Abstract

Teaching aptitude refers to the qualities, traits and skills pertaining to teaching which a person possesses as expected or acquires in the course of self-effort, reproduced in his tendency towards teaching and are useful to him in performing his job with precision (Srivastava, 1997). So, teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession. In teaching profession, attitude means a person’s feelings, behaviours and commitment to the profession. If the teacher is committed and has constructive attitude then it is sure that his performance will be the effective. In the words of Richardson (2003), “Education is a nation building movement. The quality of education depends upon ability and efficiency of teachers.” If the teachers are well trained, motivated and committed with their profession learning will be enhanced. Teaching is a profession that can be described as an occupation which provides highly specialized intellectual services, representing a high degree of creative thought and contributing to the development of a wide range of research specialists. Teaching is an art which prepares a person for an effective profession, so that he can deliver best leadership styles to his/her subordinates. Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). A teacher has always been considered necessary for the preservation and development of the individual’s life and civilization of mankind. The foundation of our social order rests upon aptitudes, ideals, attitudes and actions of the teacher who is considered as a model for his students. The teacher is a major negotiator in the process of education, disseminate information, use problem solving approach, create congenial atmosphere in the school, framing the timetable and taking the responsibility as a subject expert. The achievement
of students in any programme depends on the effectiveness of teachers. The National Curriculum Frame Work (2005) have high expectations from the teacher, which need to be addressed by both initial and continuing teacher education. In teaching learning process, teachers have positive attitude and aptitude towards teaching with good impact on students, guiding and motivating them in true perspective (Sharma and Bedi, 2016). Teacher educators focuses on teachers special qualities, because aptitude – dealing exchanges manipulate the course and product of training (yu-chu yeh, 2005). In the investigation estimation about teaching knowledge courses, these were found positively and significantly connected with form of teaching program, their fulfilment in teaching program and eagerness on being teacher (Karaca, 2008); Guneyli and Aslan (2009) indicated that majority of prospective teachers love the profession and also significant difference was observed in gender factor of teaching profession.

**Key words:** Teaching Aptitude; Attitude; Values; Trained Secondary School Teachers; Un-trained Secondary School Teachers.

**Need and Importance of the Study**

The teacher as such is not only as a spreader of knowledge but also as a “moulder” of child’s total personality. In our country, a teacher is held in great reputation and admiration. He is the torch - bearer to the society. Students look up to him with faith and trust and they seek out his advise in matter of temporal and transcendental. Hence, the teacher should have keen intellect of values, positive attitude and good aptitude for teaching, so that he carry out the whole generation. Radha Krishanan (1965) stated, “What teachers do, the students follow, so they set example. Teachers by their conduct should be an example to the student. Teachers have an influential and definite position in value – orientation of our youth today.” Therefore, the values and attitude of teachers accomplish social importance. Similarly, teachers have always played a major role in social and national renovation and will continue to do so in future too.
This study also stimulate the academic bodies and teacher educators to plan and prepare the prospective secondary school teachers for the rapidly changing society. There are number of characteristics of teacher educators responsible for the effectiveness of a teacher education programme. However, the investigator has limited his study upon three characteristics of teacher educators as these are found to be vital toget the worth of the teachers, “teaching aptitude, attitudes and values.” A teacher without teaching aptitude is lost not only to himself but also to the entire society. The entire superstructure of the educational setup of a nation rests upon secondary education. It is the secondary education upon which the entire growth, development and enhancement of mental as well as physical potentialities of the child will depend. In this connection, it is important to study teaching aptitude, attitude and values of the secondary school teachers, which are essential for successful teaching. If the teacher will not have a positive attitude and proper work commitment then they will not follow the ethics of the profession and will be outdated in the subject. There are number of research studies conducted in the area of profession of teachers. In this framework the researcher was felt need to study the teaching aptitude, attitude and values of secondary school teachers in Kashmir Province.

Statement of the Problem

The problem under investigation reads as under:

“A Study of Teaching Aptitude, Attitude and Values of Secondary School Teachers of Kashmir Valley”

Objectives

The following objectives were formulated for the present investigation:

1. To study the teaching aptitude of trained and un-trained secondary school teachers.

2. To study the teaching attitude of trained and un-trained secondary school teachers.
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3. To study the teaching aptitude of male and female secondary school teachers.
4. To study the teaching attitude of male and female secondary school teachers.
5. To compare the teaching aptitude of trained and un-trained secondary school teachers.
6. To compare the teaching attitude of trained and un-trained secondary school teachers.
7. To compare the theoretical values of trained and un-trained secondary school teachers.
8. To compare the economic values of trained and un-trained secondary school teachers.
9. To compare the aesthetic values of trained and un-trained secondary school teachers.
10. To compare the social values of trained and un-trained secondary school teachers.
11. To compare the political values of trained and un-trained secondary school teachers.
12. To compare the religious values of trained and un-trained secondary school teachers.
13. To compare the teaching aptitude of male and female secondary school teachers.
14. To compare the teaching attitude of male and female secondary school teachers.
15. To compare the theoretical values of male and female secondary school teachers.
16. To compare the economic values of male and female secondary school teachers.
17. To compare the aesthetic values of male and female secondary school teachers.
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18. To compare the social values of male and female secondary school teachers.
19. To compare the political values of male and female secondary school teachers.
20. To compare the religious values of male and female secondary school teachers.

Hypotheses

The following hypotheses were formulated for the present investigation:

1. There is no significant difference between trained and un-trained secondary school teachers on teaching aptitude.
2. There is no significant difference between trained and un-trained secondary school teachers on teaching attitude.
3. There is no significant difference between trained and un-trained secondary school teachers on theoretical values.
4. There is no significant difference between trained and un-trained secondary school teachers on economic values.
5. There is no significant difference between trained and un-trained secondary school teachers on aesthetic values.
6. There is no significant difference between trained and un-trained secondary school teachers on social values.
7. There is no significant difference between trained and un-trained secondary school teachers on political values.
8. There is no significant difference between trained and un-trained secondary school teachers on religious values.
9. There is no significant difference between male and female secondary school teachers on teaching aptitude.
10. There is no significant difference between male and female secondary school teachers on teaching attitude.
11. There is no significant difference between male and female secondary school teachers on theoretical values.
12. There is no significant difference between male and female secondary school teachers on economic values.

13. There is no significant difference between male and female secondary school teachers on aesthetic values.

14. There is no significant difference between male and female secondary school teachers on social values.

15. There is no significant difference between male and female secondary school teachers on political values.

16. There is no significant difference between male and female secondary school teachers on religious values.

**Operational Definitions of Variables**

**Teaching Aptitude:** Teaching aptitude is a person’s capacity to acquire proficiency in the teaching under appropriate conditions. It is the individual’s readiness to perform various acts and tasks related to teaching.

In the present study, teaching aptitude means the scores obtained by teachers on the Teaching Aptitude Test Battery (TATB) developed by Smt. Karim, S. and Prof. Dixit, A.

**Teaching Attitude:** Thurstone (1946) has defined attitude, as the degree of positive or negative effect associated with some psychological object.

In the present investigation, attitude towards teaching profession refers score of sample subjects towards teaching profession measured by the Teacher Attitude Scale constructed by Goyal, J. C.

**Values:** Values for the present study is assessed through Value Scale (Indian Adaptation) developed by Reddy, N. Y. It consists of six types of values viz., theoretical; economic; aesthetic; social; political and religious value.

**Trained secondary school teachers:** Trained secondary school teachers are those teachers who are having teaching professional degree/degrees and are working as teachers in different secondary schools of Kashmir Valley.
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**Un-trained secondary school teachers:** Un-trained secondary teachers are those teachers who are not having any teaching professional degree/degrees and are working as teachers in different secondary schools of Kashmir Valley.

**Sample**

A sample of 400 secondary school teachers was drawn through stratified random sampling technique in which the stratas were formed on the basis of training and gender. The bifurcation of sample for the present study consists of 400 teachers including 200 trained secondary school teachers and 200 un-trained secondary school teachers among which 140 were male secondary school teachers and 260 female secondary school teachers working in different secondary schools of district Anantnag and Kulgam (South Kashmir), district Bandipora and Baramulla (North Kashmir) and district Budgam and Ganderbal (Central Kashmir) of Jammu and Kashmir State.

**Tools**

Following standardised tools were used to collect the data.

1) For the measurement of teaching aptitude of trained and un-trained secondary level teachers, **Teaching Aptitude Test Battery (TATB)** by *Smt. Karim, S., and Prof. Dixit, A. K.* was administered. The test battery has 8 areas of 10 items each thus having a total of 80 items.

2) For the measurement of attitude towards teaching of trained and un-trained secondary level teachers, **Teacher Attitude Scale** by *Goyal, J. C.* was administered. The scale consists of 22 items to measure the attitude of an individual towards teaching.

3) In order to assess the Values, N.Y Reedy’s Indian adaptation value scale was used. It consists of six types of values viz., theoretical; economic; aesthetic; social; political and religious value.
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Statistical Techniques
The following relevant statistical techniques have been adopted for the present study.

i. Descriptive analysis of data
For descriptive analysis of the data, the following statistics were used:
Percentage, measure of central tendency- mean and a measure of variability or dispersion-standard deviation.

ii. Inferential analysis of data
The inferential analysis involves testing of hypothesis. The statistical technique used for inferential analysis was t-test (to know the significant difference between the means).

Major Findings
A brief reporting of the results are summarised as under.

1. Trained secondary school teachers have better teaching aptitude than un-trained secondary school teachers.
2. Trained secondary school teachers are found to be more cooperative, considerative, having wide interest and scholarly taste, fair-mindedness and are impartial. Also, they possess optimistic attitude and dynamic personality than un-trained secondary school teachers.
3. Trained secondary school teachers have high moral character, discipline and high degree of motivational power as compared to un-trained secondary school teachers.
4. Trained secondary school teachers were found to have better attitude towards their teaching profession than un-trained secondary school teachers.
5. Trained secondary school teachers are having high theoretical and religious values than un-trained secondary school teachers.
6. Un-trained secondary school teachers have high aesthetic and political values than trained secondary school teachers.
7. Male secondary school teachers have more teaching aptitude than female secondary school teachers.

8. Male secondary school teachers are more cooperative, considerative, have wide interest and scholarly taste, possess optimistic attitude, dynamic personality and aptitude than female secondary school teachers.

9. Male secondary school teachers show fair-mindedness and are impartial than female secondary school teachers.

10. Male secondary school teachers possess high moral character and discipline and high degree of motivational power as compared to female secondary school teachers.

11. Male secondary school teachers have high attitude towards their teaching profession than their female counterparts.

12. Female secondary school teachers have higher aesthetic values than male secondary school teachers.

13. Male secondary school teachers have higher social values than female secondary school teachers.
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