

## A COMPARISON CONCERNING THE SCIENCE TEACHERS IN RELATION TO TEACHING APTITUDE

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### ABSTRACT

*The stature of the teacher has shortened. His social behavior, his philosophy and his hunger for money have lowered him in the eyes of students and the society both. When we say that a person possesses an aptitude for teaching, it is presumed that he has a good proportion of traits required for becoming successful teacher. The magnitude of these traits may differ from one person to another and even the number of traits possessed by each person may vary. A system succeeds or fails; a technique proves useful or otherwise in the hands of the teachers who implement the same. It is therefore, the teacher who is the pivot of all work in education. Though there has been the importance of education in all the places and ages, its importance has become more and more necessary in the democratic society of today. It is hoped that with the present study it will be possible to find out if there is correlation between Teaching Aptitude and teachers. To become effective and good teacher, one requires various qualities but Teaching Aptitude is one of the potent and influential qualities for a person desirous of becoming a good and effective teacher. The result confirms that there is a significant difference between the Male and Female teachers of the sample in the area of Teaching Aptitude', at level, 0.05. And male teachers are found better than Female teaches in the field of Teaching Aptitude*

*Key Words: comparison, Science teachers, Teaching Aptitude*

The famous teachers like Yagyawalkya, Vashishtha, Bhardwaja Sandeepani etc, in the East especially in India and Socrates, Plato and Aristotle in the West were very highly placed and respected in society so much so that they have become, immortal in the history of mankind. In our country the teacher was highly respected and worshipped for his knowledge, supreme guidance and worthy advice. When we talk of Ram automatically we remember his great gurus Vashistha and Vishwamitra who shaped him. When we talk of Chandra Gupta, we cannot forget Chanakya. Similarly when we talk of Alexander, his teacher Aristotle is there to be remembered. When we talk of Shiwavji automatically the name of Samartha Guru Ramdas comes to our mind. These were the old glorious days when the centre of education was spiritualism and the aim of human existence was to realize salvation and to unite with the 'Almighty' or God.

The total impact of the personality of a teacher on student cannot be very clearly identified or analytically assessed as was the case in the post old days of great Gurus. The stature of the teacher has, therefore, shortened. His social behavior, his philosophy and his hunger for money have lowered him in the eyes of students and the society both. He has also begun to shirk his responsibilities but there are some good teachers who are working as ideals and are receiving high respect but their number is very small. When we say that a person possesses an aptitude for teaching, it is presumed that he has a good proportion of traits required for becoming successful teacher. The magnitude of these traits may differ from one person to another and even the number of traits possessed by each person may vary.

No system of education and no technique of education can rise above level of its teachers. A system succeeds or fails; a technique proves useful or otherwise in the hands of the teachers who implement the same. It is therefore, the teacher who is the pivot of all work in education. Though there has been the importance of education in all the places and ages, its importance has become more and more necessary in the democratic society of today. Along with this, there is a great need of special kind of education for the development of science and technology. As there are no separate Science and Arts classes of the students at Junior High School level, yet the teachers are appointed separately as Science and Arts teacher. In this respect a study regarding the Science teachers is hereby made.

The efforts made so far to correlate knowledge, student's opinion and opinion of administrators have not shown very high correlation and there are numerous difficulties in judging the teacher's effectiveness on the basis of these criteria. It is hoped that with the present study it will be possible to find out if there is correlation between Teaching Aptitude and teachers. To become effective and good teacher, one requires various qualities but Teaching Aptitude is one of the potent and influential qualities for a person desirous of becoming a good and effective teacher. The present research will give an idea whether the teachers having very high degree of Teaching Aptitude teach effectively or not.

### **OBJECTIVES**

The objective of any research increased the understanding and directs to find out the information concerning the unidentified. The main objective of the study is to find out the significant difference between Male and Female science teachers in the field of Teaching Aptitude.

### **HYPOTHESIS**

A hypothesis is a theoretical statement of the relation between two or more variables sample. The sample drawn for the study is random or unbiased sampling. "There is a significant difference between the Male and Female teachers of the sample in the area of Teaching Aptitude."

**TOOLS**

For the present investigation the Teaching Aptitude Test by Dr. Jaiprakash and Dr R P Srivastava psychological tool is used.

**ANALYSIS**

The researcher used appropriate statistical techniques that made the maximum use of existing significant information in the light of hypothesis formulated for the present study. The simplest form of representing research findings is the frequency distribution or tabulation. Tabulation is a part of the technical process in the statistical analysis of data. The essential operation in tabulation is counting to determine the number of cases that fall into various categories. The collected data for each variable are being presented systematically and meaningfully.

**TABLE- 1A:**  
**Frequency Distribution of TAT scores of Science Teachers**

N-50

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
195-209	2	4	50	100	1.33
180-194	2	4	48	96	4.67
165-179	10	20	46	92	7.67
150-164	11	22	36	72	12.33
135-149	16	32	25	50	11
120-134	6	12	9	18	7.67
105-119	1	2	3	6	3
90-104	2	4	2	4	1
75-89	0	0	0	0	0.67

**TABLE -1B**  
**Central Tendency & Variability of TAT scores of Science teachers**

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Sci. Trs	50	151.3	149.5	145.9	22.2	3.14	0.24	0.27	137.8	167

Frequency distribution of Science teachers of whole sample is shown in the table (1a). Here highest frequency is 16 which lie in the middle in the (135-149) class-interval and lowest frequencies are on the both externs of the class-intervals. Clearly the highest frequencies are in the middle and lowest in the either sides which indicate normal distribution of sample.

Central Tendency and Variation are shown in the table (1b). Mean, Median and Mode are 151.3, 149.5, and 145.9 respectively. S.D. is 22.2, SEm. is 3.14, Sk is 0.24 and Ku is 0.27. These all values show normal distribution.

**TABLE- 2A**  
**Frequency Distribution of TAT scores of Male Science Teachers**

N- 35

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
195-209	2	5.7	35	100	1
180-194	1	2.9	33	94.3	4.3
165-179	10	28.6	32	91.4	6.7
150-164	9	25.7	22	62.9	9.7
135-149	10	28.6	13	37.1	7.3
120-134	3	8.6	3	8.6	4.3
105-119	0	0	0	0	1
90-104	0	0	0	0	0
75-89	0	0	0	0	0

**TABLE -2B**  
**Central Tendency & Variability of TAT scores of State Science teachers**

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Male Sci. Trs	35	157.9	156.3	153.1	18.6	3.15	0.26	0.32	143.1	170.9

Table (2a) and Table (2b) indicate Frequency Distribution, Central Tendency and Variation of Teaching Aptitude scores of Male Science teachers. The highest frequency 10 lies upon (135-149) class-interval and also upon (165-179) class- interval which are in the middle. The lowest frequency 1 lies upon (180-

194) class interval. Thus highest frequency 10 is found in two class intervals and lowest are in the sides, which does not show normal distribution but smoothed Frequency Polygon shows normal distribution.

The Mean is 157.9 and Mdn. is 156.3. There is not much difference between these two values. It indicates that the distribution of scores is normal. S.D. is 18.6, SE<sub>m</sub>. is 3.15, Sk is 0.26 and Ku is 0.32.

**TABLE- 3A**  
**Frequency Distribution of TAT Scores of Female Science Teachers**

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
195-209	0	0	15	100	0.33
180-194	1	6	15	100	0.33
165-179	0	0	14	93.3	1
150-164	2	13.3	14	93.3	2.7
135-149	6	40	12	80	3.7
120-134	3	20	6	40	3.3

105-119	1	6.7	3	20	2
90-104	2	13.3	2	13.3	1
75-89	0	0	0	0	0

**TABLE -3B****Central Tendency & Variability of TAT scores of Female Science teachers**

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Female Sci. Trs	15	139.4	138.3	136.1	22.5	F.8	0.15	0.2	123.3	147.6

Table (3a) and Table (3b) show the Frequency Distribution, Central Tendency and Variation on Teaching Aptitude scores of Female Science teachers.

The highest frequency 6 and 40% cases lie upon (135-149) class-interval i.e. in the middle. The lowest frequencies lie upon either side which indicates the distribution of scores is normal. Mean, Mdn. and Mode are 139.4, 138.3 and 136.1 respectively. There is not much difference among them, this shows normal distribution. S.D. is 22.5, SEm. is 5.8, skewness is 0.15 and Ku is 0.2. The variation in these values might be due to the small size of the sample.

**TABLE -4****Comparison between male and female science teachers in teaching aptitude**

Group	N	Mean	SD	Cr	Sig. Value	
Male Sci. Trs	35	157.9	18.6	2.8	0.05	0.01
Female Sci. Trs	15	139.4	22.5		2.01*	2.68**

Significant\*, \*\*

Df= 48

## CONCLUSION

On the Teaching Aptitude test the obtained mean scores in Teaching Aptitude of Male and Female Science teachers are 157.9 and 139.4 respectively and Mean difference is 18.5. The obtained value of C.R. 2.8 is higher than 2.01 and 2.68 of tabulated value at 0.01 and 0.05 levels. This result shows that mean difference is significant and male and female science teachers differ in teaching aptitude. Male Science teachers have higher Mean score in comparison to the Female Science teachers. It indicates that Male Science teachers have high Teaching Aptitude.

## SUGGESTIONS FOR FURTHER RESEARCHES

It is suggested that the researches like this research should prepared with other subject teachers, like art teachers in relation to gender and marital status etc.

## REFERENCES

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