



## A STUDY ON THE TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS IN MIZORAM

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### ***Abstract***

*Aptitude is a determinator of success in every endeavor. The higher the aptitude, the higher the chance for success. Teaching and the role of being a teacher necessitates possession of potential qualities and abilities to perform well in the profession. The study entitled “Teaching Aptitude of Secondary School Teachers in Mizoram” is carried out to assess the teaching aptitude of teachers working in government secondary schools in Mizoram. It is a descriptive study conducted on 400 teachers (259 male and 141 female). The study revealed that majority of the teachers have average teaching aptitude. The study reveals female teachers have higher teaching aptitude than the male teachers. However, there is no significant difference in the teaching aptitude of secondary school teachers of Mizoram with reference to their locale.*

*Keywords: Teaching Aptitude, Teachers, Mizoram*

### **Introduction**

Education is the driving force of civilization by ensuring that future generations are appropriately equipped to face whatever comes their way. It is a combination of numerous processes intertwined and teaching is at the core of every educative process. Good teaching and quality teachers are in most likelihood, the most critical components of a well-grounded education. Dr. Radhakrishnan (1949) rightly noted, “The position of the educator in the community is very important. They act as an advocate of transmittal intellectual traditions and technical skills through generations and helps keep the lamp of progress glowing.” The educator is the most vital factor to impact the nature of instruction (Indian Education commission, 1964-66). Teachers being the torch-bearers of progress demands a complex set of qualities to function well. A good aptitude for teaching is one of those qualities that a teacher is expected to possess to bring about the desired goals of education.

The term "Aptitude" is derived from Latin meaning “apt, appropriate, suitable”. Aptitude has been described as the aptness or suitability for performance in a situation (Snow 1997), the potential ease of learning particular skills or knowledge (Hood and Johnson 2002),

etc. So, in its basic form, aptitude may be defined as the quality inclusive of cognitive abilities as well as conative and affective characteristics of a person that exhibits potential for proficiency in specific areas. Thus, teaching aptitude denotes the qualities of a person that fits him for success in the teaching profession. Such fitness could result from either natural enrichment, special preparation, or both.

### **Need for the Study**

Every profession needs professionals fit for general as well as nuanced responsibilities that comes with it, teaching is no exception. The need for efficient teachers has been felt now more than ever. The decline of government education sector is alarming considering the fact that the state has invest numerous resources towards it. This decline has been felt not in the number of schools nor teachers, but in the quality of instructions and decline in student inputs and achievements. Therefore, it is considered imperative on the part of the researcher to create a room for reflection on the status of teachers in government schools of Mizoram, starting with their aptitude. This study is expected to produce findings that will be reliable information for further research and interventions to improve the quality of instruction and of teachers.

### **Review of Related Literature**

A study conducted Kalita (2016) found that high school teachers possess high teaching aptitude while Dhanaraju and Rao (2019) concluded that teachers have average teaching aptitude. Studies undertaken by Kant (2011), Khan and Farhatunnisa (2016), Sharma and Bedi (2016), Kalita (2016), Sharma (2017) Bam (2019), Singh (2020) Sonowal and Kalhotra (2022) found no significant difference in the teaching aptitude of male and female teachers. while studies conducted by Gipson (1960). Kudavakkalagi and Sharma (2018). Aung (2019) Dhanaraju and Rao (2019) concluded that female teachers have higher teaching aptitude than the male teachers. On the contrary, Abdullah (2017), Asthana and Rao (2018), Devendiran and Hema (2018) Jadav and Renuka (2019) found that male teachers have higher teaching aptitude than the female teachers. with regards to comparison based on locality, Kant (2011) no difference between rural and urban teachers. A study conducted by Dhanaraju and Rao (2019) found that rural teachers have hugher teaching aptitude than urban teachers while Jadav and Renuka (2019) found urban teachers to have higher teaching aptitude than their rural counterparts.

### **Objectives of the Study:**

1. To find out the teaching aptitude of secondary school teachers.
2. To compare the teaching aptitude of male and female secondary school teachers.
3. To compare the teaching aptitude of secondary school teachers with regards to locale.

### **Hypotheses:**

1. There is no significant difference in the teaching aptitude of male and female secondary school teachers.

2. There is no significant difference in the teaching aptitude of secondary school teachers with regards to locale.

### **Methodology:**

The study is descriptive in nature which is carried out using descriptive survey research method.

### **Population and Sample:**

All teachers in government secondary schools of Mizoram constitutes the population for the study. A sample of 400 teachers (259 male, 141 female) was drawn using stratified proportionate sampling method.

### **Tool used:**

For collection of data, Teaching Aptitude Test (TAT-DS) developed by Dr. Surender Singh Dahiya and Dr. L.C. Singh is used. The reliability of the test was calculated by split-half method and the reliability coefficient was  $r=0.82$  indicating significance at 0.01 level of significance. The factorial validity was calculated. Inter-correlations matrix (50 x 50) was factor analysed using Principal Component Analysis Extraction Method and Quartimax with Kaiser Normalization Rotation Method. Five major factors were extracted accounting for 69-25% of the total variance.

### **Analysis and interpretation:**

#### 1. Overall Teaching Aptitude of Secondary School Teachers

Level of Teaching Aptitude	No. of teachers	Percentage
Extremely High	0	0%
High	16	4%
Above Average	107	26.75%
Average	192	48%
Below Average	64	16%
Low	21	5.25%
Extremely Low	0	0%

The table indicates that 4% of the teachers have 'High' teaching aptitude while 26.75% of the teachers have 'Above Average' teaching aptitude. The percentage of teachers possessing 'Average' and 'Below Average' teaching aptitude are 48% and 16% respectively. 5.25% of the teachers possess 'Low' teaching aptitude. However, no teachers were found to possess 'Extremely High' or 'Extremely Low' teaching aptitude.

## 2. Comparison of the Teaching Aptitude of Male and Female Secondary School Teachers.

Gender	No. of Students	Mean	Standard Deviation	t-value	Significance Level
Male	259	30.75	6.21	3.48	Significant at 0.01 level
Female	141	32.90	5.33		

The table revealed that the t-value for the comparison of the mean score of male and female teachers is found to be 3.48 which is significant at 0.01 level of significance. Hence, the null hypothesis is rejected. It can be concluded that there is a significant difference in the teaching aptitude of male and female secondary school teachers in which female teachers are found to have higher teaching aptitude than the male teachers.

## 3. Comparison of the teaching aptitude of urban and rural secondary school teachers in Mizoram

Locale	No. of Students	Mean	Standard Deviation	t-value	Significance Level
Urban	199	32.01	5.41	1.66	Not significant
Rural	201	31.01	6.51		

The above table revealed that t-value for the comparison of the mean score of urban and rural teachers is found to be 1.66 which is not significant. Hence, the null hypothesis is accepted.

**Major Findings and Discussion**

1. The study revealed that majority of the teachers (48%) were found to have average teaching aptitude. Keeping in mind the place of education in the course of development and the crucial role of teachers in the nurturance of young citizens, a higher score is expected from the teachers. This finding indicates that there is a crucial need to reflect on teacher recruitment procedures so as to attract and place those with high aptitude.
2. It is also found that a significant difference exists between the teaching aptitude of male and female teachers. This finding is in consonance with the findings of Sharma (2017) and Muchhal & Kumar (2016), while studies conducted by Jain (2018), Singh & Kaur (2018) finds contradicting results.
3. The study also revealed that no significant difference exists between the teaching aptitude of urban and rural teachers. The finding is justified on the ground that government implements schemes and introduce innovations and development as equally as possible.

**Conclusion**

Teachers help in shaping the society and determining the quality of life for generations to come. It is a pious profession that requires the practitioners to be well equipped with both the ability to do so, positive attitude and perception as well as dedication to the larger cause of education. This study is conducted to find out the aptitude of secondary school teachers in Mizoram. The findings revealed that majority of the teachers have average

teaching aptitude with no significant difference based on the teachers' gender or locale.

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