

Relationship Between Teaching Competency And Teaching Aptitude Of Secondary School Teachers

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Abstract

In the present study the investigator has adopted the relationship between teaching competency and teaching aptitude of secondary school teachers. The Teaching Competency Scale (TCS) and Teaching Aptitude Scale (TAS) are constructed and validated by the Investigator and Guide (2020), were used to collect the data from a sample of 544 secondary school teachers working in Tuticorin, Thirunelveli and Viruthunagar District of Tamilnadu State, India. The survey method had been followed and stratified random sampling technique was used in administration of the research tools. The result of the analysis reveals that the teaching competency and teaching aptitude are average of secondary school teachers, there is significant difference in the teaching competency of secondary school teachers with respect to their gender and locality of the school, there is significant difference in the teaching aptitude of secondary school teachers with respect to their gender and locality of the school and there is significant and positive relationship between teaching competency and teaching aptitude of secondary school teachers.

Key Words: Teaching Competency, Teaching Aptitude, Gender, Locality of the School and Secondary School Teachers.

1. Introduction

Teaching is an important part of educational process. Its special function is to impart knowledge, develop understanding and skills. Teaching is usually associated with 3R' i.e., Reading, Writing and Arithmetic-imparting knowledge of school subjects. Education, on the other hand, has a wider connotation in terms of 7R's, i.e., Reading, Writing, Arithmetic (denoting school subjects) and Rights, Responsibilities, Relationships and Recreation (new requirement and ideals of democratic set up).

Teaching aptitude refers to 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 job dexterously (Srivastava). So, teaching aptitude is a specific ability, potentiality, interest, satisfaction and

fitness in teaching profession Education is the foundation stone of nation's intellectual power which shapes the power profile of a nation in the community of world nations, thus, it is rightly said that progress of a country depends up on the quality of its teachers and for this reason teaching is the noblest among all professions, therefore, the education commission recommends the introductions of "A sound programme of professional education of teachers".

2. Need and Importance of the Study

Teaching competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. To be an effective teacher one should know his own teaching aptitude. Teaching aptitude means one's interest in

teaching. An aptitude is generally thought of as an ability to acquire a specific type of skill or knowledge. In its original, broad definition aptitude means aptness, inclination, tendency, propensity, predisposition, fitness, or suitability for performance in some situation, usually involving formal or informal learning. Hence, to study the teaching competency and teaching aptitude of secondary school teachers proposed study is very much needed and is quite justified.

3. Review of Literature

Deepa and Vasudevan (2020) identified the teaching competency of B.Ed. trainees in relation to Attitude towards teaching. The investigator have randomly selected 300 students from four different Colleges of Education in Thanjavur district as sample. Teaching Competency Scale was developed and validated by the investigator with help and guidance of Research Supervisor and Attitude Scale towards Teaching Profession ,(Ustuner,2006;Tezci & Terzi,2010) was used in this study. Results reveal that the B.Ed. trainees having positive Attitude towards teaching profession and relation with teaching competency.

Mudasir Abdullah, Irshad Ahmad Najar and Masroofa Yousuf (2020) investigated teaching aptitude of trained and un-trained secondary school teachers. The sample for the present study consisted of 400 teachers including 200 trained secondary school teachers and 200 un-trained secondary school teachers by using stratified random sampling technique in different secondary schools of Kashmir valley. For the measurement of teaching aptitude of secondary school teachers, Teaching Aptitude Test Battery developed by Smt. Shamim Karim and Prof. Ashok Kumar Dixit was used. The results of the study reveal that trained secondary school teachers possess better teaching aptitude than un-trained secondary school teachers.

4. Operational Definitions of the Study

Teaching Competency

Teaching Competency can be defined as identifiable effective teaching behaviours or composite skills that are required for the transaction of the content and can be specified in behavioural term, which is aimed to bring about desired pupil outcomes.

Teaching Aptitude

Teaching aptitude is an ability to acquire a specific type of skill or knowledge as related to teaching.

5. Objectives of the Study

1. To study the level of teaching competency of secondary school teachers.
2. To study the level of the teaching aptitude of secondary school teachers.
3. To find out if there is any significant difference in the teaching competency of secondary school teachers with respect to their gender.
4. To find out if there is any significant difference in the teaching competency of secondary school teachers with respect to their locality of the school.
5. To find out if there is any significant difference in the teaching aptitude of secondary school teachers with respect to their gender.
6. To find out if there is any significant difference in the teaching aptitude of secondary school teachers with respect to their locality of the school.
7. To find out if there any significant relationship between teaching competency and teaching aptitude of secondary school teachers.

6. Hypotheses of the Study

1. The level of teaching competency of secondary school teachers is average.
2. The level of the teaching aptitude of secondary school teachers is average.
3. There is no significant difference in the teaching competency of secondary

school teachers with respect to their gender.

4. There is no significant difference in the teaching competency of secondary school teachers with respect to their locality of the school.
5. There is no significant difference in the teaching aptitude of secondary school teachers with respect to their gender.
6. There is no significant difference in the teaching aptitude of secondary school teachers with respect to their locality of the school.
7. There is no significant relationship between teaching competency and teaching aptitude of secondary school teachers.

7 Method of the Study and Sample Used

The normative survey method was adopted in the present study.

The present investigation, 544 secondary school teachers working in

Tuticorin, Thirunelveli and Viruthunagar District, Tamilnadu State in India have been selected as the sample using stratified random sampling technique..

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test)
3. Co-relational Analyses (Karl Pearson Product Moment Correlation) and

Descriptive Analysis

Result of Hypothesis 1

The level of teaching competency of secondary school teachers is average.

Table 2 Mean and Standard deviation for the Teaching Competency Scores of Secondary School Teachers

Variable	N	Mean	SD
Teaching Competency	544	109.53	45.96

From table-1, the calculated mean and standard deviation for teaching competency scores of the entire sample is found to be 109.53 and 45.96 respectively. The mean score lay between higher than the percentile 25 and lower than the

percentile 75 value i.e., 86 to 153, Hence, the framed hypothesis (1) is accepted and it is concluded that the teaching competency of secondary school teachers is average.

Result of Hypothesis 2

Table 2 Mean and Standard deviation for the Teaching Aptitude Scores of Secondary School Teachers

Variable	N	Mean	SD
Teaching Aptitude	544	158.13	22.49

From table-2, the calculated mean and standard deviation for teaching aptitude scores of the entire sample is found to be 158.13 and 22.49

respectively. The mean score lay between higher than the percentile 25 and lower than the percentile 75 value i.e., 145 to 174, Hence, the

framed hypothesis (2) is accepted and it is concluded that the teaching aptitude of secondary school teachers is average.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the teaching competency of secondary school teachers with respect to their gender.

Table-3 Comparison of Mean Teaching Competency Scores of Secondary School Teachers in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teaching Competency	Male	240	105.63	44.60	1.99	Significant
	Female	304	113.60	48.07		

It is seen from the above table that the 't' value calculated is 1.99, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 3 is rejected and it is concluded that there is significant difference in the teaching competency of secondary school teachers with respect to their gender. It is also

inferred that female teachers are having more teaching competency than the male teachers.

Result of Hypothesis 4

There is no significant difference in the teaching competency of secondary school teachers with respect to their locality of the school.

Table-4 Comparison of Mean Teaching Competency Scores of Secondary School Teachers in respect of their Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teaching Competency	Rural	258	104.43	45.45	2.70	Significant
	Urban	286	115.19	47.30		

It is seen from the above table that the 't' value calculated is 2.70, which is higher than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 4 is rejected and it is concluded that there is significant difference in the teaching competency of secondary school teachers with respect to their locality of the school. It is also inferred that urban school

teachers are having more teaching competency than the rural school teachers.

Result of Hypothesis 5

There is no significant difference in the teaching aptitude of secondary school teachers with respect to their gender.

Table-5 Comparison of Mean Teaching Aptitude Scores of Secondary School Teachers in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
	Male	240	152.54	22.18	3.69	Significant

Teaching Aptitude	Female	304	160.18	20.96		
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It is seen from the above table that the 't' value calculated is 3.69, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 5 is rejected and it is concluded that there is significant difference in the teaching aptitude of secondary school teachers with respect to their gender. It is also

inferred that female teachers are having more teaching aptitude than the male teachers.

Result of Hypothesis 6

There is no significant difference in the teaching aptitude of secondary school teachers with respect to their locality of the school.

Table-6 Comparison of Mean Teaching Aptitude Scores of Secondary School Teachers in respect of their Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teaching Aptitude	Rural	258	158.76	24.69	3.11	Significant
	Urban	286	164.90	20.04		

It is seen from the above table that the 't' value calculated is 3.11, which is higher than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 6 is rejected and it is concluded that there is significant difference in the teaching aptitude of secondary school teachers with respect to their locality of the school. It is also inferred that urban school teachers are

having more teaching aptitude than the rural school teachers.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between teaching competency and teaching aptitude of secondary school teachers.

Table-7 Co-Efficient of Correlation between Teaching Competency and Teaching Aptitude

Variables	N	'r' Value	Level of Significance
Teaching Competency and Teaching Aptitude	544	0.327**	Significant

** . Correlation at 0.01 level (2-tailed)

*. Correlation at 0.05 level (2-tailed)

Table-7 shows, the co-efficient of correlation between teaching competency and teacher aptitude of secondary school teachers is found to be $N=544$, $r=0.327$ at 0.01 level which indicates that there is a positive correlation between teaching competency and teaching aptitude of secondary school teachers scores. Therefore the null hypothesis 7 is rejected and it is concluded that there is significant and positive relationship between teaching

competency and teaching aptitude of secondary school teachers.

9. Findings of the Study

- The level of teaching competency of secondary school teachers is average.
- The level of teaching aptitude of secondary school teachers is average.
- There is significant difference in the teaching competency of secondary

school teachers with respect to their gender.

- There is significant difference in the teaching competency of secondary school teachers with respect to their locality of the school.
- There is significant difference in the teaching aptitude of secondary school teachers with respect to their gender.
- There is significant difference in the teaching aptitude of secondary school teachers with respect to their locality of the school.
- There is significant and positive relationship between teaching competency and teaching aptitude of secondary school teachers.

10. Conclusion

In the present study of the relationship between teaching competency and teaching aptitude of secondary school teachers, findings revealed that the teaching competency and teaching aptitude are average of secondary school teachers. It is also find out there is significant and positive relationship between teaching competency and teaching aptitude of secondary school teachers.

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