by Passi and Lalita (1994).
- Organizational Climate Scale standardized by Chaudhari and Pethe (2001).

Statistical Techniques Used

For analyses and interpretation of data the investigator has used following statistical techniques:

- Analysis of Variance (one-way)
- Co-efficient of co-relation

VIII. Result Analysis and Main Findings:

Result pertaining to the difference in teaching aptitude of Harijan Madhymik Vidayalya teachers with respect to gender and stream

To find out the difference in teaching aptitude of Harijan Madhymik Vidayalya teachers with respect to gender and stream, F-ratio has been calculated and result is presented in table no.1

Table no.1

Source of Variation	SS	df	MS	F-ratio
Between groups	13204.56	3	4401.52	17.31*
Within groups	24401.6	96	254.1833	
Total	37606.16	99		P>.050

*Significant at both 0.05 and 0.01 level

The table no.1 shows that the calculated F-ratio is 17.31 which is significant at both levels. Therefore, it can be interpreted that there exists significant difference in teaching aptitude of Harijan

Madhymik Vidayalya teachers with respect to stream and gender. Hence, Ho gets rejected.

Result pertaining to the difference in teaching competency of Harijan Madhymik Vidayalya teachers with respect to gender and stream

To find out the difference in the teaching competency of Harijan Madhymik Vidayalya teachers with respect to gender and stream, F-ratio has been calculated and result is presented in table no.2

Table no.2

Source of Variation	SS	df	MS	F-ratio
Between groups	1213.95	3	404.65	5.69*
Within groups	6817.84	96	71.01917	
Total	8031.79	99		P>.050

*Significant at both 0.05 and 0.01 level

From the table no.2 it is observed that the calculated F-ratio is 5.69 which is significant at both levels. Therefore, it can be interpreted that there exists significant difference in teaching competency of Harijan Madhymik Vidayalya teachers with respect to stream and gender. Hence, Ho gets rejected.

Result pertaining to the relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya male and female science teachers

To find out the relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya male and female science teachers, coefficient of correlation has been calculated and result is presented in table no.3

Table no. 3

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.86	Significant r>0.01
Teaching Competency	25		

Significant at both 0.05 and 0.01 levels

It is the evident from the table no.3 that the coefficient correlation in teaching aptitude and teaching competency of male and female science teachers found to be 0.86 and whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value greater than table value. Hence, there exists positive correlation between teaching aptitude and teaching competency of male and female science teachers.

Result pertaining to the relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya male and female arts teachers

To find out the relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidayalya male and female science teachers, coefficient of correlation has been calculated and result is presented in table no.4

Table no.4

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.44	Significant r>0.01
Teaching Competency	25		

Significant at both 0.05 and 0.01 levels

It is the evident from the table no.4 that the coefficient correlation in teaching aptitude and teaching competency of male female arts teachers found to be 0.44 respectively. The calculated r-value for the teaching aptitude and teaching competency of male teachers came out as 0.44 whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value greater than table value, so, there exists positive correlation between teaching aptitude and teaching competency of male and female arts teachers.

Result pertaining to the relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya male and female science teachers

To find out the relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya male and female science teachers coefficient of correlation has been calculated and result has been discussed in table no.5

Table no. 5

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.78	Significant r>0.01
Organizational Climate	25		

Significant at both 0.05 and 0.01 levels

It is the evident from the above mentioned table no.5 that the coefficient correlation in teaching aptitude and organizational climate of male and female science teachers found to be 0.78 respectively. The calculated r-value for the teaching aptitude and organizational climate of male teachers came out as 0.78 whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value smaller than table value. Hence, there exists positive correlation between teaching aptitude and organizational climate of male and female science teachers.

Result pertaining to the relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya male and female arts teachers

To find out the relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya male and female arts teachers coefficient of correlation has been calculated and result has been discussed in table no.6

Table no.6

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.59	Significant

Organizational Climate	25	r>0.01
------------------------	----	--------

Significant at both 0.05 and 0.01 level

It is evident from the above mentioned table no.6 that the coefficient correlation in teaching aptitude and organizational climate of male and female arts teachers found to be 0.59 respectively. The calculated r-value for the teaching aptitude and organizational climate of male and female arts teachers came out as 0.59 whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value greater than table value. Hence, there exists positive correlation between teaching aptitude and organizational climate of female arts teachers. Hence, it can be interpreted that there exists significant positive relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidayalya teachers.

Result pertaining to the relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya male and female science teachers

To find out the relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya male and female female science teachers, coefficient of correlation has been calculated and result is discussed in table no.7

Table no.7

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.48	Significant r>0.01
Organizational Climate	25		

Significant at both 0.05 and 0.01 levels

It is evident from the above mentioned table no.7 that the coefficient correlation in teaching competency and organizational climate of male teachers is found to be 0.48 respectively. The calculated r-value for the teaching competency and organizational climate of male and female science teachers came out as 0.48 whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value is greater than the table value. Hence, there exists positive correlation between teaching competency and organizational climate of male and female science teachers.

Result pertaining to the relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya male and female arts teachers

To find out the relationship between teaching competency and organizational climate of Harijan Madhymik Vidayalya male and female female arts teachers, coefficient of correlation has been calculated and result is discussed in table no.8

Table no.8

Variable	N	Coefficient of Correlation	Result
Teaching Aptitude	25	0.51	Significant

Organizational Climate	25	$r > 0.01$
------------------------	----	------------

Significant at both 0.05 and 0.01 levels

It is evident from the above mentioned table no.8 that the coefficient correlation in teaching competency and organizational climate of male and female arts teachers is found to be 0.51 respectively. The calculated r-value for the teaching competency and organizational climate of male teachers came out as 0.51 whereas the tabulated value is 0.273 and 0.354 at 0.05 and 0.01 levels of significance respectively. As calculated value is greater than the table value. Hence, there exists positive correlation between teaching competency and organizational climate of male and female arts teachers.

IX. Conclusion and Main Findings

Result of F-test

- There is significant difference in teaching aptitude of Harijan Madhymik vidyalaya teachers with respect to stream and gender. The main reason being the teaching aptitude of harijan madhymik vidyalaya teachers of science stream is better than the arts stream. Science teachers are having good teaching aptitude and they satisfied with their job, interested in taking challenges.
- There is significant difference in teaching competency of Harijan Madhymik Vidyalaya teachers with respect to stream and gender. The teaching competency of Harijan Madhymik Vidyalaya teachers of science stream is better than the arts stream but some schools arts is better than the science stream and in some schools the performance of female teachers is better as compared to the males. The reason being that female teachers having good communication. They are cooperative, responsible and confident and are well satisfied with their job.

Result of Correlation

- There is significant positive relationship between teaching aptitude and teaching competency of Harijan Madhymik Vidyalaya science and arts teachers. The reason being that teaching aptitude and teaching competency both are skills and knowledge to manage, classroom situations, explanation and help to make effective teaching learning process.
- There is significant positive relationship between teaching aptitude and organizational climate of Harijan Madhymik Vidyalaya science and arts teachers. The reason being that the teaching aptitude and organizational climate of Harijan Madhymik Vidyalaya teachers are co-operative, responsible and confident and are well satisfied with their job.
- There is significant positive relationship between teaching competency and organizational climate of Harijan Madhymik Vidyalaya science and arts teachers. The teaching competency and organizational climate of Harijan Madhymik Vidyalaya teachers are help to each other for create good teaching learning environment. Teaching competency depend upon organizational climate of institutions.

Suggestions for Further Research

- The present study was undertaken to find out the differences and relationships of Teaching Aptitude Teaching Competency and Organizational Climate of Harijan Madhymik Vidyalaya teachers. The following suggestion may be considered for further research.

- The study was conducted in one district of Uttar Pradesh. Studies may also be undertaken in other districts of the state in the comparative perspectives.
- The study was confined to Harijan Madhymik Vidayalya teachers of Deoria district of Uttar Pradesh. Studies may be undertaken in Primary/ Secondary school and colleges teachers in other states also.
- A study may be undertaken at primary middle, secondary, senior secondary school and college of India with other developing and developed countries in the comparative perspectives.
- Studies may be undertaken by taking into consideration other variables like socio-economic status, emotional intelligence, locus of control, job-satisfaction, teacher commitment, organizational health and other variables.
- The study may be conducted by using other methodologies populations and settings.

Recommendations

- There should be the availability of proper facilities i.e. books and internet, library in every Harijan Madhymik Vidayalya.
- Curriculum should be reviewed from time to time at the primary and secondary level of Harijan Madhymik Vidayalya.
- There should be organization of seminars and workshops for the professional development of teachers.
- The teachers of Harijan Madhymik Vidyalyas should be given proper in-service training of the maximum use of ICT.
- Renewal of teacher should be done in every new session.
- The job of mid day meal should be assigned to the clerks rather than the teachers.
- In order to bring more improvements in the organizational climate of the Harijan Madhymik Vidyalyas compulsory meetings of teachers and parents should be organized from time to time.
- In order to improve the teaching competency of the teachers, proper attention should be given to the infrastructure of the Harijan Madhymik Vidyalyas.

References

1. Abdul, R. (2010). Teaching Competency Testing Among Malaysian School Teachers *European Journal of Social Sciences*, 12(1), 4-5.
2. Analoui, F.(1995). Teachers as Managers: An Exploration into Teaching Styles. *International Journal of Educational Management*, 9(5), 16-19.
3. Andrews, J.H.M. (1995). School Organizational Climate: Some Validity Studies, *Canadian Education and Research Digest*, 5, December 1995, pp. 317-334.
4. Bawa, S.K. (2010). *How to Write Dissertation in Social Sciences*, A.P.H. Publication, Dariyaganj, New Delhi.
5. Beena, S. (1995). *Determinants of Teacher Effectiveness*. Ambala Cantt: The Indian publications, 38-39.
6. Chaudhari, & Pethe (2001). *Organizational Climate Scale* National Psychological Corporation, Agra (UP), India.
7. Hellfiegl, D., & Slocum, J. (2007). Organizational Climate: Measures, research and contingencies. *Academy of Management Journal*, 17, 255-280.
8. Jain, & Vashistha(2009). *Teaching & Research Aptitude*, Upkar Prakashan, Swadeshi Bima Nagar, Agra.
9. Johnson,G. (1994). *Teaching Competence*, Brunei University Press, London.

10. Kukruti, B. R. (1990). *A Study of Some Psychological Correlates Unsuccessful Teachers*. Unpublished doctoral dissertation. Edu. Rohikhand University.
11. Lawrence, P.R., & Lorch J.W. (1992). *Organizational Environment*, Boston, Harvard Business School, Division of Research.
12. Mark, & Peter, (2002). *Achieving Competence and Excellence in Teaching*, Routledge Falmer 11 New Lane, London.
13. Passi ,& Lalita (1994). *General Teaching Competency Scale* National Psychological Corporation, Agra (UP), India.
14. Pareek, U. (1989). *Motivation and Organizational Climate*, Boston: Division of Research, Harvard Business School.
15. Rajameenakshi, P. K. (1998). *Factors affecting teaching competency of B.Ed, trainees in teaching physical science*. Ph.D. Edu. Madras University.
16. Sanghi, S. (2004). *Achieving Competency in English*, Sage Publishing Ltd, New Delhi.
17. Schneider, B. (2009). *Organizational Climate and Culture*, John Wiley & Sons, University of Aix-Marseilles, France.
18. Singh, R. P., and Sharma, S. N.(2005). *Teaching Aptitude Test Battery*, National Psychological Corporation, Agra (UP), India.
19. Wilson, M. (2005). *Organizational Behaviour and Gender*, Ashgate Publishing Limited, Hants England.