

A Study Of Correlation Between Teaching Aptitude And Stress Of Secondary Teachers**Dr. Kishor Chaitram Sonawane**

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This research paper addresses the teaching aptitude and stress in male and female secondary school teachers. The aim of this study was to find out the nature and extend of relationship between two variables stress and teaching aptitude in male and female secondary school teachers. In addition to this major aim, researcher instructed to study about the different level of stress and difference in the perceived stress and with regard to different samples selected for this study. It was found that teaching aptitude and stress are significantly related to each other's.

Keywords – Teaching Aptitude, Stress

Introduction

“The destiny of India is now being shaped in her classroom.” The education commission professed. The national policy on education 1986 also emphasized “the status of the teachers reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of significant role played by the teachers. Hence education reforms invariably accord highest priority to improve teacher's effectiveness.

Teaching is the process of changing the behavior and developing desirable skills in learner for his all-round development. The process of teaching to be conducted effectively depends upon effective teachers. No development of new technology can revolutionize the classroom teaching unless capable and committed teachers are there in teaching profession. The success of a teacher depends on his self-control, good teaching aptitude and work oriented mind.

Singh (2015) believed that no nation can rise above the level of its teachers and it is the teacher who plays pivotal role in the educational system and is a catalytic agent of change in the society. A teacher should not only be competent in his subject, teaching methods, understanding the learner but also has a favorable aptitude towards teaching profession. It is well said that if aptitude refers to "quality of being fit for a purpose or position", then teaching aptitude is the quality of being fit for teaching profession. That is why, it is considered as the introductory determinant factor of effective

teaching. Babu and Rao (2007) suggested that if the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Researchers suggest that teacher's knowledge of subject matter, student's learning and teaching methods are important elements of effective teaching, which are very much related to teaching aptitude. Although an educational system has excellent resources, but if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasteful. Anees (2005) has provided substantial evidence favouring teaching aptitude, for quality education. A modern view of teaching aptitude includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions. These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom-level processes) affect student learning.

Dictionary in English (2011) enumerated that teaching aptitude means probability of success in teaching. Whereas, Kumar (2012) considered the teaching aptitude means an interest in the

teachingwork orientation, implementing teaching principles and methods.

Kaur (2014) described teaching aptitude as a specific capacity or special ability, distinct from the general intellectual ability of an individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training.

A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Research indicates that everyone does not have the ability or the aptitude to take up teaching. Certain minimum requirements in the way of intelligence, temperament, and personality are observed to be highly critical. Hence, teaching aptitude is considered as the determinant factor for choosing the teaching profession. When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching. Ghatvisave (2012) also stated that the success in teaching and satisfactory preparation of teaching profession is only possible to those people who have remarkable aptitude in teaching. Teaching aptitude and level of aspiration are two important variables of teaching learning process which directly or indirectly influences the teaching behaviour of all the teacher trainees. Aptitude is considered to be an important characteristic of an individual, which predicts the future success or failure of teachers, whereas, level of aspiration means a "strong desire to accomplish something". In teaching profession, it is the pupil teachers' expectations, goals or claims on their future achievement and shows the estimation of these trainees' abilities for their future performance and the efforts they make towards attaining the goals. If the teacher trainees do not have the required aptitude and aspiration then no amount of training can influence their teaching effectiveness in the classroom. These two variables greatly influence their acquisition of teaching skills during their training period.

Stress is Latin derivation which was used popularly in seventeenth century to mean hardship,

strains, adversity or affection. According to Lazarus (1971) Stress refers to a very broad class of problems differentiated from other problem areas because it deals with any demand which taxes the system or a psychology system and the response of that system.

Manifestation of stress may be psychological, physical and behavior. Anxiety is one of the first and important signs that an individual feels when unable to cope. Even if an individual tries to hide this symptom he/she will probably find concentrating and thinking clearly difficult and will tend to focus on short rather than long-term outcomes. Minor physical ailments such as head ache, having an upset stomach or sleeping problems are among the early signs of trouble. If external pressure is persistent, the individual may develop more severe symptoms such as ulcer, high blood pressure, shingles, etc. Behavioral manifestation may be withdrawal from those relationships which are proving difficult. Excessive smoking and drinking, use of tranquilizers, etc may be an attempt to relieve tension.

Hence, teaching aptitude and stress are two important variables of teaching learning process which directly or indirectly influence the teaching behavior of all the male and female secondary teachers.

Objectives:

1. To find out teaching aptitude of male and female secondary teachers.
2. To study correlation of teaching aptitude of male and female secondary teachers.
3. To find out stress of male and female secondary teachers.
4. To study correlation of stress of male and female secondary teachers.
5. To find out correlation between teaching aptitude and stress of male and female secondary teachers.

Hypothesis:

The following hypothesis have been formulated -

1. There is difference of stress among male and female secondary teachers.
2. There is difference of teaching aptitude among male and female secondary teachers.

Operation Definition:

Teacher: one that makes teaching learning process effectively and makes teaching suitable for teaching aptitude and teaching without stress.

Teaching Aptitude: Teachers obtained marks through written test of Dr. S. P. Ahliwaliya indicate teaching aptitude.

Stress: Teachers obtained marks through written test of Dr. Ajay Tamhane indicate stress.

Scope and Limitation:

1. The present research study is depending on correlationship between teaching aptitude and stress of secondary teachers.
2. The present study is related to male and female secondary teachers.
3. The present study is limited for 50 secondary teachers in Navapur Taluka.

Research Method

Survey method was adopted for the present study.

Population:

Male and Female secondary teachers of Navapur from the population for the present study.

Sample:

The random sample method was adopted for the present study. The sample of the study consists of

50 secondary teachers in Navapur Taluka. The sample includes both Male and Female secondary teachers.

Tools Used:

The following tools were used by investigator to collect data.

- Professional life stress scale – Dr. Ajay Tamhane
- Teaching aptitude inventory – Dr. S.P. Ahaluwaliya

Statistical technique and tools:

The data was collected and anlyzised keeping the objectives in view and the design of the study. Descriptive stastics such as Mean, Standard Deviation were worked out to describe the nature of data. In order to find out the influence of teaching aptitude and stress t-test was employed.

Data Analysis and Interpretation:

Table – 1 Secondary male teacher’s aptitude measurement.

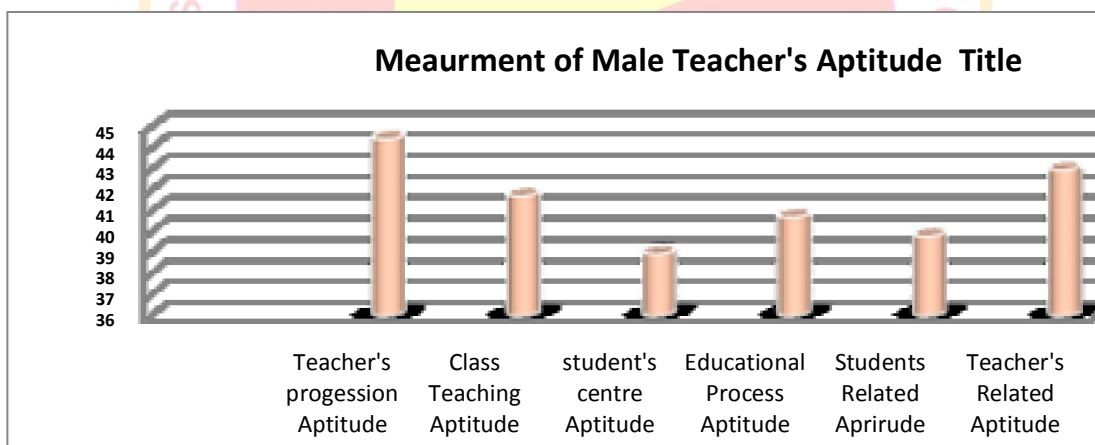


Table – 02 Secondary female teacher’s aptitude measurement

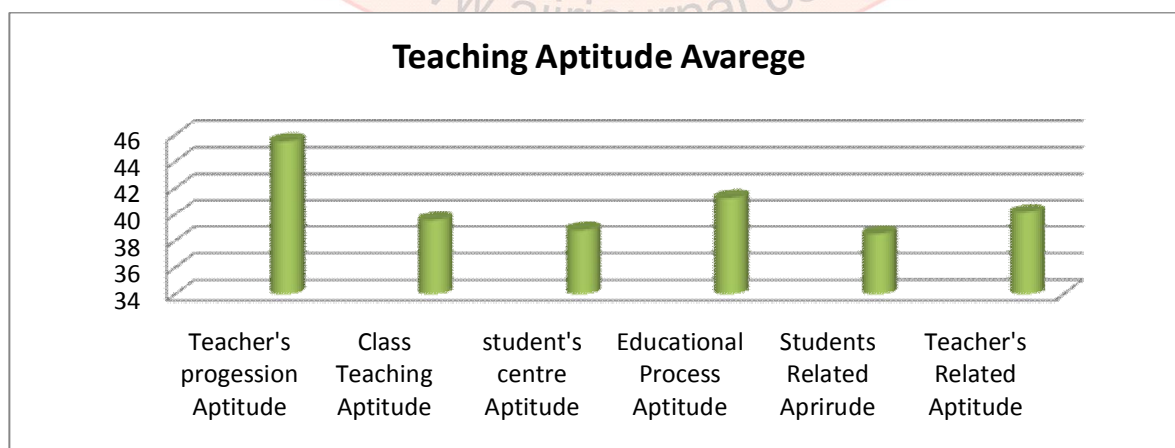
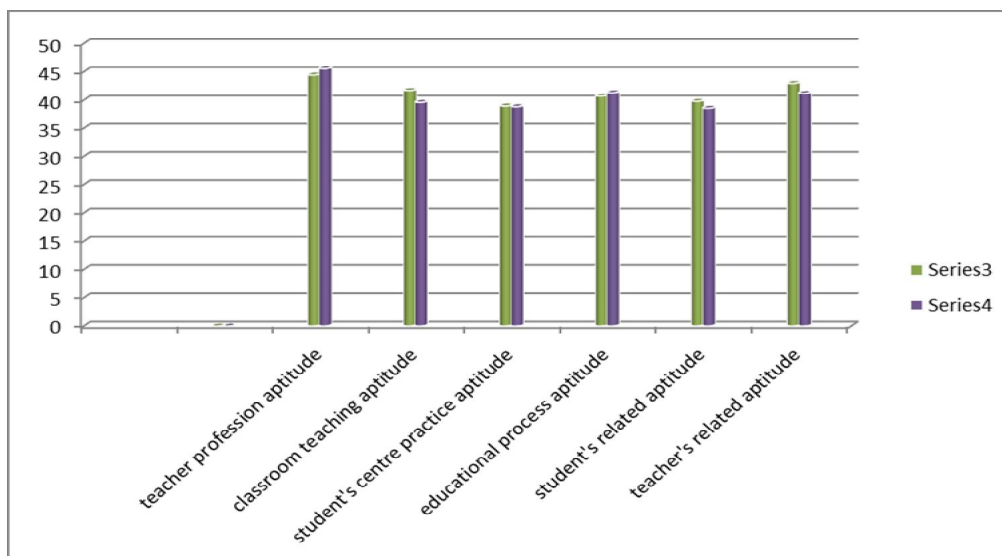


Table – 03 Secondary male and female teacher’s aptitude measurement.



From Graphs 1, 2 and 3 investigator finds out conclusion as following –

Conclusion as following –

- 1) From the above Graph No 01, shows that 25 secondary school male teachers average means is 41.43 in total 60 marks about teaching aptitude. So the percentage of secondary male teacher’s is 72.41%.
- 2) From the above Graph No 02, shows that 25 secondary school female teachers average means is 40.68 in total 60 marks about teaching aptitude. So the percentage of secondary female teacher’s is 62.5%.

It means that, there is significant difference between male and female secondary school teachers in teaching aptitude. So null hypothesis is rejected.

Table – 04 Secondary male teacher’s aptitude value.

Components	Sample	Mean	SD	t-value	Remarks
Male	25	247.36	27.86	0.17	Not Significant
Female	25	246.20	16.29		

Table no 04 shows that, male teachers mean is 247.36 and female teacher’s mean is 246.20. Male secondary teacher’s mean is greater than female secondary teachers.

In order to find out whether the female teacher and male teachers influence their teaching aptitude towards stress, mean and SD of the sample were calculated separately and their critical ratio were computed to see the no significant difference

between the two groups. The result and test of significant are shown in the table no 04.

From the table no 04 it is clear that ,‘t’ value obtained 0.17 which is not significant at 0.05 level of significant. Since the obtained (0.17) is lesser than the table value at both levels; there is no significant difference between male and female secondary school teachers in teaching aptitude. (C.R.=0.17)

$p > 0.05$ there is no significant between mean value. So there is no difference among male and female teacher’s aptitude.

Table – 05 Secondary male teacher’s stress value.

Components	Sample	Mean	SD	t-value	Remarks
Male	25	7.68	3.29	1.67	Significant
Female	25	9.32	3.66		

In order to find out whether the female secondary teacher’s and male teacher’s influence on their stress towards teaching aptitude. Mean and SD of the sample were calculated separately and their critical ratio were computed to see two significant difference of the two groups. The result and t test of significant are shown in table no.05.

From the table no.05, it is clear that t value obtained 1.67 which is significant at 0.05 level of significant. Since the obtained (1.67) is greater than the table value at the both level. There is no significant difference between male and female secondary school teacher’s stress value.

$P < 1.67$ there is significance difference between mean value. So there is significant difference between mean values. So there is significant difference between male and female secondary school teachers about stress.

Findings:

1. Secondary male school teacher's teaching aptitude is greater than secondary female teacher's teaching aptitude.
2. There is no any stress on secondary male school teachers. But there is slight stress on female secondary school teachers.
3. Secondary male school teacher's teaching aptitude is more than secondary female teacher's teaching aptitude.
4. Secondary male school teacher's average level of stress is lesser than female school teachers.

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