

A Study of Teaching Aptitude on Regular Teacher and Special Teacher

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ABSTRACT

The purpose of the present study was to investigate the comparison between Teaching Aptitude on Regular Teacher and Special teacher. The sample included in this study was Regular Teacher 60 Male, 60 Female and Special teacher 60 Male, 60 Female Teachers in Ahmednagar District. To assess the Teaching Aptitude factors of the subject the eight factor inventory Proposed Statistical procedure is Descriptive statistics i.e. Mean, S.D, will be computed and 't' test. Conclusion in this study On the basis of data and discussion of results, the hypotheses were tested and verified.

Keywords: *Teaching Aptitude, Regular Children School, Special Children School.*

Education for all government of India policy 1986 under all state education play the vital role in the next few year those scheme provided all types of equipments related by education and those result come the educational ratio has been grow up those the fact since 2001 the government India stated the new Scheme Sarva shiksha abhiyan those scheme provided all types of facility Training, Educational equipment, etc, the mean theme of the Education is the process of development which consists of the passage of human being from infancy to maturity. In which teachers play the most important role in teaching learning process, because while he is teaching he is shaping generations The progress of a country is depends on educational system and the education system will be able to discharge its set function only when accomplishment by right kind of teaching staff.

The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite nature and expert in his subject.

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people.

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For achieving all the of the Educational goals or for the accomplishment of teaching learning process in the area Regular children school and special children school Teaching aptitude, Teachers job Satisfaction and Emotional Intelligence are very essential things for a teacher. Unless a teacher has teaching aptitude he won't get satisfaction in teaching because with less teaching aptitude teacher might not perform well in the working conditions and that will leads to many more problems such as burnout, stress, carelessness, dissatisfaction etc.

Teacher teaching in a both school and special education school requires high Teaching aptitude because teaching to the children's who between aged 6 to 18 and children's with some special educational need requires lots of emotional stability and patient. Because A teacher while teaching those with children's. Therefore a teacher with high teaching aptitude and job satisfaction must have high emotional intelligence.

Here in this study a researcher wanted to study all these three factors with relation to Regular children school and special children school. Because a teacher with good teaching aptitude will have in teaching Study's

Teaching Aptitude:

First we clear the meaning of aptitude – “As a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability.” -BINGHAM

“Teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession.” A good teacher must possess significant aspect of teaching. A person will be considered possessing high teaching aptitude if he possesses good mental ability, positive attitude towards children, adaptability, professional information, interest in profession. Teaching aptitude may be considered as a special ability or specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a teaching field.

Statement of Problem-

The researcher has focused on comparisons between Teaching Attitude of in Regular Teacher & Special (CWSN) Teacher. There might be positive comparisons between Teaching Attitude,. But researcher wants to search if it is true or not. Therefore research has selected these three variables which have major influence on individual's Teaching Attitude factors in the life. Teaching Attitude is a basic factor which encourages. Therefore in the present study researcher wants to see the comparisons between Teaching Attitude of in Regular Teacher & Special (CWSN) Teacher males and females.

REVIEWS ON TEACHING APTITUDE

Dr. Mrs. S.M. Ganoje, (June 2011) studied A comparison of teaching aptitude of D.T.Ed. trainees of Government and Non Government Colleges. This study shows high significant difference in male and female D.T.Ed trainees, significant difference in Government College and non-government colleges, and significant difference in teaching aptitude in arts and science stream.

Shah (1991) attempted to study certain determinants that makes teacher effective with the objective to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teacher. Major findings of the study reveals that teachers' effectiveness

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was significantly affected by teaching aptitude, job satisfaction, job attitude, personality, value pattern, self-concept, and intelligence organization climate.

Kukreti (1990) made an attempt to study some psychological correlates of successful teachers, to examine how far the teaching aptitude determines the success of teaching to know the impact and of intelligence of teachings on their teaching success. The findings of the study reveal that – there was significant & positive correlation between the variables teaching success and teaching aptitude. Successful teachers scored significantly higher score on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teacher, whereas the unsuccessful teachers were found more inclined towards economic values.

Significant of the study:

1. This study may quantitative data on effect of Teaching Attitude to improve of Special Teachers
2. To suggest the importance of special teachers is predictive of their compatibility with regular teachers.

Objectives of the study:

1. To study Teaching Aptitude of teachers teaching in Regular children school and special children school.
2. To compare teaching Aptitude between teachers teaching in Regular children school and special children school.

Hypothesis:

1. There will be high Teaching Aptitude in teachers teaching in special children school than Regular children school.

METHODOLOGY

Sampling:

To study the problem statement of the research 240 teachers will be selected as a sample from Ahmednagar district. In which 120 (60 Male and 60 Female) teacher belonging to Schools of age 25 to 50 years and 120 (60 Male and 60 Female) teacher belonging to Special Education School aged 25 to 50 years of Zillah Prasad & Municipal Corporation from Ahmednagar, will be selected.

While sampling the accidental, randomize method of sampling will be used. While selecting the sample the age, gender, educational qualification and granted and non granted position will be considered as control factors.

This study will base on purposive random sampling technique.

Type of school	Male	Female	Total
Regular Teachers	60	60	120
Special Teachers	60	60	120
Total			240

All Sample will be administered all the tests.

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Design

Factorial design- ANOVA

Level	A1	A2
B1	B1 A1	B1 A2
	120	120
B2	B2 A1	B2 A2
	120	120

- 1) **Type of teacher**
 - A1.Regular Teacher
 - B2.Special Teacher
- 2) **Gender**
 - B1.Male
 - B2. Female

Variables:

- 1) **Independent Variable:**
 - a) Teachers teaching Regular children school,
 - b) Teachers teaching special children school.
- 2) **Dependent Variable:**
 - a) Teaching Aptitude,
- 3) **Constant Variable:**
 - a) Age range
 - b) Educational & Professional qualification

Measurement Tools:

Teaching Aptitude Test Battery (TATB) by Shamim Karim and Ashok Kumar Dixit

Proposed statically procedure-

The data will carefully analyze and accordingly interpreted as per the norms of the tests. Following steps will be carried out for the data analysis.

- i. Data will be analyzed by calculating Means and SDs for all groups.
- ii. The 't' will be calculated by 'ANOVA' to find out the gender differences.

The raw data compared Teaching Aptitude Test Battery (TATB) factors within, Regular Teaches and Special Teachers in order to accept or reject the hypotheses.

RESULT ANALYSIS

Table 1. Compared Teaching Attitude factors Means by Regular Teaches and Special Teachers

Test	Factors	Total Test	Regular Teachers		Special Teachers		df value sap rate level	t-value
			Mean	Standard Deviation	Mean	Standard Deviation		
Teaching Attitude Test	Cooperative Nature	120	23.5	2.26	25.1	2.08	118	4.04
	Considerativeness		22.2	1.97	24.1	2.04		3.99
	Wide Interest and Scholarly Taste		16.3	1.87	17.4	1.59		3.53
	Fair-mindedness and Impartiality		12.3	1.54	12.2	1.66		0.11
	Optimistic Attitude		8.13	1.24	8.23	1.37		0.42
	Moral Character and Discipline		7.97	1.07	8.08	1.25		0.55
	Motivational Aspect		7.67	1.02	8.33	1.13		3.39
	Dynamic Personality		8.2	1.04	8.77	1.04		2.85
Total			106.27	12.01	112.21	12.16		18.88

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Fig.1 : Bar diagram showing Teaching Attitude factors Mean value for Regular Teachers and Special Teachers

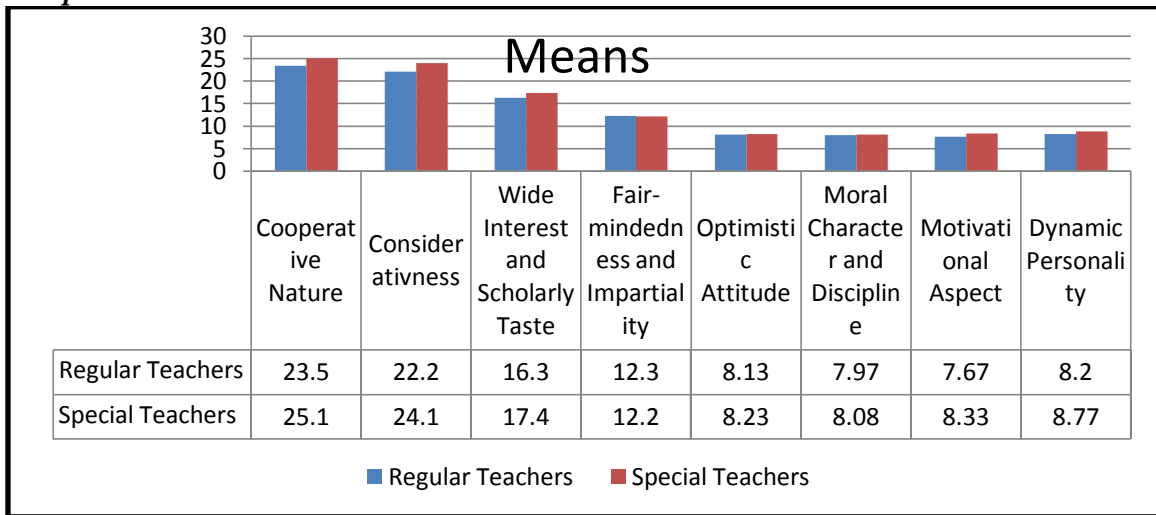


Fig.2 : Bar diagram showing Teaching Attitude factors Stranded deviation value for Regular Teachers and Special Teachers

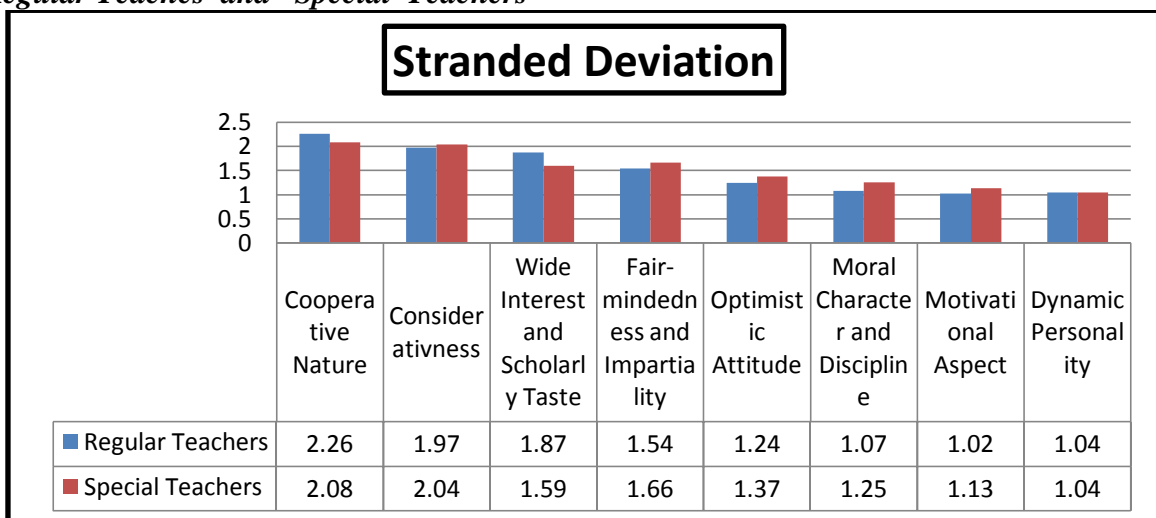


Fig.3 : Bar diagram showing Teaching Attitude factors Means & Stranded deviation % For Regular Teachers and Special Teachers

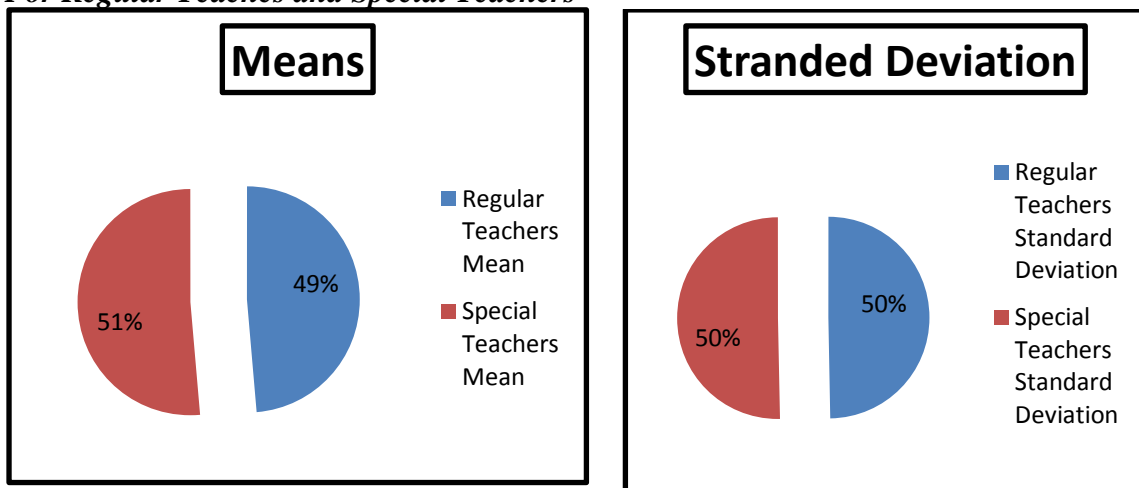


Fig.3 : Bar diagram showing Teaching Attitude factors t Value For Regular Teaches and Special Teachers

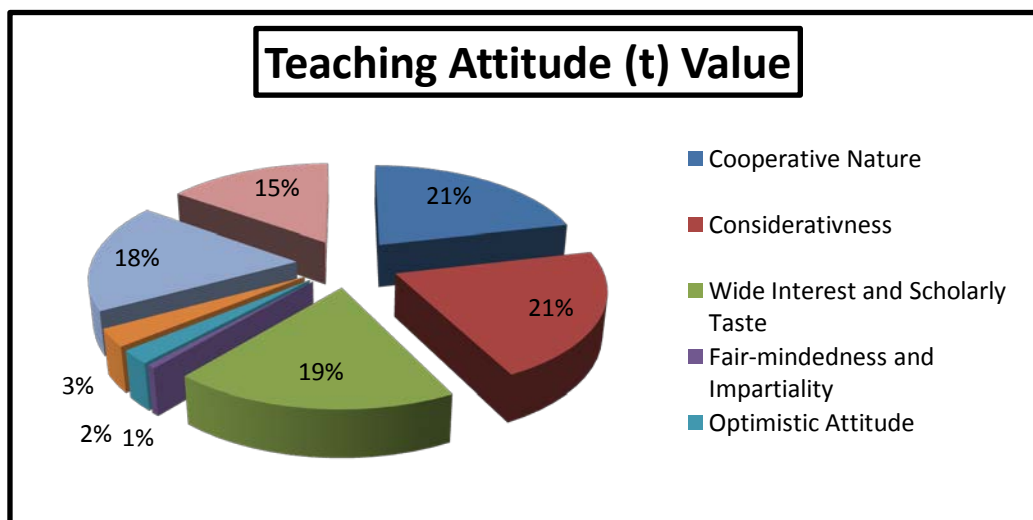


Table 1 and Figure 1, 2, 3 & 4 Present the mean & Stranded deviation value the Teaching Attitude for Regular Teacher’s and Special Teacher’s. It can be observed from the table that the score of the Special Teacher’s means& Stranded deviation value is increase than Regular Teacher’s almost some factors.

LIMITATIONS AND SUGGESTIONS OF THE PRESENT RESEARCH

- 1) The population was limited area restricted to Dist. Ahmednagar only. It can be spread into other area also.
- 2) The sample of the study was small. The study can also be done by taking large sample size

CONCLUSION

On the basis of data and discussion of results, the hypotheses were tested and verified following conclusions were drawn. Tend to show Teaching Attitude factors can be improved in Special Teacher’s between Regular Teacher’s

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Conflict of Interest

There is no conflict of interest.

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