



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## RELATIONSHIP OF TEACHING EFFECTIVENESS AND TEACHING APTITUDE OF TEACHERS OF KENDRIYA VIDYALAYA SCHOOLS OF KALABURAGI EDUCATION DISTRICT

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### Abstract:

*Teaching effectiveness and teaching aptitude of teachers are the identities/ characters of a good teacher. Both are effecting on each other. In this study, the focus is to find out the relationship of Teaching effectiveness and teaching aptitude of teachers. Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 teachers from the Kendriya Vidyalaya of Kalaburagi Educational Districts. Out of them, 300 were male and 300 were female. On the basis of locality out of 600 teachers, 300 were belonged to rural area and 300 belonged to urban area. The t- test and One way 'Analysis of Variance (ANOVA)' was applied to test whether there is any significant difference exists between dependent variables and independent variables. Results of the study says that male Higher Secondary school teachers were having more teaching aptitude than that of female teachers, urban and rural school teachers ad different management school teachers are having almost equal Teaching aptitude.*

Key words: Kendriya Vidyalaya, Teaching effectiveness, teaching aptitude, relationship

## 1. Introduction:

Education is as old as human race. Its period stretches from 'cradle to grave'. Man learns something everyday and every moment. Hence, education is a continuous and dynamic process. It is continuous organization and integration of activities and experiences. Education in real sense is to humanize humanity and to make life progressive, cultural and civilized. It is very important for the progress of individual and society. Education is the entire process of learning that broadens a person's cognitive horizons. It provides knowledge to the person by the experiences he gains. The person who impart such education is teacher. Hence we have concern about teachers quality and his personal competency. This study reveals the relationship of teaching aptitude in relation to teaching competency of Kendriya Vidyalaya teachers.

## 2. Rationale of the problem:

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect teaching aptitude. It will relate the teaching competency with the teaching aptitude i.e. this factor affect teaching aptitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving teaching aptitude.

Teaching aptitude found as significant predictor of teacher effectiveness. In most of the studies teaching aptitude has been studied in relation to variables like gender, students achievement, teaching behavior, self- esteem and teaching success. Teaching competency found positively correlated with teaching aptitude and intelligence has found as component of teaching aptitude in most of the studies. Hence, the need for a study like the one in hand will be purported to see the relationship of teaching aptitude with other variable like teaching competency of Higher Secondary School teachers.

The problem selected for the study intends to find out the different ways to improve teaching aptitude and its relation with teaching competency. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

## 3. Title of the study:

**RELATIONSHIP OF TEACHING EFFECTIVENESS AND TEACHING APTITUDE OF TEACHERS OF KENDRIYA VIDYALAYA SCHOOLS OF KALABURAGI EDUCATION DISTRICT**

## 4. Objectives of the study:

1. To find out the level of teaching aptitude and teaching competency of Kendriya Vidyalaya Teachers
2. To study the Geographical factors (Sex and Locale of Schools) affecting on teaching aptitude and Teaching competence of Kendriya Vidyalaya Teachers
3. To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Kendriya Vidyalaya Teachers

4. To study the difference and relationship between Teaching aptitude and Teaching competency Kendriya Vidyalaya Teachers

## 5. Hypotheses:

- 1)  $H_01$ : There is no significant difference and relationship between teaching aptitude of Male and Female Kendriya Vidyalaya Teachers.
- 2)  $H_02$ : There is no significant difference and relationship between teaching aptitude of Urban and Rural Kendriya Vidyalaya Teachers.
- 3)  $H_03$ : There is no significant difference and relationship between teaching aptitude of Government, aided and Private Kendriya Vidyalaya Teachers
- 4)  $H_04$ : There is no significant difference and relationship between teaching competency of male and female Kendriya Vidyalaya Teachers.
- 5)  $H_05$ : There is no significant difference and relationship between teaching competency of Urban and Rural Kendriya Vidyalaya Teachers.
- 6)  $H_06$ : There is no significant difference and relationship between teaching competency of Government, aided and Private Kendriya Vidyalaya Teachers.
- 7)  $H_07$ : There is no significant difference and relationship between teaching aptitude and teaching competency of Higher Secondary School teachers.

## 6. Design of the study:

### 1) Population:

Teachers of Kendriya Vidyalaya of Kalaburagi education district constitutes the population of the study

### 2) Sample:

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 teachers from the Kendriya Vidyalaya of Kalaburagi education districts. Out of them, 300 were male and 300 were female. On the basis of locality out of 600 teachers, 300 were belonged to rural area and 300 belonged to urban area.

### 3) Tools used:

- a. Teaching Aptitude Test Battery (TATB) by R.P. Singh and S.N. Sharma
- b. Teaching Competency Scale (TCS) by R Rajeshwari

### 4) Statistical techniques applied for data analysis:

- a. Means and Standard Deviations were calculated for the entire sample with respect to all variables.
- b. The t- test and One way 'Analysis of Variance (ANOVA)' was applied to test whether there is any significant difference exists between dependent variables and independent variables i.e., Teaching competency, academic achievement, Interest in Teaching, with respect to the following

variables: Gender, Locale of School teachers experience and qualification, management of school.

- c. Pearson's Product Moment Correlation is employed to find out the relationship between Teaching aptitude, Teaching competency, Interest in teaching and achievement in Social Sciences Pearson's Product Moment Correlation is employed to find out the relationship between dimensions of teaching competency and achievement in mathematics
- d. The raw data obtained from the tools were coded. For the statistical treatment of the above data Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

## 7. Delimitations of the study:

- 1) The study had been confined to Kalaburagi education districts
- 2) The study was limited to Kendriya Vidyalayas of Kalaburagi education district only
- 3) The study was limited to teachers of Social Studies only

## 8. Data Analysis and Interpretation:

Analysis of the whole data was made in two sections:

- 1) **Objectives-1: To find out the level of teaching aptitude, teaching competency of Kendriya Vidyalaya Teachers**

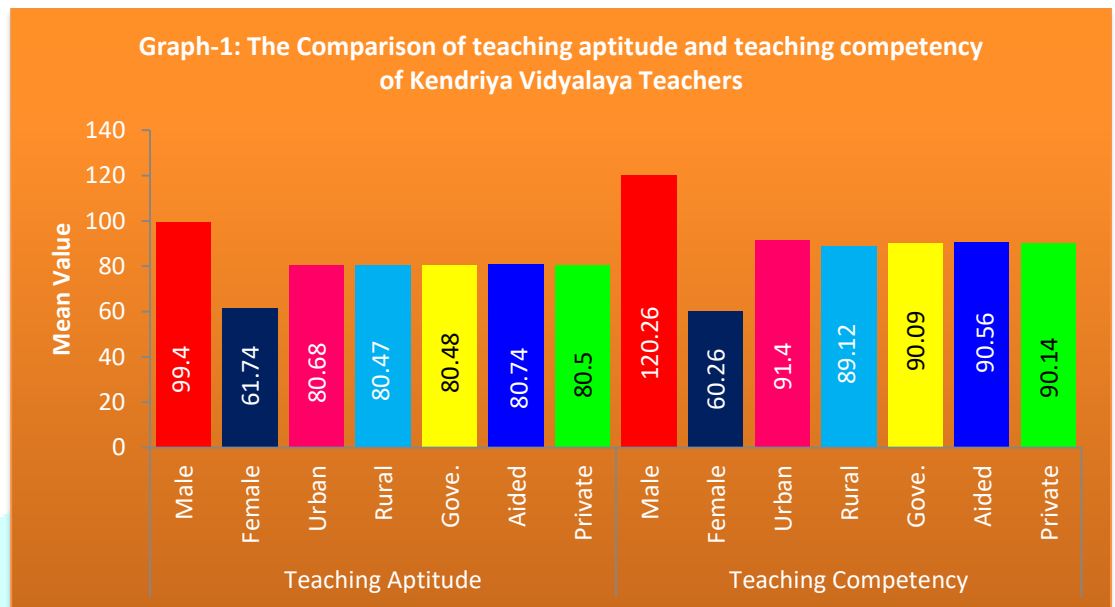
**Table-1: The level of teaching aptitude and teaching competency of Kendriya Vidyalaya Teachers**

| Variable            | Type of Sample | N   | Mean   | SD     |
|---------------------|----------------|-----|--------|--------|
| Teaching Aptitude   | Male           | 150 | 99.40  | 12.795 |
|                     | Female         | 150 | 61.74  | 12.672 |
|                     | Urban          | 150 | 80.68  | 22.902 |
|                     | Rural          | 150 | 80.47  | 22.608 |
|                     | Government     | 100 | 80.48  | 22.635 |
|                     | Aided          | 100 | 80.74  | 22.844 |
|                     | Private        | 100 | 80.50  | 22.845 |
| Teaching Competency | Male           | 150 | 120.26 | 20.026 |
|                     | Female         | 150 | 60.26  | 18.324 |
|                     | Urban          | 150 | 91.40  | 34.939 |
|                     | Rural          | 150 | 89.12  | 36.322 |
|                     | Government     | 100 | 90.09  | 35.679 |
|                     | Aided          | 100 | 90.56  | 35.574 |
|                     | Private        | 100 | 90.14  | 35.801 |

From above table we can come to the conclusion that:

- 1) Male Kendriya Vidyalaya teachers were having more teaching aptitude than that of female teachers, urban and rural school teachers and different management school teachers are having almost equal Teaching aptitude

- 2) Male Kendriya Vidyalaya teachers were having more teaching competency, female teachers having lowest Teaching competence, urban and rural school teachers and different management school teachers are having almost equal Teaching competency.

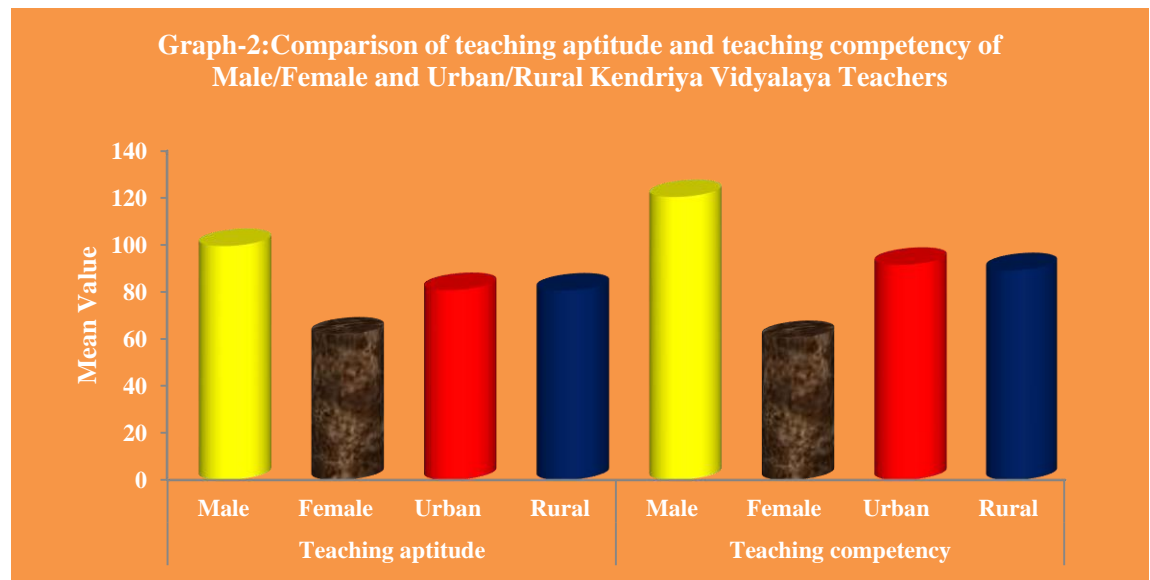


- 2) **Objectives-2: To study the Geographical factors (Sex and Locale of Schools) affecting on teaching aptitude and Teaching competence of Kendriya Vidyalaya Teachers**

**Table-2: Mean, S.D. t-value and r-value of scores of teaching aptitude and teaching competency of Male/Female and Urban/Rural Kendriya Vidyalaya Teachers.**

| Variable            | Type of Sample | N   | Mean   | SD     | 't' Value | r-value |
|---------------------|----------------|-----|--------|--------|-----------|---------|
| Teaching aptitude   | Male           | 150 | 99.40  | 12.795 | 70.393    | 0.735   |
|                     | Female         | 150 | 61.74  | 12.672 |           |         |
|                     | Urban          | 150 | 80.68  | 22.902 | 8.606     | 0.654   |
|                     | Rural          | 150 | 80.47  | 22.608 |           |         |
| Teaching competency | Male           | 150 | 120.26 | 20.026 | 66.167    | 0.785   |
|                     | Female         | 150 | 60.26  | 18.324 |           |         |
|                     | Urban          | 150 | 91.40  | 34.939 | 3.229     | 0.789   |
|                     | Rural          | 150 | 89.12  | 36.322 |           |         |

From above table –2, it can be seen that all 't' and 'r' values were significant. Therefore, the null hypothesis  $H_{01}$  to  $H_{04}$  were rejected and alternate hypotheses is accepted.

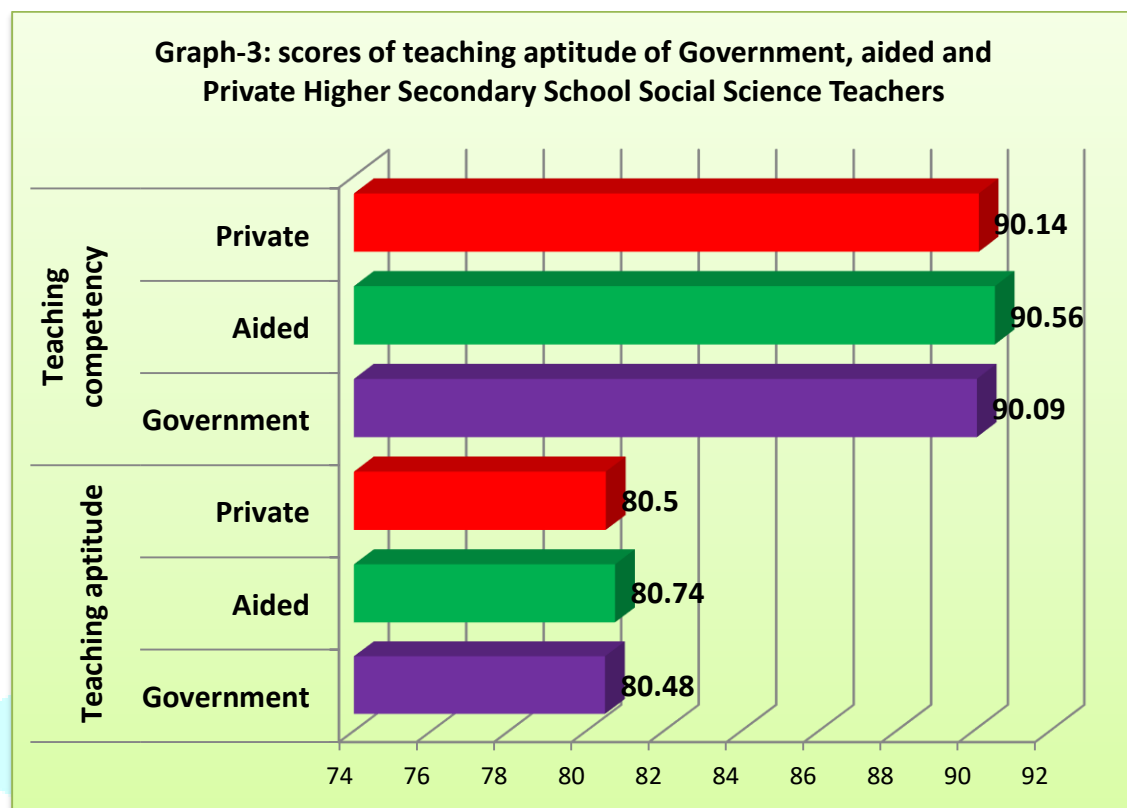


- 3) **Objectives-3: To study the Geographical factors (type of management of Schools) affecting on teaching aptitude and Teaching competence of Kendriya Vidyalaya Teachers**

**Table-3: Mean, S.D. f-value and r-value of scores of teaching aptitude of Government, aided and Private Kendriya Vidyalaya Teachers.**

| Variable            | Type of Sample | N   | Mean  | SD     | 'f' Value | r-value     |
|---------------------|----------------|-----|-------|--------|-----------|-------------|
| Teaching aptitude   | Government     | 100 | 80.48 | 22.635 | 5.465     | 0.991 (1&2) |
|                     | Aided          | 100 | 80.74 | 22.844 |           | 0.985 (1&3) |
|                     | Private        | 100 | 80.50 | 22.845 |           | 0.935 (2&3) |
| Teaching competency | Government     | 100 | 90.09 | 35.679 | 8.342     | 0.991 (1&2) |
|                     | Aided          | 100 | 90.56 | 35.574 |           | 0.985 (1&3) |
|                     | Private        | 100 | 90.14 | 35.801 |           | 0.935 (2&3) |

From above table -3, it can be seen that calculated values of 'f' values and r-values greater than table values hence hypotheses  $H_{05}$  and  $H_{06}$  were rejected and alternate hypotheses were accepted.



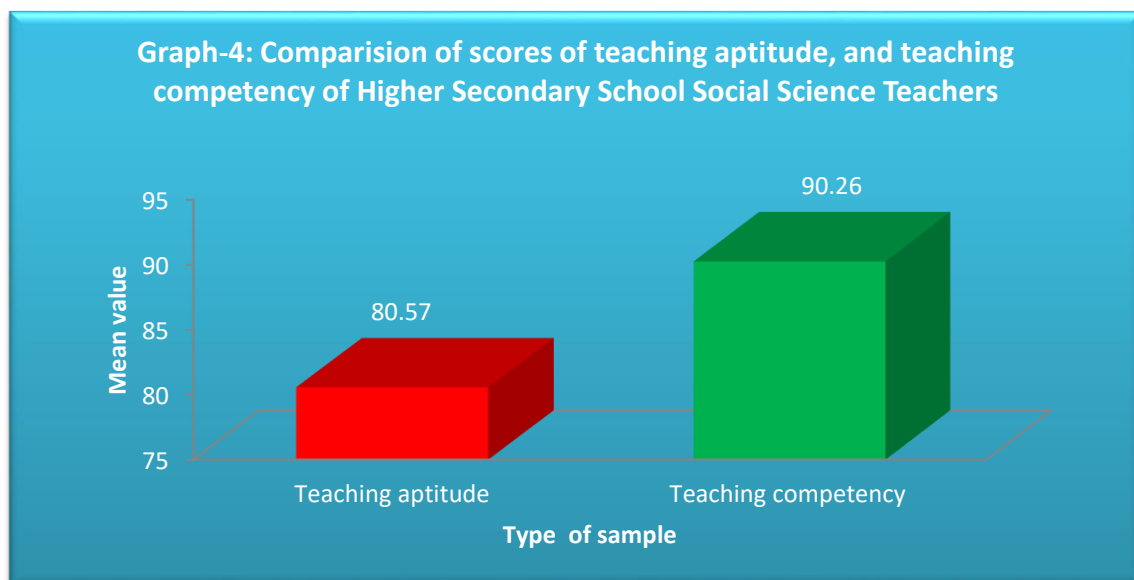
**4) Objectives-4: To study the difference and relationship between Teaching aptitude and Teaching competency Kendriya Vidyalaya Teachers**

**Table-4.35: Mean, S.D., t- value and r-value of scores of teaching aptitude, and teaching competency of Kendriya Vidyalaya Teachers**

| Type of Sample      | N   | Mean  | SD     | 't' Value | 'r' Value |
|---------------------|-----|-------|--------|-----------|-----------|
| Teaching aptitude   | 600 | 80.57 | 22.737 | 15.333    | 0.985     |
| Teaching competency | 600 | 90.26 | 35.626 |           |           |

From above table and graph, it can be seen that 't' value is 15.333, which is significant. Therefore the null hypothesis,  $H_0$  that there is no significant difference between Teaching aptitude and Teaching competency of Higher Secondary School teachers, is rejected. Further from above table we can see that mean and SD scores of both the groups are not similar. It can thus be concluded that there is significant difference between Teaching aptitude and Teaching competency of Higher Secondary School teachers.





### 9. Findings:

- 1) There is significant difference and relationship between teaching aptitude of Male and Female Kendriya Vidyalaya Teachers.
- 2) There is significant difference and relationship between teaching aptitude of Urban and Rural Kendriya Vidyalaya Teachers.
- 3) There is significant difference and relationship between teaching aptitude of Government, aided and Private Kendriya Vidyalaya Teachers
- 4) There is significant difference and relationship between teaching competency of male and female Kendriya Vidyalaya Teachers.
- 5) There is significant difference and relationship between teaching competency of Urban and Rural Kendriya Vidyalaya Teachers.
- 6) There is significant difference and relationship between teaching competency of Government, aided and Private Kendriya Vidyalaya Teachers.
- 7) There is significant difference and relationship between teaching aptitude and teaching competency of Higher Secondary School teachers.

### 10. Educational Implications of the Study:

The following educational implications could be drawn from the findings of the study:

- 1) In-service programmes should be organized and carried out in a systematic way during the year to possess needed teacher competencies. Acquiring competencies depends on practice and time should be provided. The in-service training content, material, methodology and transactional approaches should be periodically updated as per the needs of the time.
- 2) Classroom instruction needs to be specific rather than general. The teachers should be given scope for developing initiative and dynamism which should lead to individual skill development.
- 3) Teacher competencies are stimulus for both in-service and pre-service. The acquisition and application of these mostly depends upon individual's aptitude.



- 4) There is relationship between teaching aptitude and teaching competency among Higher Secondary School teachers hence teachers' teaching aptitude was directly effecting on his teaching competency.

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