

A study of the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers

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Abstract: The main purpose of the research was to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna university. Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers.

Key words: Teacher attitude, Teaching aptitude, Prospective secondary school teachers

I. Introduction

The teacher as such is expected to function not only as a purveyor of knowledge but also as a 'moulder' of child's total personality. In our country and culture, a teacher is held in great honour and respect. He is considered as a fountain of all knowledge and source of great ideas. He is the torch - bearer to the society. Students look up to him with faith and hope and they seek his counsel in matter of temporal and transcendental. Hence the teacher should have keen sense of values, positive attitude and good aptitude for teaching, so that he can guide the whole generation. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs. Several studies have proved that attitude of teacher influences the behaviour of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and obligations should have good teaching aptitude. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society.

In this context the researcher felt the need to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers, as today's teacher trainees are our tomorrow's teachers. This study will also stimulate the academic bodies and teacher educators to plan and prepare the prospective secondary school teachers based on the findings of the study.

II. Objectives of the Study

1. To study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers.
2. To study the influence of Educational qualifications on the relationship between Teacher attitude and Teaching aptitude prospective secondary school teachers
3. To study the influence of Methodology opted on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers.

III. Methodology

Sample for the study: The researcher used survey method to collect the data. The researcher selected a sample of 650 prospective secondary school teachers from 10 colleges of education affiliated to Nagarjuna University, using Random Stratified Sampling.

Tools Employed: . Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers .

Statistical techniques used: For analysis and interpretation of data the researcher used coefficient of correlation and critical ratio.

IV. Result Analysis and Findings

A. Relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers.

For this co-efficient of correlation (r) between the pairs scores obtained on two tools namely teacher attitude and teaching aptitude is found. The obtained r value is 0.45. Its significance is tested. The df is $N-2$, i.e. $650-2=648$. Referring to the table (Page no. 201 Statistics and Psychology, Garrett) of r at .05 level is .088 and at 0.01 level it is .115. As the obtained value is more than the table value it can said that the obtained r is significant. Hence teacher attitude and teaching aptitude have a positive correlation.

B. Influence of Academic Qualifications on the Relationship between Teacher Attitude and Teaching Aptitude of the Prospective Secondary School Teachers.

Table -1

Variable	N	R	Z	Dz	σ D	C.R
Graduates	490	0.44	0.48	0.01	0.09	0.10
Post-Graduates	160	0.45	0.49			

@- not significant at 0.05 level

Table 1 shows that the obtained C.R value (0.10) is less than the table value of 1.96. Therefore it is not significant at 0.05 level. It can be inferred that academic qualifications do not make significant influence

on the relationship between teacher attitude and teaching aptitude of prospective secondary school teachers.

C. Influence of methodology opted on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers.

Table-2

Variable	N	R	Z	Dz	σ D	C.R
Arts	305	0.49	0.51	0.06	0.08	0.82
Science	345	0.42	0.45			

@ - not significant at 0.05 level

Table 2 shows that the obtained C.R value (0.82) is less than the table value of 1.96. Therefore it is not significant at 0.05 level. It can be inferred that methodology opted does not make significant influence on the relationship between teacher attitude and teaching aptitude of prospective secondary school teachers.

V. Discussion

1. The findings show that there a positive correlation between Teacher attitude and Teaching aptitude. So it becomes evident that if candidates entering into teaching profession are chosen based on their teaching aptitude, they continue to have positive attitude towards the profession during the training as well as after completion of the training also.
2. The second finding shows that academic qualifications do not influences the relationship between the Teacher attitude and Teaching aptitude. So it is not necessary that person with higher qualification can be a better teacher unless he /she has good teaching aptitude and positive attitude towards the profession.
3. The last finding show that methodology opted also does not influence the relationship between Teacher attitude and Teaching aptitude. So once again it proves that it is not subject that they teach makes one a good teacher but it is their general levels of teacher attitude and teaching aptitude which makes them successful teachers.

VI. Conclusion

The effectiveness of education depends upon quantity and quality of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training received by them in different training institutions. Thus the study shows that the teacher training programmes should not only aim at improving the knowledge and teaching competency of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future.

VII. References

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