
**A STUDY OF TEACHING APTITUDE OF SECONDARY SCHOOL
TEACHERS IN RELATION TO THEIR PERSONALITY FACTORS**

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Abstract

This study investigated Secondary School Teachers Teaching Aptitude and Personality Factors at Bagalkot District. The population of the research is chosen from the secondary teachers in the different schools at the Jamakhandi and Mudhol taluka's in Bagalkot District. The research sample consisted of 350 secondary teachers from 52 secondary schools in Bagalkot District at different institutions of Jamakhandi and Mudhol taluka' is selected. To make the study worthwhile a representative of the sample of teachers from secondary schools selected and using stratified sample of the total population has been taken. The total population of the study consists of 16 government secondary schools 21 Aided and 15 Unaided secondary schools in Jamakhandi Taluka and Mudhol Taluka both rural and urban areas from all the regions of District. The sample consisted of 184 male teachers of secondary schools and 166 female teachers of secondary schools . The Teaching Aptitude Test Battery by Singh and Sharma (2011). Answer sheet, Scoring Key, and Norms is used. The present study assessed and relation to the 16 Personality Factors and Teaching Aptitude of the respondent is assessed using the standardized tool 16P.F Test (Forms A+B) by Cattell & Ebser (1962) at the institute for Personality and Ability Testing Campign (U.S.A.) In the present study, is administered Male teachers have significant higher personality as compared to female teachers of secondary schools scores towards personality as Combined effect of personality on teaching aptitudes of teachers of secondary schools is found to be positive and significant and Combined effect of personality on teaching aptitudes of male teachers and female teachers and teachers of aided & unaided & government secondary schools ; arts subject and science subject is found to be positive and significant

INTRODUCTION

The teaching aptitude is very necessary in teaching field, teaching as an art .teaching it means who providing the knowledge and personality to students from teacher. Teaching aptitude is a most part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly identifying the very role of teaching aptitude of teaching profession. According to super "An aptitude in terms of four characteristics specificity, unitary composition, facilitation of teaching activity or type activity and constancy So this study has been undertaken to identifying the teaching aptitude of secondary school teaching. The successful running of an secondary educational system depends mainly upon its teachers special ability, teachers good personality,

involvement personality is main reason and teachers personality factors of education should be in tune with time and needs of society. The researcher sets out to study four components of these secondary school teachers aptitude in school and organization health performance, second one personality factors quality of education depends on the quality and efficiency of its teachers. The study of the problem it is hoped will be useful for the teaching aptitude and personality as a stable and enduring combination of various physical and mental aspects. This study reviews the literature on the impact of personality on the quantity, quality and sustainability of secondary school teachers in Baglkot District. The study is concerned with two main questions. What are the main effects of Personality measures on Teaching Aptitude and their sustain ability ? What are the implications for Personality strategies? Personality factors measures and Teaching Aptitude focusing on research findings.

Teaching: Teaching refers to activities that are designed and performed to produce change in student behavior.

Aptitude: An aptitude is a condition or combination of characteristics indicating of an individual's ability to acquire with training some specific knowledge, skill. Or set of responses, such as the ability to speak a language, to become a musician, to do mechanical work, etc

Personality factors: R.W.Wood (1930) gives the following definition of personality:

Personality is the total quality of an individual's behavior as it is revealed in his characteristics habits of acting and his personality philosophy of life".

OBJECTIVES OF THE STUDY:

The objectives of the study were:

1. To identify the teaching aptitude of secondary school teachers.
2. To identify the correlation between teaching aptitude and Personality factors of secondary school teachers.

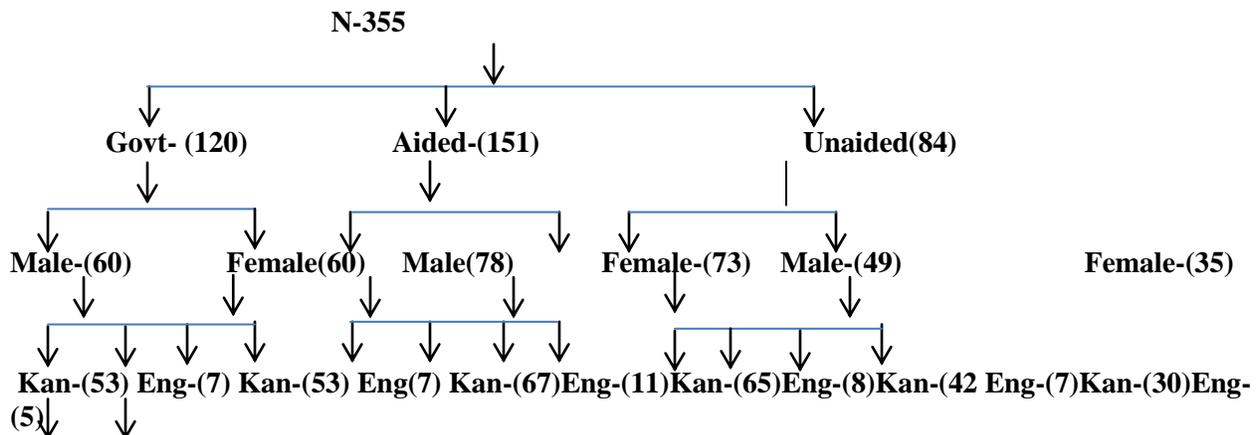
STATEMENT OF THE PROBLEM:

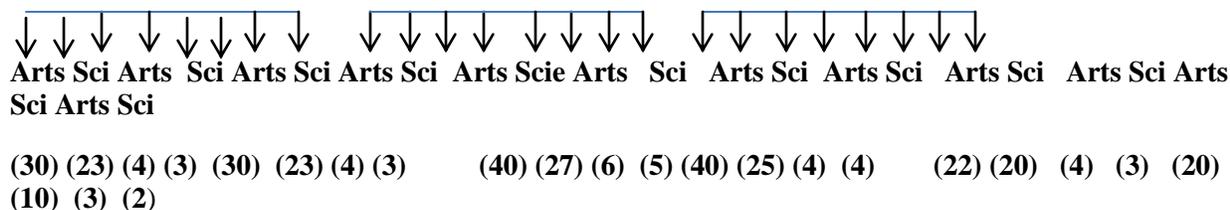
“A Study of Teaching Aptitude of Secondary School Teachers in Relation to Their Personality factors”

RESEARCH METHOD:

Sample:

The study was conducted on a sample of 350 secondary schools teachers of Bagalkot District. In the Karnataka State. The stratified random sampling is adapted for the present study. The sample design is as follows:





Tools:

The data were collected with the help of the following tools;
 Teaching Aptitude Test Battery by Dr. R.P Singh and Dr. S.N. Sharma(2011) and The16P.F Test (Forms A+B) by Cattell &Ebser(1962), at the institute for Personality and Ability Testing Campign (U.S.A.) , Answer Sheet, Scoring Key and norms

Statistical Techniques of the Data:

The purpose of the convenience, the different sections of Statistical Techniques of the study has been organized under the following sections:

1. Descriptive statistics
2. Differential statistics
3. Correlation analysis of teaching aptitude with other variables of teachers of secondary schools
4. Multiple linear regressions analysis of teaching aptitude with other variables of teachers of secondary schools.

Correlation analysis : In the present study, the teaching aptitude and its dimensions scores of teachers of secondary schools is taken as dependent variable and personality and its dimensions of teachers of secondary schools are considered as independent variable. In order to find out the relationship between dependent variable with independent variable, the correlation coefficients were obtained. The correlation coefficient is calculated by using the Karl-Pearson’s correlation coefficient method

Hypothesis: There is no significant relationship among dimensions of teaching aptitude scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) of teachers of secondary schools.

To achieve this hypothesis, the Karl Pearson’s correlation coefficient method was applied and the results are presented in the following table.

Table: Results of correlation coefficient among dimensions of teaching aptitude scores of teachers of secondary schools

Variables	Mental ability	Attitude Towards Children	Adaptability	Professional Information	Interest in Profession
Mental ability	-				
Attitude Towards Children	r=-0.0357	-			
Adaptability	r=0.1549*	r=0.0486	-		
Professional Information	r=-0.0588	r=-0.0379	r=-0.0803	-	

Interest in Profession	r=-0.1314*	r=-0.3321*	r=-0.1987*	r=-0.2036*	-
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*p<0.05

From the results of the above table, it can be seen that, the followings:

1. A significant and positive relationships were observed between dimensions of teaching aptitude i.e. mental ability and adaptability scores of teachers of secondary schools (r=0.1549, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimensions of teaching aptitude i.e. mental ability and adaptability scores of teachers of secondary schools are dependent on each other.
2. A significant and negative relationships were observed between dimensions of teaching aptitude i.e. mental ability and interest in profession scores of teachers of secondary schools (r=-0.1314, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimensions of teaching aptitude i.e. mental ability and interest in profession scores of teachers of secondary schools are dependent on each other.
3. A significant and negative relationships were observed between dimensions of teaching aptitude i.e. attitude towards children and interest in profession scores of teachers of secondary schools (r=-0.3321, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimensions of teaching aptitude i.e. attitude towards children and interest in profession scores of teachers of secondary schools are dependent on each other.
4. A significant and negative relationships were observed between dimensions of teaching aptitude i.e. adaptability and interest in profession scores of teachers of secondary schools (r=-0.1987, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimensions of teaching aptitude i.e. adaptability and interest in profession scores of teachers of secondary schools are dependent on each other.
5. A significant and negative relationships were observed between dimensions of teaching aptitude i.e. interest in profession and interest in profession scores of teachers of secondary schools (r=-0.2036, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the dimensions of teaching aptitude i.e. interest in profession and interest in profession scores of teachers of secondary schools is dependent on each other.

Hypothesis: There is no significant relationship between teaching aptitude and its dimensions scores (i.e. mental ability, attitude towards children, adaptability, professional information, interest in profession) with personality and its dimensions scores (i.e. reserved vs outgoing, less intelligent vs more intelligent, affected by feelings vs emotionally stable, humble vs assertive, sober vs happy go lucky, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forthright vs shrewd, placid vs apprehensive, conservating vs experimenting, group dependent vs self-sufficient, un disciplined vs controlled and relaxed vs tense) of teachers of secondary schools.

To achieve this hypothesis, the Karl Pearson’s correlation coefficient method was applied and the results are presented in the following table.

Table: Results of correlation coefficient between teaching aptitude and its dimensions scores with personality and its dimensions scores of teachers of secondary schools.

Variables	Teaching aptitude	Mental ability	Attitude Towards Children	Adaptability	Professional Informati	Interest in Professio
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Personality	r=-0.2247*	r=0.2025*	r=0.0105	r=0.0960	r=0.0239	r=-0.0074
Reserved vs outgoing	r=-0.2062*	r=-0.2207*	r=0.0717	r=-0.0501	r=-0.0564	r=-0.0134
Less intelligent vs more intelligent	r=0.1731*	r=0.1892*	r=-0.0553	r=-0.0484	r=0.0725	r=-0.0163
Affected by feelings vs emotionally stable	r=-0.1732*	r=-0.0968	r=-0.0254	r=-0.0416	r=-0.1446*	r=0.0113
Humble vs assertive	r=-0.0194	r=-0.0446	r=0.0070	r=0.0767	r=0.0330	r=0.0051
Sober vs happy go lucky	r=-0.1457*	r=-0.1859*	r=0.0317	r=-0.0577	r=0.0916	r=-0.0692
Expedient vs conscientious	r=-0.0925	r=-0.1364*	r=0.0471	r=0.0166	r=0.0141	r=-0.0685
Shy vs venturesome	r=-0.1763*	r=-0.1045	r=-0.0562	r=-0.0156	r=-0.1133*	r=0.0509
Tough minded vs tender minded	r=-0.0319	r=0.0446	r=-0.0579	r=-0.0769	r=-0.0645	r=0.0252
Trusting vs suspicious	r=0.0178	r=0.0438	r=-0.0478	r=0.0475	r=-0.0028	r=0.0153
Practical vs imaginative	r=-0.5123*	r=-0.3538*	r=-0.1791*	r=-0.1919*	r=-0.1353*	r=0.0606
Forthright vs shrewd	r=-0.2064*	r=-0.2398*	r=-0.0544	r=-0.0271	r=0.0861	r=-0.0482
Placid vs apprehensive	r=0.4209*	r=0.3957*	r=0.0334	r=0.1130*	r=0.0514	r=-0.0237
Conservating vs experimenting	r=0.1101*	r=0.1432*	r=-0.0257	r=-0.0190	r=-0.0303	r=-0.0127
Group dependent vs self-sufficient	r=0.3373*	r=0.2178*	r=0.1364*	r=0.1644*	r=0.1050	r=-0.0411
Un disciplined vs controlled	r=0.1447*	r=0.1143*	r=0.0479	r=0.1115*	r=-0.0045	r=0.0651
Relaxed vs tense	r=-0.2549*	r=-0.1818*	r=-0.0650	r=-0.0294	r=-0.1800*	r=0.0443

From the results of the above table, it can be seen that, the following relations are found to be statistically significant at 5% level of significance ($p < 0.05$)

- Personality and teaching aptitude scores of teachers of secondary schools ($r=0.2247$) at 5% level of significance
- Reserved vs outgoing and teaching aptitude scores of teachers of secondary schools ($r=0.2062$) at 5% level of significance
- Less intelligent vs more intelligent and teaching aptitude scores of teachers of secondary schools ($r=0.1731$) at 5% level of significance
- Affected by feelings vs emotionally stable and teaching aptitude scores of teachers of secondary schools ($r=-0.1732$) at 5% level of significance
- Sober vs happy go lucky and teaching aptitude scores of teachers of secondary schools ($r=-0.1457$) at 5% level of significance
- Shy vs venturesome and teaching aptitude scores of teachers of secondary schools ($r=-0.1763$) at 5% level of significance
- Practical vs imaginative and teaching aptitude scores of teachers of secondary schools ($r=-0.5123$) at 5% level of significance
- Forthright vs shrewd and teaching aptitude scores of teachers of secondary schools ($r=-0.2064$) at 5% level of significance
- Placid vs apprehensive and teaching aptitude scores of teachers of secondary schools ($r=0.4209$) at 5% level of significance
- Conserving vs experimenting and teaching aptitude scores of teachers of secondary schools ($r=0.1101$) at 5% level of significance
- Group dependent vs self-sufficient and teaching aptitude scores of teachers of secondary schools ($r=0.3373$) at 5% level of significance
- Un disciplined vs controlled and teaching aptitude scores of teachers of secondary schools ($r=0.1447$) at 5% level of significance
- Relaxed vs tense and teaching aptitude scores of teachers of secondary schools ($r=-0.2549$) at 5% level of significance
- Personality and dimension of teaching aptitude i.e. mental ability scores of teachers of secondary schools ($r=0.2025$) at 5% level of significance
- Reserved vs outgoing and dimension of teaching aptitude i. . mental ability scores of teachers of secondary schools ($r=-0.2207$) at 5% level of significance
- Less intelligent vs more intelligent and dimension of teaching aptitude i. . mental ability scores of teachers of secondary schools ($r=0.1892$) at 5% level of significance
- Sober vs happy go lucky and dimension of teaching aptitude i.e. mental ability scores of teachers of secondary schools ($r=-0.1859$) at 5% level of significance
- Expedient vs conscientious and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=-0.1364$) at 5% level of significance
- Practical vs imaginative and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=-0.3538$) at 5% level of significance
- Forthright vs shrewd and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=-0.2398$) at 5% level of significance
- Placid vs apprehensive and dimension of teaching aptitude i.e. . mental ability scores of teachers of secondary schools ($r=0.3957$) at 5% level of significance
- Conserving vs experimenting and dimension of teaching aptitude i.e. mental ability scores of teachers of secondary schools ($r=0.1432$) at 5% level of significance
- Group dependent vs self-sufficient and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=0.2178$) at 5% level of significance
- Un disciplined vs controlled and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=0.1143$) at 5% level of significance

- Relaxed vs tense and dimension of teaching aptitude i. e. mental ability scores of teachers of secondary schools ($r=-0.1818$) at 5% level of significance
- Practical vs imaginative and dimension of teaching aptitude i. e. attitude towards children scores of teachers of secondary schools ($r=-0.1791$) at 5% level of significance
- Group dependent vs self-sufficient and dimension of teaching aptitude i. e. attitude towards children scores of teachers of secondary schools ($r=0.1364$) at 5% level of significance
- Practical vs imaginative and dimension of teaching aptitude i.e. adaptability scores of teachers of secondary schools ($r=-0.1919$) at 5% level of significance
- Placid vs apprehensive and dimension of teaching aptitude i.e. adaptability scores of teachers of secondary schools ($r=0.1130$) at 5% level of significance
- Group dependent vs self-sufficient and dimension of teaching aptitude i.e. adaptability scores of teachers of secondary schools ($r=0.1644$) at 5% level of significance
- Un disciplined vs controlled and dimension of teaching aptitude i.e. adaptability scores of teachers of secondary schools ($r=0.1115$) at 5% level of significance
- Affected by feelings vs emotionally stable and dimension of teaching aptitude i.e. professional information scores of teachers of secondary schools ($r=-0.1446$) at 5% level of significance
- Shy vs venturesome and dimension of teaching aptitude i.e. professional information scores of teachers of secondary schools ($r=-0.1133$) at 5% level of significance
- Practical vs imaginative and dimension of teaching aptitude i.e. professional information scores of teachers of secondary schools ($r=-0.1353$) at 5% level of significance
- Relaxed vs tense and dimension of teaching aptitude i.e. professional information scores of teachers of secondary schools ($r=-0.1800$) at 5% level of significance. In these cases the null hypothesis is rejected. It means that, they are dependent on each other.
- But rests of combinations of relationships are found to no statistically significant at 5% level of significance ($p>0.05$)

FINDINGS AND CONCLUSION:

The present investigation is a pioneering study conducted in a District of Bagalkot in Karnataka State and hence this study has contributed to the field of secondary level by giving the Teaching Aptitude and Personality Factors. But Female teachers have significant higher expedient vs conscientious and shy vs venturesome, practical vs imaginative scores towards personality as compared to male teachers of secondary schools. Male teachers have significant higher less intelligent vs more intelligent and placid vs apprehensive, un disciplined vs controlled scores towards personality as compared to female teachers of secondary schools. Male and female teachers of teachers of secondary schools have similar reserved vs outgoing affected by feelings vs emotionally stable, humble vs assertive and sober vs happy go lucky, tough minded vs tender minded and trusting vs suspicious: forthright vs shrewd and conservating vs experimenting, group dependent vs self-sufficient and relaxed vs tense towards personality scores. Therefore, really significant will guide or activities in teaching and learning process is necessary.

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