

Teaching Aptitude and Teacher Attitude On Teacher Efficacy

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ABSTRACT: The study was designed to investigate the effect of Teacher Aptitude and Teaching Attitude on Teacher Efficacy. Sample consists of 400 High Secondary School Teachers. Tools chosen for the study were Teacher Efficacy questionnaire by Gibson .S.,and Dembo.M., (1984), Teaching Aptitude questionnaire by Shamim Karim and Ashok kumar Dixit(1986) Teacher Attitude questionnaire by Cook, W.W. Leeds, CV.H. Callis, R (1951) The means of the variables were recorded and Statistical analyses were done on the different variable scores. It was found that Teaching aptitude and Teacher attitude increase the level of Teacher efficacy.

KEY WORDS: Teacher Aptitude, Teaching Attitude and Teacher Efficacy.

KEYWORDS: Text detection, Inpainting, Morphological operations, Connected component labelling.

I. INTRODUCTION

Modern age is the age of science and technology. It is also called as the age of competition. For facing cut-throat competition in the competitive world education plays a vital role. The quality of education that is provided to our children depends on the quality of our teachers. The quality of teachers in turn, definitely depends on the way in which they had received training.

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. A variety of factors seems to go along with Teacher Aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his performance. Related studies also revealed that, there are so many factors which have dominant roles on Teacher Aptitude. Dushyant Kaur, in a study established that Academic Achievement, Teaching Aptitude and the personality traits as the predictors of success in Elementary Teacher training. The investigator take into account the factors of Teaching attitude and teacher efficacy in this study.

Classroom management is a broad umbrella term describing a teacher's efforts to oversee classroom activities such as learning, social interaction and student behavior (Martin et al., 1998). One consistent measure of teachers' future success in managing the classroom is their belief in their ability to do the job. This belief is an abstract yet powerful concept known as self-efficacy and can affect students' achievement. Research shows that self-efficacy beliefs are strong predictors of teacher behaviour (Hoy, 2004). If a teacher believes that he or she is capable of managing his or her classroom and conducting meaningful lessons, he or she will be more likely to do just that (Ritchie, 2006).

Teachers with higher levels of efficacy are more likely to learn and use innovative strategies for teaching, implement management techniques that provide for student autonomy, set attainable goals, persist in the face of student failure, willingly offer special assistance to low achieving students, and design instruction that develops students' self-perceptions of their academic skills.

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II. RELATED WORK

Gist & Mitchell, (1992) in their study 200 teachers participated from various public schools. Multivariate analysis of variance and correlational analysis were employed to understand the effect of self-esteem and self-efficacy on teachers' efficacy. The results indicated significant relationship between teachers' efficacy and general self-efficacy and self-esteem. It was found that low self-esteem and low general self-efficacy led to low teachers' efficacy and consequently substandard performance in the class. On the contrary, high teachers' efficacy was a reflection of high self-esteem and high general self-efficacy. Self-esteem influenced only in decision making, perceived education self-efficacy, perceived disciplinary self-efficacy, ability to get cooperation from community, and in the development of positive school environment of teachers' efficacy. General self-efficacy influenced all the components of teachers' efficacy except decision making and ability to influence school council/authorities. In the study, it was observed that self-esteem significantly influenced teachers' efficacy. *Amita maheswari (2014)* has undertaken a study to assess and compare the attitude towards teaching profession of B.Ed. and Special B.T.C. prospective teachers. A sample of 400 B.Ed. prospective teachers and 200 Special B.T.C. prospective teachers was drawn by using stratified random-sampling technique from 3 district of Rohilkhand regions. When attitude towards teaching profession of prospective teachers was considered as the dependent variable, the variable like gender, academic background and economic status were considered as independent variable. Attitude towards teaching profession was assessed by Teacher Attitude Inventory developed and standardized by S. P. Ahluwalia (2006). Mean, SD, and t-test were used for the analysis of the data. Research findings revealed that there is no significant difference in the attitude of B.Ed. and Special B.T.C. prospective teachers towards teaching profession on controlling their gender/ economic status or total. But on controlling academic background, B.Ed. prospective teacher of science stream had show better attitude towards teaching profession than their respective counterparts.

III. SAMPLE

400 Teachers were chosen for the study from Governmen, Government Aided, Corporation and Matriculation School located in Chennai District, Tamilnadu. 100 Teachers (50 Males and 50 Females) from Government School, 100 Teachers (50 Males and 50 Females) from Government Aided School, 100 Teachers (50 Males and 50 Females) from Corporation School and 100 Teachers (50 Males and 50 Females) from Matriculation School were selected by random sampling method for the study.

IV. STATEMENT OF THE PROBLEM

Teaching Aptitude and Teaching Attitude on Teacher Efficacy is the topic chosen by the investigator.

V. DESIGN OF THE STUDY

Random sampling method has been selected for the present study. 400 teachers were selected and they were given teacher aptitude questionnaire. Teaching attitude questionnaire and teacher efficacy questionnaire.

VI. OBJECTIVES OF THE STUDY

To find out the impact of Teaching Aptitude and Teacher Attitude on Teacher Efficacy among school teachers.

VII.HYPOTHESE

1. There is no significant difference between the scores of Teacher Attitude of Males and Females
2. There is no significant difference between the scores of Teaching Aptitude of Males and Females
3. There is no significant difference between the scores of Teacher Efficacy of Males and Females
4. There are no significant relationship between Teacher Attitude and Teacher Efficacy scores of the total sample

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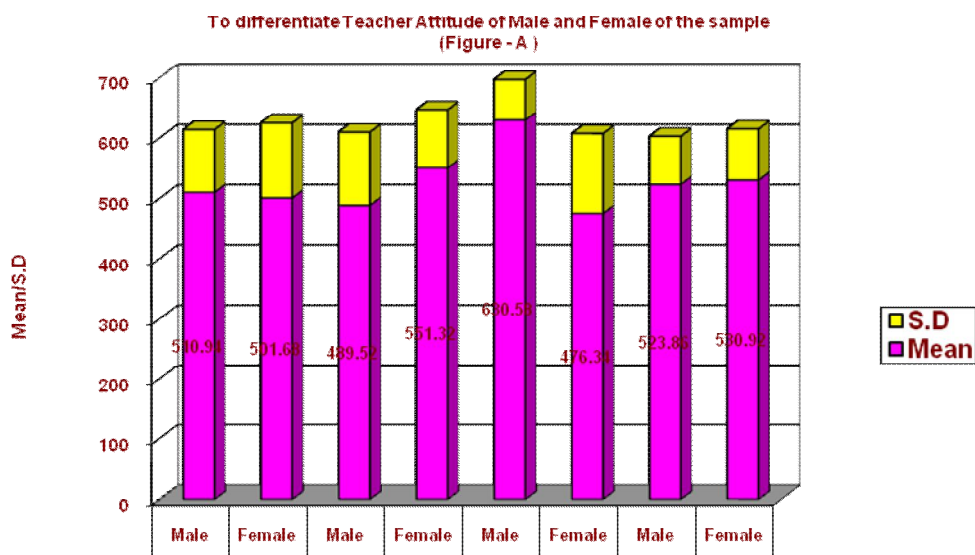
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5. There are no significant relationship between Teacher Efficacy and Teaching Aptitude scores of the total sample
6. There are no significant relationship between Teacher Attitude and Teaching Aptitude scores of the total sample

TABLE-1

Differentiation between the Teacher Attitude of Males and Females in Different Schools

Variables	School	Gender	No	Mean	S.D	C.R	L.S
Teacher Attitude	Government	Males	50	510.94	103.67	0.405	N.S
		Females	50	501.68	124.05		
	Government Aided	Males	50	489.52	120.9	2.829	0.01
		Females	50	551.32	96.12		
	Matriculation	Males	50	630.58	67.00	7.381	0.01
		Females	50	476.34	131.7		
	Corporation	Males	50	523.86	79.59	0.429	N.S
		Females	50	530.92	84.65		



It is clear from the table 1 and also from Figure - A, that the calculated C.R. values are more than that of table C.R. values in the case of Government Aided and Matriculation Schools. Hence hypothesis has been rejected in these cases. Calculated C.R. values are less than that of table C.R. values hence the hypothesis is accepted in the case of

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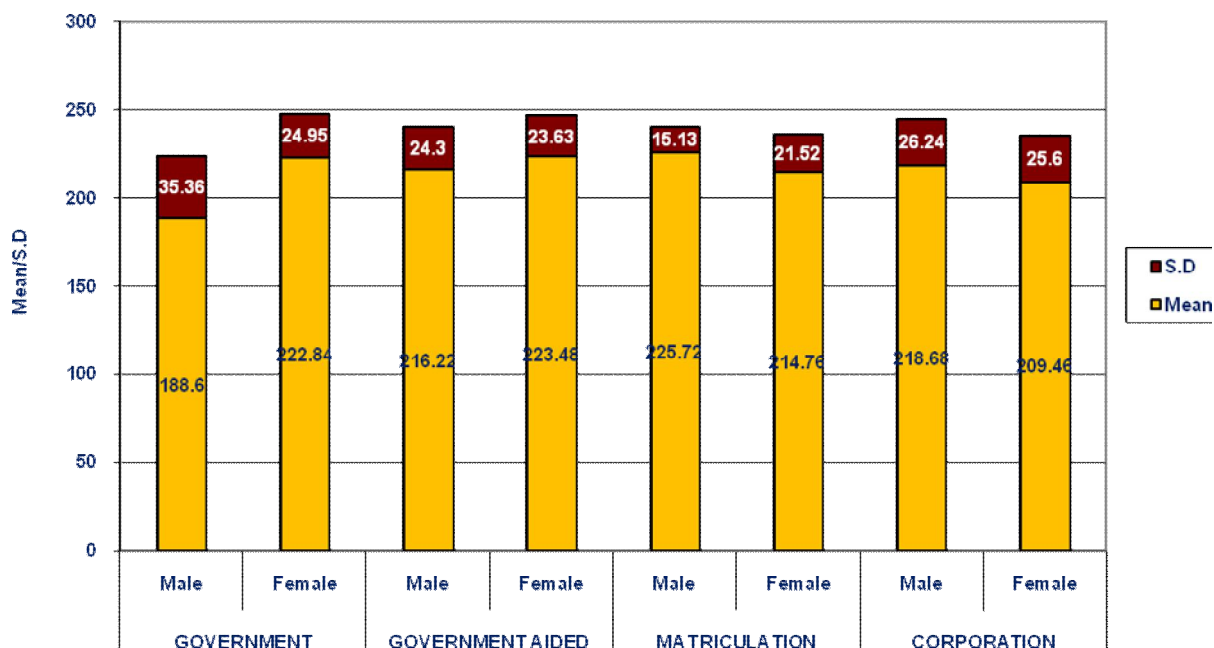
Government and Corporation Schools. There is significant difference between the scores of Teacher Attitude of Males and Females in the case of Government Aided and Matriculation Schools and there is no significant difference between the scores of Teacher Attitude of Males and Females in the case of Government and Corporation Schools.

TABLE-2

Differentiation between the Teaching Aptitude of Males and Females in Different Schools

Variables	School	Gender	No	Mean	S.D	C.R	L.S
Teaching Aptitude	Government	Males	50	188.60	35.36	5.59	0.01
		Females	50	222.84	24.95		
	Government Aided	Males	50	216.22	24.30	1.51	N.S
		Females	50	223.48	23.63		
	Matriculation	Males	50	225.72	15.13	2.938	0.01
		Females	50	214.76	21.52		
	Corporation	Males	50	218.68	26.24	1.77	N.S
		Females	50	209.46	25.60		

To differentiate Teaching Aptitude of the sample (Figure - F)



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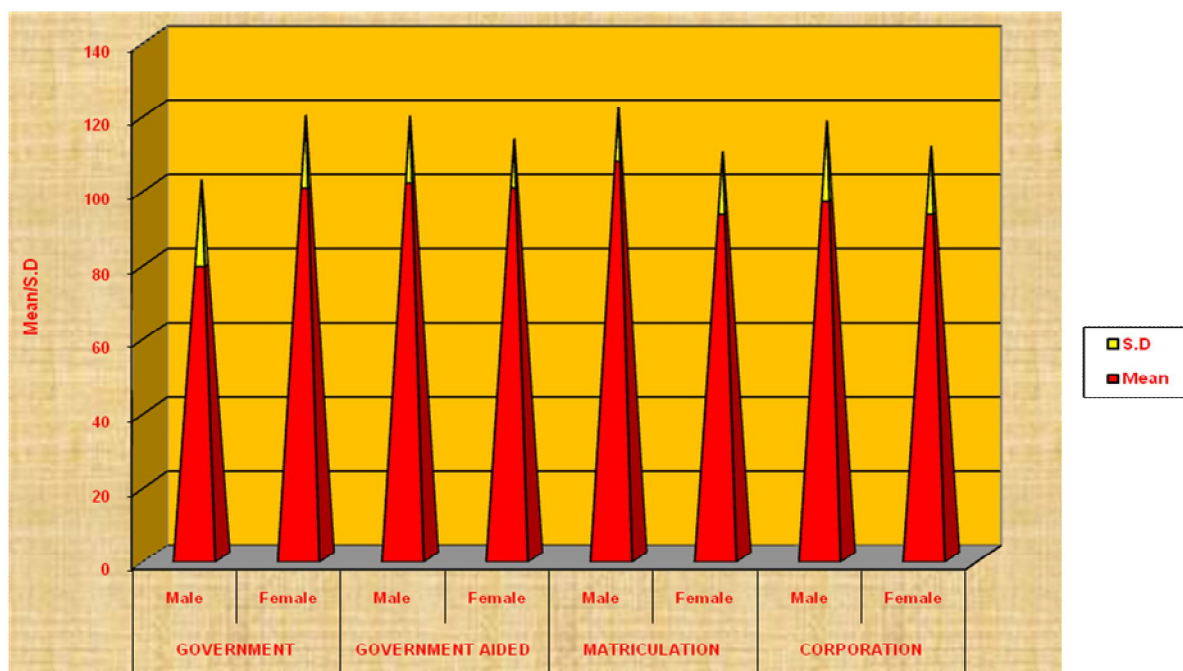
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It is clear from the table 2 and also from Figure - B, that the calculated C.R. values are more than that of table C.R. values in the case of Government and Matriculation Schools . Hence hypothesis has been rejected in these cases and accepted in the case of Government Aided and Corporation Schools ,since the calculated C.R. values are less than that of table C.R. values. So there is significant difference between the scores of Teacher aptitude of Males and Females in the case of Government and Matriculation Schools and there is no significant difference between the scores of Teacher aptitude of Males and Females in the case of Government Aided and Corporation Schools.

**TABLE-3 Differentiation between the Teacher Efficacy of Males and Females in
Different Schools**

Variables	School	Gender	No	Mean	S.D	C.R	L.S
Teacher Efficacy	Government	Males	50	78.86	23.2	4.918	0.01
		Females	50	99.90	19.41		
	Government Aided	Males	50	101.24	17.83	0.421	N.S
		Females	50	99.92	13.15		
	Matriculation	Males	50	106.92	14.49	4.481	0.01
		Females	50	92.82	16.88		
	Corporation	Males	50	96.20	21.63	0.852	N.S

To differentiate Teacher Efficacy of the total sample (Figure - C)



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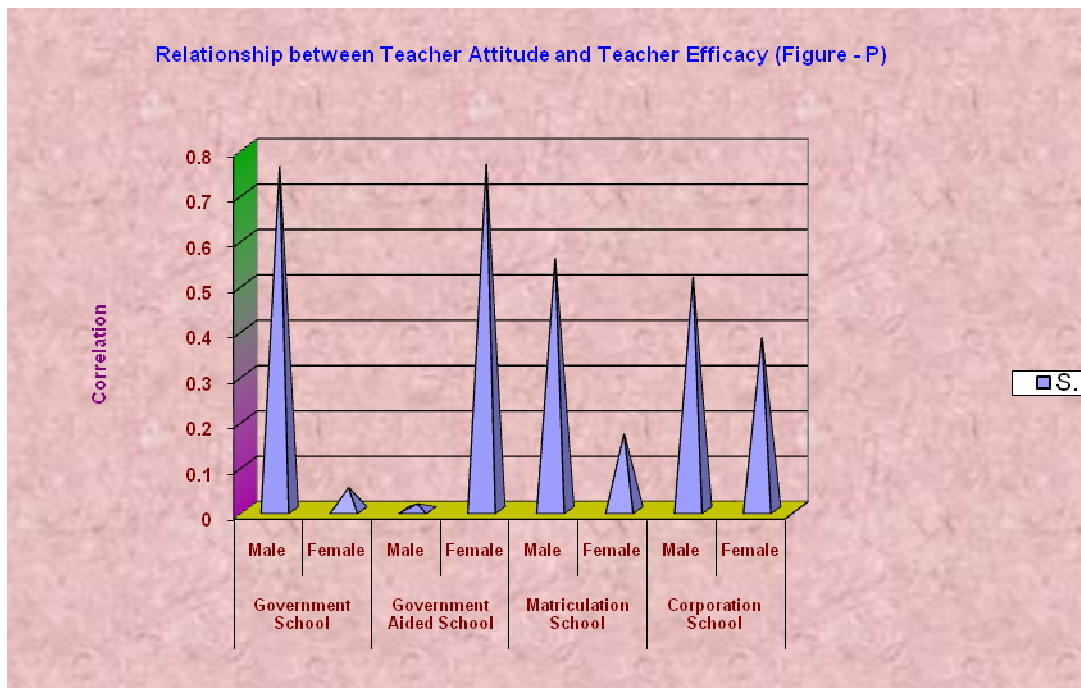
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It is clear from the table 3 and also from Figure - C, that the calculated C.R. values are more than that of table C.R. values in the case of Government and Matriculation Schools and hypothesis has been rejected in these cases. calculated C.R. values are less than that of table C.R. values in the case of Government Aided and Corporation Schools and hypothesis is accepted. There is significant difference between the scores of Teacher Efficacy of Males and Females in the case of Government and Matriculation Schools and there is no significant difference between the scores of Teacher Efficacy of Males and Females in the case of Government Aided and Corporation Schools.

TABLE-4 Relationship between Teacher Attitude and Teacher Efficacy of Males and Females in Different Schools

Variables	School	Gender	No	'r'	T	L.S
Teacher Attitude and Teacher Efficacy	Government	Males	50	0.759	8.076	0.01
		Females	50	0.0498	0.345	N.S
	Government Aided	Males	50	0.0143	0.099	N.S
		Females	50	0.765	8.229	0.01
	Matriculation	Males	50	0.557	4.64	0.01
		Females	50	0.169	1.187	N.S
	Corporation	Males	50	0.516	4.17	0.01
		Females	50	0.382	2.86	0.01



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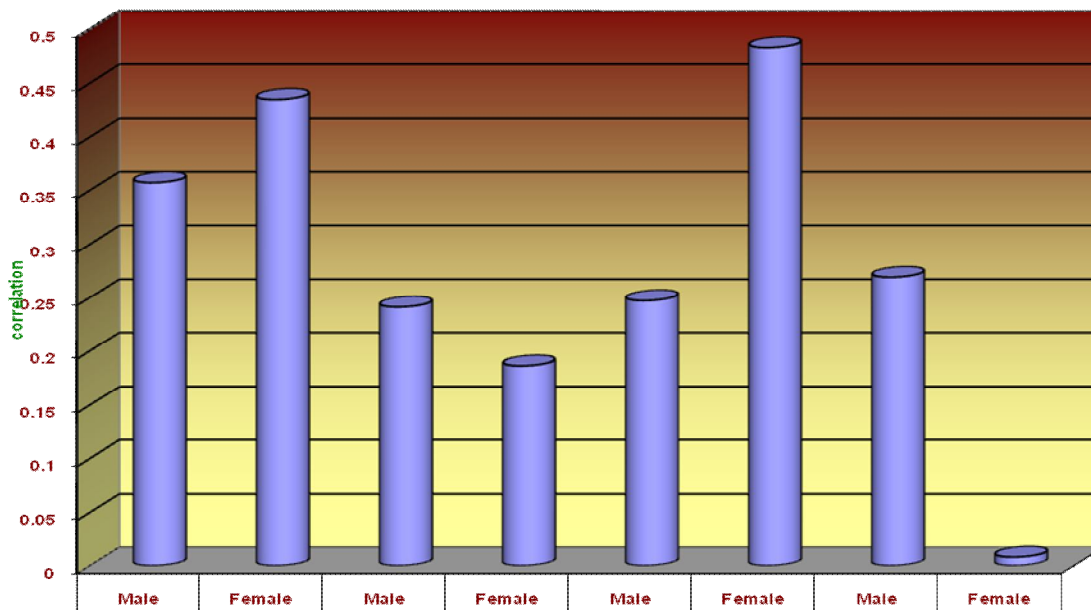
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It is clear from the table 4 and also from Figure - D, that the calculated correlation coefficient values are more than that of table correlation coefficient values in the case of Males of Government and Matriculation school, Females of Government Aided and males and females of Corporation Schools. Hence hypothesis is rejected in these cases and hypothesis is accepted in the case of females of matriculation and Government, males of Government Aided Schools. So there is significant relationship between Teacher Attitude and Teacher Efficacy Scores in the case of females of Government Aided males of Government and Matriculation, males and females of Corporation Schools and there is no significant relationship between Teacher Attitude and Teacher Efficacy Scores in other cases.

TABLE-5 Relationship between Teacher Efficacy and Teaching Aptitude of Males and Females in Different Schools

Variables	School	Gender	No	'r'	T	L.S
Teacher Efficacy and Teaching Attitude	Government	Males	50	0.357	2.647	0.01
		Females	50	0.435	3.347	0.01
	Government Aided	Males	50	0.241	1.17	N.S
		Females	50	0.186	1.31	N.S
	Matriculation	Males	50	0.247	1.765	N.S
		Females	50	0.483	3.821	0.01
	Corporation	Males	50	0.269	1.935	N.S
		Females	50	0.008	0.055	N.S

Relationship of Teacher Efficacy with Teaching Aptitude (Figure-U)



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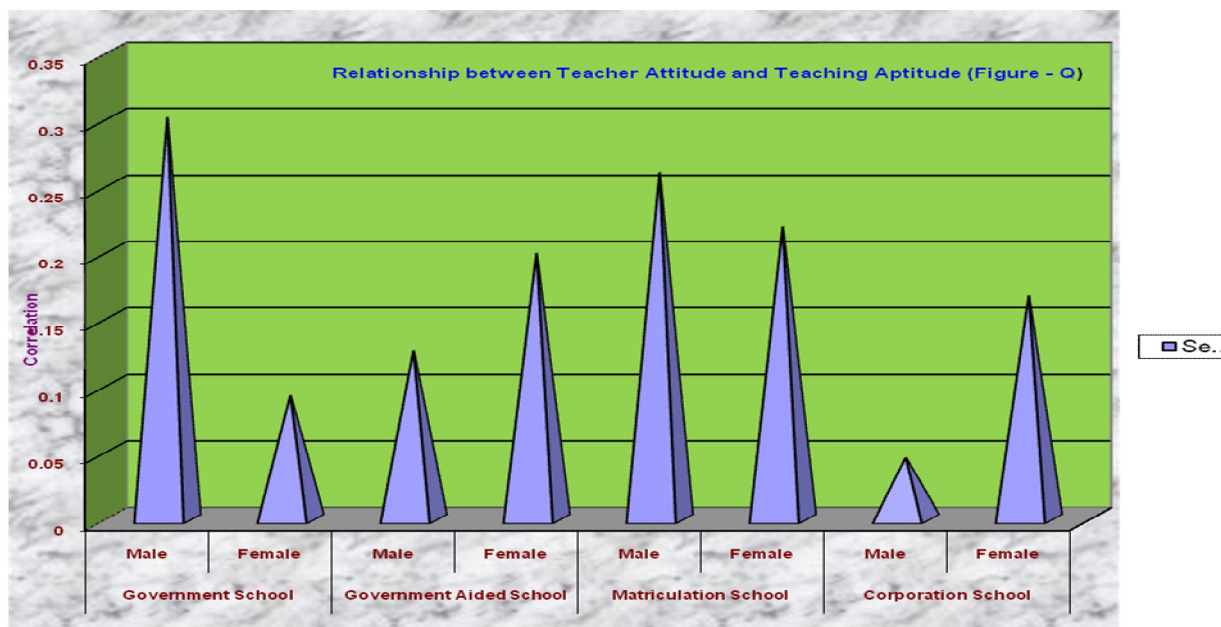
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It is clear from the table 5 and also from Figure - E, that the calculated correlation coefficient values are more than that of table correlation coefficient values in the case of males and females of Government and females of Matriculation Schools. Hence hypothesis has been rejected in these cases. Hypothesis has been accepted in the case of males and females of Corporation, males of Matriculation Schools and males and females of Government Aided Schools. So there is significant relationship between Teacher Efficacy and Teacher Attitude Scores in the case of males and females of Government and females Matriculation Schools and there is no significant relationship between Teacher Efficacy and Teacher Attitude Scores in other cases.

TABLE-6 Relationship between Teacher Attitude and Teaching Aptitude of Males and Females in Different Schools

Variables	School	Gender	No	'r'	T	L.S
Teacher Attitude and Teaching Aptitude	Government	Males	50	0.302	2.19	0.05
		Females	50	0.0932	0.648	N.S
	Government Aided	Males	50	0.127	0.887	N.S
		Females	50	0.2	1.414	N.S
	Matriculation	Males	50	0.261	1.87	N.S
		Females	50	0.22	1.56	N.S
	Corporation	Males	50	0.046	0.319	N.S
		Females	50	0.168	1.18	N.S



It is clear from the table 6 and also from Figure - F, that the calculated correlation coefficient values are more than that of table correlation coefficient values in the case of males of Government Schools and the hypothesis is

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rejected. Hypothesis is accepted in the case of females of Government and males and females of Government added, matriculation and Corporation Schools. So there is significant relationship between Teacher Attitude and teaching aptitude Scores in the case of males of Government Schools. There is no significant relationship between Teacher Attitude and teaching aptitude Scores in the case of females of Government Schools, males and females of Government Aided, Matriculation and corporation schools.

VIII. RESULTS

There is significant difference between the scores of Teacher Attitude of Males and Females in the case of Government Aided and Matriculation Schools

There is significant difference between the scores of Teacher aptitude of Males and Females in the case of Government and Matriculation Schools

There is significant difference between the scores of Teacher Efficacy of Males and Females in the case of Government and Matriculation Schools

There is significant relationship between Teacher Attitude and Teacher Efficacy Scores in the case of females of Government Aided males of Government and Matriculation, males and females of Corporation Schools

There is significant relationship between Teacher Efficacy and Teacher Attitude Scores in the case of males and females of Government and females Matriculation Schools.

There is significant relationship between Teacher Attitude and teaching aptitude Scores in the case of males of Government Schools

IX. CONCLUSION.

Teaching skill can also help to develop it further. So there is always have need of forward looking description and this can only be the results of the study of kushwant kaur et al (2014) showed that Teaching Aptitude and Attitude towards Teaching conjointly predicted Teaching Skills significantly higher as compared to their separate prediction for Prospective Science Teachers. Knowledge and attitudes are underlying factors that shape a teacher's actions. To uphold teaching skills there is a need for continuous updating of knowledge and development of competence. Cooperation with others, within and outside higher education, is one way to demonstrate described through the aptitude. Aptitude describes skills of a person and has the ability to learn in the future. According to Sharma (2006), "An individual's aptitude, we mean the

Capacity to acquire proficiency under appropriate conditions that is, his potentialities at present, as revealed by his performance on selected tests that have predictive value... According to Mangal (2006), "Aptitude may be described as a special ability or specific capacity distinct from the general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field. Aptitude is thus an individual's ability to learn or to develop proficiency in an area if provided with appropriate training or education. Without Aptitude we could not transform Attitude into Successful Action, and having the right Attitude is a form of Aptitude, because in order to be successful a person must develop the skill of maintaining mental focus. Teaching aptitude and attitude towards teaching conjointly predict all the thirteen teaching skills included in the present study significantly higher as compared to their separate prediction for prospective science. It is thus suggested that there should be a comprehensive written test for admission to teacher education programme like E.T.T., D.Ed., B.Ed. to test their teaching aptitude and attitude towards teaching. Individuals having high teaching aptitude and attitude if enter into teaching profession will become competent in teacher. This process will also help to check the misfits in the teaching profession. The findings show that there a positive correlation between Teacher attitude and Teaching aptitude. So it becomes evident that if candidates entering into teaching profession are chosen based on their teaching aptitude, they continue to have positive attitude towards the profession during the training as well as after completion of the training also. So it is not necessary that person with higher qualification can be a better teacher unless he /she has good teaching aptitude and positive attitude towards the profession and it proves that it is not subject that they teach makes one a good teacher but it is their general levels of

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teacher attitude and teaching aptitude which makes them successful teachers. Teacher attitude toward inclusion is affected by personal and general sense of teaching efficacy. Schools should offer and allow for additional training/professional development to the teaching staff so they are better prepared to teach and service the needs of students with disabilities in an inclusive classroom setting. In previous studies, educators with additional training had a greater sense of teaching efficacy and a more positive attitude toward inclusive classroom settings (Barco, 2008; Bradshaw & Mundia, 2006; Ernst, 2006; Subban & Sharma, 2006).

The effectiveness of education depends upon quantity and quality of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training received by them in different training institutions. Thus the study shows that the teacher training programmes should not only aim at improving the knowledge and teaching competency of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future. Teacher sense of efficacy has been closely linked to Bandura's Social Cognitive Theory. Bandura's Social Cognitive Theory suggests that teacher efficacy impacts the amount of effort and the degree of persistence a teacher will exert in various teaching situations and how well they will perform in an inclusive setting (Bandura, 1986). Social Cognitive Theory can be utilized as a predictor to determine how well a teacher will perform in an inclusion setting. This information can be used by administration, teacher educations, and teachers to understand and manage the inclusive classroom climate and aid in strategies for teacher efficacy improvement in terms of inclusion. Professional development that emphasizes inclusive practices and meeting the needs of students' with special needs may be beneficial for all educational stakeholders as it could potentially improve teaching efficacy, and attitude toward inclusive classroom settings. Professional development can educate teachers and administrators on cultivating productive inclusive environments and may aid in the improvement of teacher efficacy. The ultimate goal is effective learning for all students, including those with disabilities.

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