



## TEACHING APTITUDE AND TEACHING INTEREST OF HIGHER SECONDARY SCHOOL TEACHERS IN UPPER SIANG DISTRICT OF ARUNACHAL PRADESH

Education

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### ABSTRACT

Teachers somehow have forgotten the important indicators of Academic Achievement for the learners- 'Teaching Aptitude' and 'Teaching Interest' and the present study is an attempt to bring back the significance of the forgotten indicators. Based on the requirement of the study undertaken, a sample of 50 teachers were selected randomly from the Hr. secondary schools of Upper Siang district with Normative Survey method. The Tools used were designed by 1). Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for Teaching aptitude and 2) Dr. S.B. Kakkar, (Patiala) for teaching interest. Analysis and interpretation was done with the statistical techniques such as percentage, mean, standard deviation, and t-test. Wherefore, with the use of these statistical techniques, it was found that teachers of Higher Secondary Schools in Upper Siang district were high in Teaching Aptitude as well as Teaching Interest as in both the variables, majority of teachers scored more than 50%. Furthermore, the comparison between the Teaching Aptitude and Teaching Interest among Tribal and Non-tribal teachers indicated that no significant difference was found. In Teaching Aptitude, Tribal teachers scored slightly higher whereas in Teaching Interest, Non-tribal teachers scored slightly higher.

### KEYWORDS

Teaching Aptitude, Teaching Interest, Tribal and Non-tribal, Upper Siang, Arunachal Pradesh.

#### Introduction:

Upper Siang as a district in Arunachal Pradesh is less attractive to the investigators in terms of research work. It is clearly an unexplored district where a very few educational researches were conducted. The curiosity of the present investigator thereof is to explore the district by finding out the Teaching Aptitude and Teaching Interest of Higher Secondary School Teachers.

'Teaching' is an art, science and a profession, **Smith (1960)** rightly said that "Teaching is a system of actions intended to produce learning." Where there is no learning, act of teaching is not valued. When teaching is integrated with Aptitude and possessed by a teacher, we understand that the particular teacher has the ability of teaching and the ability of making students learned. 'Aptitude' is a word derived from 'Aptos' which means 'fitted for.' It is an important quality of a teacher who is to be fit for teaching profession. Conversely, 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' according to **Crow and Crow (1973)** is 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. Teaching interest is acquired during the process of development of an individual and it can be increased or decreased and even changed with the change of time. It is therefore not permanent or inborn, it is but acquired.

In the light of integrating aptitude with teaching and interest with teaching and by connecting the importance of the two with the possible academic achievements of the learners, the study attempts to explain the significance of both the variables.

#### Review of related literature:

A few studies relating to Teaching Aptitude and Teaching Interest have been sighted. **Adval (1952)** in a study found that female teacher trainees are comparatively having greater teaching aptitude than the male teacher trainees. **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)** yet in

another study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

#### Objectives of the study:

1. To compute and display the Percentage of Teaching Aptitude and Teaching Interest among Higher Secondary School Teachers of Upper Siang district in Arunachal Pradesh.
2. To compare the Teaching Aptitude of Higher Secondary School Teachers of Upper Siang district in Arunachal Pradesh with respect to Community.
3. To compare the Teaching Interest of Higher Secondary School Teachers of Upper Siang district in Arunachal Pradesh with respect to Community.

#### Hypotheses of the study:

- H<sub>01</sub>: There is no significant difference in Teaching Aptitude of Higher Secondary School Teachers in Upper Siang district of Arunachal Pradesh with respect to Community
- H<sub>02</sub>: There is no significant difference in Teaching Interest of Higher Secondary School Teachers in Upper Siang district of Arunachal Pradesh with respect to Community.

#### Methodology of the study:

- **Method:** Normative Survey method of educational research was used.
- **Population:** The entire Government Higher Secondary School Teachers of Upper Siang district in Arunachal Pradesh.
- **Sample:** With the use of Stratified random sampling technique, 50 teachers were selected from Government Higher Secondary Schools of Upper Siang district, Arunachal Pradesh as a sample of the study.

#### Tool used:

The standardized tools designed by 1). Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for Teaching aptitude and 2) Dr. S.B. Kakkar, (Patiala) for the teaching interest were used in the study undertaken.

#### Statistical Analysis:

In order to derive the findings correctly, Percentage, Measures of Central Tendency, Measures of Variability, and t-test were applied.

#### Analysis and Interpretation:

##### Findings of Objective 1:-

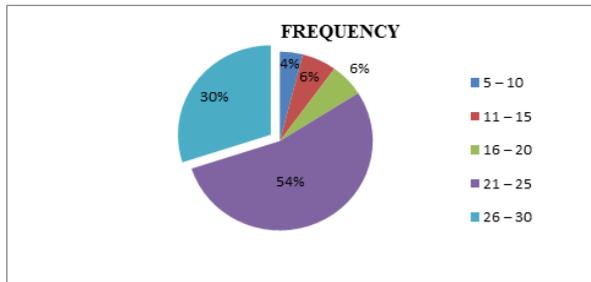
**Table 1: Scores and Frequency of Higher Secondary School Teachers of Upper Siang district in connection to Teaching Aptitude between the scores of 5 intervals.**

SCORES	FREQUENCY
6 – 10	2
11 – 15	3

16 – 20	3
21 – 25	27
26 – 30	15

N=50

**Figure 1:- Teaching Aptitude among Higher Secondary School Teachers of Upper Siang district.**

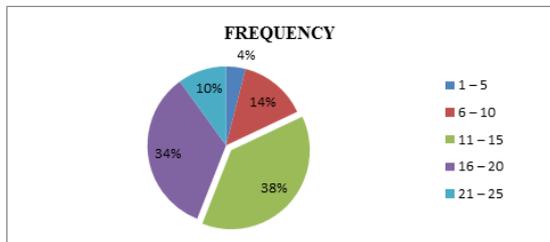


**Interpretation:** From the above data and the chart, it can be understood that 54% (27 out of 50) teachers have scored between 21 and 25. 30% (15 teachers) between 26-30, 6% (3 teachers each) between 11-15 and 16-20 and only 4% (2 teachers) have scored between 6-10 scores. The Teaching Aptitude tool consisted of 35 items had 35 total scores of which, majority of the teachers had scored more than 50%. Therefore, it can be concluded that Teachers of Higher Secondary Schools in Upper Siang district are high in their teaching aptitude.

**Table 2: Scores and Frequency of Higher Secondary School Teachers of Upper Siang district in connection to Teaching Interest between the scores of 5 intervals.**

SCORES	FREQUENCY
1 – 5	2
6 – 10	7
11 – 15	19
16 – 20	17
21 – 25	5

**Figure 2:- Teaching Interest among Higher Secondary School Teachers of Upper Siang district.**



**Interpretation:** The above data and the chart explained clearly that, 38% (19 out of 50) teachers have scored between 11-15. 34% (17 teachers) between 16-20, 14% (7 teachers each) between 6-10, 10% (5 teachers) between 21-25 and only 4% (2 teachers) have scored between 1-5 scores. The Teaching Interest tool had 27 total items and based on the number of the items, total score was fixed as 27. Most of the teachers secured more than 14 (more than 50%) scores in Teaching Interest, which is why the researcher is in the position to generalize that the Higher Secondary School Teachers of Upper Siang district, Arunachal Pradesh are high in Teaching Interest.

**Findings of Objective 2 & H0 1:-**

**Table 3: Summary of the computed scores for Teaching Aptitude among Higher Secondary School Teachers in Upper Siang district, A.P.**

TEACHING APTITUDE							
Community	N	M	S.D.	S.E.D	Criteria t-Value	Computed Value	Remarks
Tribal	38	23.52	4.35	1.78	2.01 (0.05) & 2.68 (0.01)	0.75	Not Significant at 0.05 & 0.01 levels
Non-Tribal	12	22.17	5.71				

**Interpretation:** With the computed scores displayed in the above table, it can be observed that the Computed value 0.75 is less than the t-Criteria value 2.01 at 0.05 level and 2.68 at 0.01 level of confidence. The null hypothesis 1 therefore, is accepted. In the light of this, it can be concluded that there is no significant difference in the Teaching Aptitude among Higher Secondary School Teachers of Upper Siang district with respect to Community as a variable. Somehow, mean scores of tribal teachers are slightly higher than the mean scores of Non-tribal teachers. Henceforth, tribal teachers have slightly higher teaching aptitude than their counterparts.

**Findings of Objective 3 & H0 2:-**

**Table 4: Summary of the computed scores for Teaching Interest among Higher Secondary School Teachers in Upper Siang district, A.P.**

TEACHING INTEREST							
Community	N	M	S.D.	S.E. D	Criteria t-Value	Computed Value	Remarks
Tribal	38	14.05	4.82	1.435	2.01 (0.05) & 2.68 (0.01)	1.60	Not Significant at 0.05 & 0.01 levels
Non-Tribal	12	16.34	4.17				

**Interpretation:** The table 4 is reflecting the summary of the computed scores for Teaching Interest where, it can be seen that the Computed value 1.60 is less than the t-Criteria value 2.01 at 0.05 level and 2.68 at 0.01 level of confidence. Therefore, the null hypothesis 2 is accepted and that there exists no significant difference in the Teaching Interest among Higher Secondary School Teachers of Upper Siang district with respect to variable-Community. Furthermore, Non-tribal teachers are slightly higher in Teaching Interest with the difference of 2.29 compare to their counterparts.

**Discussion and Conclusion:**

The study has reported that teachers of Higher Secondary Schools in Upper Siang district were high both in Teaching Aptitude and Teaching Interest as in both the variables, teachers scored more than 50% of the total. Besides, the comparison between the Teaching Aptitude and Teaching Interest among Tribal and Non-tribal teachers indicated that no significant difference was found. In Teaching Aptitude, Tribal teachers scored slightly higher whereas in Teaching Interest, Non-tribal teachers scored slightly higher.

Irony is that, Upper Siang district of Arunachal Pradesh displays low academic performance as well as low academic achievement among the learners. The reasons behind such findings could be due to the fact that teachers who are high in teaching aptitude are not reflecting high teaching interests and vice-versa. It is very important that both the variables (aptitude & interest) are possessed by a single teacher. A teacher with high teaching aptitude with no teaching interest similarly, a teacher with high teaching interest with no teaching aptitude- cannot do justice to his/her profession. Hence, one has to examine both the variables before and after being the partaker of this profession and develop the self for better results.

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