A Study of Teaching Aptitude and Job Commitment of Sr. Secondary School Teachers in Relation to Gender

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Abstract

The success of any new idea in education depends on the preparation of a large number of adequately trained teachers at all levels of education. In "Republic", Plato describing the teacher's role maintains that the teachers should endeavor to direct children's inclination and pleasures.

Throughout the ages, teaching has been acknowledged in the world as the noblest profession and the society is indebted immensely to the teachers for the responsibility that they carry in shaping the destiny of the nation through education of young minds. But this cannot be done by the teachers who look upon teaching as a vocation and not merely as a profession. They should have highly committed for their job and possess high aptitude in teaching.

Although some education researchers have tried to answer some of these problem. In previous researches more, R T (1988) find out the positive relationship between teaching aptitude and teaching effectiveness, Mathieu and Zeya's (1990) examined that women of USA are more committed than men for their job. Here we have studied teaching aptitude and Job commitment of Sr. Secondary school teachers in relation to Gender and also to examine the relationship between teaching aptitude and Job commitment. The study is provided an idea for improvement in the criteria for recruitment of Sr. Secondary schools teachers.

Introduction:-

The Quality of a Nation depends upon the quality of its citizens as well as education's system etc. The quality of their education depends upon the infrastructure, competence, dedication, Job commitment, Teaching Aptitude, teaching effectiveness and other quality of teachers.

Teachers are said to be nation builders and having charged with duties to transmit the treasure of knowledge from one generation to another generation. Such a highly responsible Job can only be performed by the teachers who are endowed with high teaching aptitude and highly committed for their Job etc.

In the present study, an attempt has been made to identify the teaching aptitude and Job commitment of Sr. Secondary School teachers in relation to Gender. A standardize tool was used to identify the teaching aptitude by Dr. J.P. & Dr. R.P. Srivastava in this study. A Self developed tool to identify Job commitment was used in the study. Components of teaching aptitude are co-operation attitude, kindliness, and patience, wide in test, fairness, moral character, discipline, optimism, scholarly taste and enthusiasm.

According to freeman, an aptitude, is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized response, such as the ability to speak a language, to become a musician, to do mechanical work. An aptitude test, therefore, is one designed to measure a person's potential ability in an activity of a specialized kind and within a restricted range.

Job commitment is the relation to strength of an individual's identification with an involvement in a particular organization conceptually, it can be characterized by (1) the strong

belief in and organizational goals and values; (2) a willingness to exert considerable effects on behalf of the organization; and (3) a strong desire to maintain membership in the organization.

Significance of the study: - The recent educational studies show that the quality of education has been decreasing day by day. The strength of educational system depends upon the quality of teachers. There may be many responsible factors for it. Here we have studied teaching aptitude and Job commitment of Sr. Secondary school teachers in relation to Gender and also to examine the relationship between teaching aptitude and Job commitment. The study is provided an idea for improvement in the criteria for recruitment of Sr. Secondary schools teachers.

Statement of Problem: - "A study of teaching Aptitude and Job Commitment of Sr. Secondary School teachers in relation to Gender**"**

Objectives of the Study:-

(1) To study the teaching aptitude of Sr. Secondary school teachers in relation to gender (male/Female)

(2) To study the Job commitment of Sr. Secondary school teachers in relation to gender (male/Female)

(3) To study the relationship between teaching aptitude and Job commitment of Sr. Secondary School Teachers.

Hypotheses of the Study:-

(1) There is no significant difference in teaching aptitude of male and female Sr. Secondary school teachers.

(4) There is no significant difference in Job Commitment of male and female Sr. Secondary school teachers.

(7) There is no significant relationship between teaching aptitude and Job commitment of Sr. Secondary School teachers.

Delineation of the Study:-

(1) The study will be confined to UP State Secondary education board schools.

(3) The study will be confined to Sr. Secondary School Teachers.

(4) The study will be confined to Kanpur city.

Methodology: - The descriptive survey research method was used in the study.

Variables and Tools:-

Teaching Aptitude: TAT (Dr. J.P. & Dr. R.P. Srivastava)

Job Commitment: Self Developed Tool

Sample: - 200

Statistical Techniques: - t-test and Product moment correlation coefficient method was applied in the study.

Table-1

Calculation of t-value of Teaching Aptitude of Male and Female Sr. Secondary School Teachers

Group	N	Mean	SD	t	df	Level of Significance
Male	100	47.36	4.9288	0.72	198	Not Sig.
Female	100	46.94	5.0589			

Table shows that the calculated t-ratio for teaching aptitude of male and female Sr. Secondary school teachers 0.72, which is not significant at both .05 and .01 levels. So it can be interpreted that there exists no significant difference in mean scores of teaching aptitude of male and female Sr. Secondary school teachers. Hence the null hypothesis (H_0), which states

that there is no significant difference in teaching aptitude of male and female Sr. Secondary school teachers, is accepted. Through the mean score of male teachers is a bit higher I.e. (47.36) than the female teachers i.e. (46.94), it does not promise any noteworthy difference.

Table-2

Calculation of t-value of Job Commitment of Male and Female Sr. Secondary school teachers

Group	N	Mean	SD	t	df	Level of Significance
Male	100	64.86	8.1625	2.515	198	*Sig.
Female	100	67.21	8.3573			

In order to find out the difference in job commitment of male and female Sr. secondary school teachers. The hypothesis is framed to achieve the objective stated above is that there exist no significant difference between the job commitment of male and female Sr. secondary school teachers. The obtained t-ratio for the job commitment of male and female Sr. secondary school teachers i.e. 2.52 is more than the table value at .05 level of significance. Therefore it is significant at .05 level. It means that there exists significant difference between the job commitment of male and female Sr. secondary school teachers. Thus the null hypothesis (H_0) which stated that there is no significant difference in job commitment of male and female Sr. secondary school teachers, is rejected. The mean score of female Sr. secondary school teachers i.e. 67.21 is considerably higher than the mean score of male Sr. secondary school teachers i.e. 64.86. Therefore, it can be interpreted that the female teachers is more committed for their job than the male teachers of Sr. secondary schools.

Table-7

Calculation of Correlation Coefficient between Teaching Aptitude and Job Commitment of Sr. Secondary school teachers

Variable	N	Correlation	Level of Significance
Teaching Aptitude	200	r= 0.692	**Sig.
Job Commitment			

Table shows that the relationship between Teaching Aptitude and Job Commitment of Sr. secondary school teachers is positive and significant at .01 level of significance. It means that high Teaching Aptitude teachers have been found more committed for their job.

Conclusion of the Study: - Teaching Aptitude has been found equally developed among male and female Sr. secondary school teachers, with slightly upward tendency. It can be stated that all the male and female Sr. secondary school teachers have same level of Teaching Aptitude. Job Commitment has been found differently developed among male and female Sr. secondary school teachers. Female Sr. secondary school teachers are more committed for their job as compared to male Sr. secondary school teachers. Those teachers having high teaching aptitude have found more committed for their job.

Educational Implications: - The strength of educational system depends upon the quality of teachers. There may be many responsible factors for it. Here we have studied Teaching Aptitude and Job Commitment of Sr. secondary school teachers in relation to gender (male/female) and to find out the relationship between Teaching Aptitude and Job Commitment of Sr. secondary school teachers. The study is attempted to bring an improvement of criteria for recruitment to teachers in Sr. secondary schools and provide a base for the development of in-service school teachers at Sr. secondary levels. The result of the study is helpful to find out the responsible factors for the differences in relation to gender with respect to Teaching Aptitude

and Job Commitment. By improving the concerned factors, Job Commitment of Sr. secondary school teachers can be raised and it will provide a better environment in Sr. secondary schools.

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