

# **A Comparative Study of Teaching Aptitude and Effectiveness in the Primary Level Teachers of Government and Private Schools of Udaipur and Pratapgarh District of Rajasthan**

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## **Abstract**

The comparison of the teaching aptitude and effectiveness in the primary level teachers of Udaipur and Pratapgarh district of Rajasthan helped to know that is there any difference in the teaching aptitude and effectiveness of the primary level teachers and if the difference exists then is the difference is significant. Measuring the significance of difference may be helpful in long terms where the administrators of the private institutions and policy makers in the state level education system gone through with the parameters of education system which are crucial in making such differences. Total 400 different teachers of primary level schools of Udaipur and Pratapgarh participated in the research, out of which 200 teachers were serving in Government schools and 200 were in Private schools. The study concluded that significant difference was observed in the teacher's teaching skills and knowledge, motivation skills and techniques followed, professional competitiveness, contribution in academic activities, professional behaviour and knowledge, class room management related knowledge, social role and responsibility played by a teacher, moral and ethical values of the sampled primary level teachers of the private the government schools of Udaipur and Pratapgarh district of Rajasthan.

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**Keywords:** Moral, Teaching Effectiveness, Motivation, Academic, Ethical Values, Teaching Aptitude

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## **Introduction**

The role of a teacher in making the education system successful is inevitable, means a teacher plays very crucial role in the successful

implementation of the education policy and framework. A primary level teacher nourishes a student by implanting moral, ethical values with in him including the development of understanding the importance of education, which make a student responsible and good citizen of the nation. So a primary level teacher must have high quality of teaching aptitude and effectiveness as it overall affect their teaching capabilities. Quality and effectiveness of education at every level of the education hierarchy depends on the teachers of that level so that a teacher should put continuous effort on improving his teaching skill and aptitude so that he himself can create the interest of students in learning and can positively motivate them in making the teaching and learning combination successful.

Importance of teaching aptitude and effectiveness cannot be denied in the scope of student and school development. This study is focused on examining the teaching effectiveness and aptitude in the primary level teachers of selected schools of Udaipur and Pratapgarh district of Rajasthan, as in order to transform a student into a good citizen role of teacher is very crucial so this study is very important in several terms. In order to improve the overall quality of primary level education Socio-Psychological status of primary level teachers must be nourished in systematic form.

The teaching aptitude and effectiveness was measured in the study with the help of questionnaire. The questionnaire was developed by following the teaching inventory standard of Dr. S. P. Ahluwalia. In the questionnaire all the teaching aptitude and effectiveness related parameters were measured and studied under Likert Five Point scale. The parameters included in the study

primarily focuses on fulfilment of research objectives and development of interrelated framework of the research.

Out of 400 sampled or selected teachers 200 primary level teachers were from the Udaipur and remaining 200 were from the Pratapgarh district of Rajasthan. Out of 200 teachers 100 teachers were of self financed institutions and remaining 100 teachers were of government schools. And out of 100 teachers 50 teachers were male and 50 were female. Thus it could conclude that in sample selection the foremost considerable parameter was gender, after it second most considerable issue was type of the primary level institution (Government or Private) and after that district wise distribution of the teachers was considered as a parameter of sample selection.

The questionnaire helped to collect the sampled teachers' opinion or feedback for several parameters like teaching related knowledge, role of a teacher as a motivator, perfection in the teaching profession, contribution in academics, professional aptitude or knowledge, class room management skills, personal characteristics as teacher, social role a teacher, behavioural aspects of teachers and many more. This study will help to know that in which type of institutions' (Government or Private) teachers are comparatively more skilled and effective in overall teaching.

## Review of Literature

Teaching effectiveness encapsulate all those attributes of a teacher which helps them to deliver effective teaching. Teaching effectiveness is an important area for research in which researchers put their effort to examine the relationship between the attributes of effective teacher, and how the effective teaching affects

their overall class performance and result as well is also assessed.

Kagthala (2002) studied the teaching effectiveness of middle level schools' teachers of Gujarat on the basis of their schools, gender, educational qualifications, teaching experience, personality and caste. The study concluded that:

1. Average effectiveness in teaching was observed in the teachers of middle level schools of Gujarat.
2. Gender (male or female) of a teacher does not affect the teaching effectiveness.
3. Qualification level, teaching experience, creativeness of a teacher significantly affects his teaching effectiveness.
4. Teaching effectiveness of the teachers of boys' school was found comparatively higher than the teachers of girls' school and the co-educational schools.
5. Caste of a teacher does not affect his teaching effectiveness.

George K. S. (2004) tried to examine the factor variables which affect the teaching effectiveness of the primary level school teachers of Kerala. He studied four major dimensions (Demographic dimension, Psychological Dimension, Social Dimension and Institutional dimension) of teaching effectiveness. The study concluded that all the four dimensions significantly affect the teaching effectiveness of a teacher of primary level school. Out of the four dimensions psychological and institutional dimension are comparatively more effective and influential for the teachers.

Wali (2005) stated that teaching effectiveness measure of teachers of a school resembles the status of school effectiveness too. Ding (2006)

found in his study that there is direct and equation-ally significant relationship between teacher preparation, teacher quality and student achievement. Wang (2007) examined the processes and procedures to improve the overall teaching effectiveness and what efforts must be applied in order to improve overall teaching effectiveness.

Skulte et al. (2008) studied the effective teaching characteristics of higher secondary school teachers with reference to their gender, caste and the status of students. From the qualitative analysis the study observed and concluded with 24 subjects of teaching effectiveness.

Shweta Tyagi (2013) examined the impact and relationships in between the demographic characteristics like gender, social status, caste, and marital status, knowledge of teaching subjects, age, qualification and teaching experience on middle class school teachers' teaching effectiveness. The study concluded that all the possible demographic characteristics () are significantly associated with the teacher's effectiveness.

Dr. Satish Kumar Kalhotra (2014) examined the teaching effectiveness in the effective and ineffective teachers. His study was a comparative analysis in between the effective and ineffective teachers' teaching profession skills and impact of their teaching experience, age, gender over their effectiveness of teaching. He concluded that effectiveness in teaching does not affect effective and ineffective teacher's overall opinion about the teaching profession.

Aptitude is a personal and individual characteristic which is commonly found in everyone but the extent or the level of its existence may be different. This personal

attribute of the individual motivate them to react over a situation, tangible elements, situations and proposals by which they conclude that whether it is favourable to them or not. Gopalkrishnan (2006) studied the relationship between the teacher students' inner effectiveness and teaching aptitude. He concluded that there is significant relationship in between the teacher students' inner effectiveness and teaching aptitude. By following effective and appropriate teaching strategies teaching students can improve their overall teaching capacity and effectiveness which can help to nourish their inner capacity of effective teaching.

Rangnaathan (2008) concluded from his study that there is significant relationship in between self respect and teaching aptitude of a teacher. The study also concluded that there is no significant difference in the score of male and female teachers for self respect and teaching aptitude. Sajan (2010) studied the teaching aptitude and academic status of teacher students. He concluded that professional attitude for the teaching profession is a significant dimension and professional benefit or interest is the least bothered dimension which may affect the teaching effectiveness of individual.

Dr. Mahesh Kumar Mucchhal (2016) conducted a study over teaching aptitude and qualifications of the senior secondary school teachers. He concluded that there is no significant difference in the qualification and aptitude level of science teachers of private and government school and even no difference was observed on the basis of gender as well.

### **Research Methodology and Framework**

Descriptive and exploratory research methods

were adopted in the research here the descriptive research method is detailed in nature and the exploratory research method is single cross sectional in nature. The primary data is collected with the help of questionnaire. The questionnaire helped to examine and measure the teacher effectiveness and aptitude. The questionnaire is developed and standardized by following the guidelines of Dr. S. P. Ahluwalia teacher inventory. All the statements of measurement of teacher effectiveness and aptitude were framed under the Likert five point scale where teacher respondents were asked to rate their opinion for the statements according to their rate of agreement for the statement. The research methods used in the study is fundamentally focused on examining the interrelated variables and subjects of the teacher aptitude and effectiveness and deliberates the development of teaching aptitude and effectiveness dimensions in the teachers for the overall improvement of the education system. Main variables of the study which were under examination for fulfilling the established objectives are as follows:-

1. Independent Variable-
  - a. Teachers of primary level private and government schools
2. Dependent Variables-
  - a. Teaching aptitude of Teachers
  - b. Teaching effectiveness of Teachers

Research data was collected from several sources to satisfy the objectives of the research, following data rules were followed while collecting the data:

1. Newspapers, Journals and magazines related to the innovation and development in Education, Teaching and Teaching

methods.

2. Log presenting the development of education system in India and the structure of modern education system of India.
3. Questionnaire statements related to the teaching aptitude and effectiveness of the teachers.

A standard sample of 400 primary level teachers was chosen for the purpose of study. In 400 teachers 200 teachers were of primary level schools of Udaipur district and 200 were from the primary level schools of Pratapgarh district. Out of every 200 sampled teachers, 100 teachers were of self financed primary level schools and remaining 100 were of primary level government schools. It was also under consideration while sampling the teachers that out of every 100 teachers, 50 teachers must be male and remaining 50 teachers must be female.

Hypothesis presented below was formulated to examine the significance of difference in the feedback and opinion of primary level teachers of government and private schools of Udaipur and Pratapgarh.

$H_0$ : There is no difference in the teaching aptitude and effectiveness of primary level teachers of government and private institutions.

$H_a$ : There is significant difference in the teaching aptitude and effectiveness of primary level teachers of government and private institutions.

To identify the significance of difference in the teaching aptitude and effectiveness of primary level teachers of government and private institutions of Udaipur and Pratapgarh districts of Rajasthan One Way Anova Test was applied. One Way Anova Test presents the sum of square, df, Mean Square, F and Sig. value which

helps to identify the significance of difference between the group and within the group. Sig value of the table helps to identify that hypothesis must be accepted or rejected by presenting the comparison in between the mean score values.

## Data Analysis and Interpretation

**Table 1: Reliability Statistics of Sample Teachers Responses**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.886	75

Source: Primary Data

Table 1 presented the reliability statistics of sampled teachers' responses for the statement administered in the questionnaire enquiring their opinion for the teaching aptitude and effectiveness. As questionnaire was administering 75 different statements related to teaching effectiveness and aptitude and total number of teachers participated in the research were 400, so the derived result of reliability which is .872 is very good as it represent the internal consistency and positive correlation in the responses. Cronbach's Alpha Based on Standardized Items value is .886; it is also very good and shows quality of questionnaire as well. Total number of participated variables were 75.

**Table 2: Descriptive Statistics of Sample Teachers Responses**

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
234.2319	756.062	27.49659	75

Source: Primary Data

Table 2 presented the descriptive statistics of sampled teachers' responses for the teaching aptitude and effectiveness. Mean value is 234.2319 and the variance is 756.062 and the standard deviation is 27.49659. So it could

conclude that the value of the data shows good variability ( $234.23 \pm 27.49$ ) among the variables and also shows that the responses are not stuck to a specific kind of answers which also confirms the quality of the data set.

**Table 3: Reliability Test of Dimensions of Teaching Effectiveness and Aptitude**

Teaching effectiveness and Aptitude Dimensions	Reliability Statistics	
	Cronbach's Alpha	N of Items
Teaching Activities Dimension	.783	4
Professional Teaching Dimension	.857	24
Social Dimension of Teacher	.877	11
Teacher role as motivator	.856	8
Teaching discipline dimension	.798	10
Personal characteristics of Teacher	.747	12

**Source: Primary Data**

Table 3 presented the reliability statistics of the dimensions of teaching effectiveness and aptitude presented in the questionnaire. Table discloses that for all the six dimensions Cronbach's Alpha value was good, which represent the good and positive correlation in the teachers' responses for the related statements.

Teaching activities related dimension encapsulates four statements and their reliability value is 0.738. Professionalism in teaching dimension encapsulates 24 statements and their composite reliability value is 0.857. Social behaviour of teacher dimension encapsulates 11 statements and their composite reliability value is 0.877. Teacher's role as a motivator related dimension encapsulates 8 different dimensions and their composite reliability value is 0.856. Discipline followed in teaching related dimension encapsulates 10

different dimensions and their composite reliability value is 0.798. Personal characteristics related dimension encapsulates 12 different dimensions and their composite reliability value is 0.747. Overall for all the dimensions reliability score is more than 70.0% which is a good mark of internal consistency and data quality and confirms that data may be used for further processing.

Thus it could conclude that for all the statements administered under the six different dimensions of teaching effectiveness and aptitude, sampled teachers responses quality and correlation index is quite high which shows the quality of overall data and confirms the research output quality as well.

**Table 4: One Way Analysis for comparative examination of Teaching Aptitude and Effectiveness in the Primary Level Teachers of Government and Private Schools**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Factors related to the teachers' teaching knowledge	Between Groups	12.859	1	3.215	2.541	.040
	Within Groups	430.115	398	1.265		
	Total	442.974	399			
Teacher in the form of motivator] Professionalism in teaching profession] Contribution in academic activities, Professionalism, Knowledge of classroom management	Between Groups	13.800	1	3.450	2.487	.043
	Within Groups	471.632	398	1.387		
	Total	485.432	399			
Social role and responsibility of a Teacher	Between Groups	8.382	1	2.096	2.324	.048
	Within Groups	306.528	398	.902		
	Total	314.910	399			
Emotional behaviour of a Teacher	Between Groups	14.752	1	3.688	2.600	.036
	Within Groups	482.309	398	1.419		
	Total	497.061	399			
Moral Values of a teacher	Between Groups	17.181	1	4.295	3.982	.004
	Within Groups	366.750	398	1.079		
	Total	383.930	399			
Personal Characteristics of a Teacher	Between Groups	8.983	1	2.246	1.949	.102
	Within Groups	391.713	398	1.152		
	Total	400.696	399			

**Source: Primary Data**

From the One Way ANOVA statistics of Table 4 it could interpret that for which factors or statements related to the teaching effectiveness and aptitude teachers opinion shows significant difference.

1. For "Factors related to the teachers' teaching knowledge" mean score values (3.215 and 1.265) showed good and significant difference. F value is 2.541 and sig value is 0.040 both confirmed that teaching skills and

knowledge in primary level teachers' of government and private school is different. So need of improvement is required in order to eliminate the difference in teaching skill and knowledge in both type of institutions.

2. For "Teacher in the form of motivator] Professionalism in teaching profession] Contribution in academic activities, Professionalism, Knowledge of classroom management" mean score values (3.450 and 1.387) showed good and significant difference. F value is 2.487 and sig value is 0.043 both confirmed that for the role of a teacher in the form of motivator] Professionalism in teaching profession] Contribution in academic activities, Professionalism, Knowledge of classroom management in primary level teachers' of government and private school is found significantly different. So need of improvement is required in order to eliminate the difference in both types of institutions.
3. For "Social role and responsibility of a Teacher" mean score values (2.096 and 0.902) showed good and significant difference. F value is 2.324 and sig value is 0.048 both confirmed that for the Social role and responsibility in primary level teachers' of government and private school is found significantly different. So need of improvement is required in order to eliminate the difference in Social role and responsibility of a Teacher in the both types of institutions.
4. For "Emotional behaviour of a Teacher" mean score values (3.688 and 1.419) showed

good and significant difference. F value is 2.600 and sig value is 0.036 both confirmed that Emotional behaviour in primary level teachers' of government and private school is found significantly different. So need of improvement is required in order to eliminate the difference in Emotional behaviour of Teachers of both the types of institutions.

5. For "Moral Values of a teacher" mean score values (4.295 and 1.079) showed good and significant difference. F value is 3.982 and sig value is 0.004 both confirmed that Moral Values in primary level teachers' of government and private school is found significantly different. So need of improvement is required in order to eliminate the difference in Moral Values of a teacher of both the types of institutions.
6. For "Personal Characteristics of a Teacher" mean score values (2.246 and 1.152) showed insignificant difference. F value is 1.949 and sig value is 0.102 both confirmed that personal characteristics of primary level teachers' of government and private school is quite same no significant difference in the personal characteristics is observed.

### Conclusions and Remarks

Cronbach alpha value of the 400 teachers' feedbacks for the 75 different statements administered in the questionnaire representing the teaching effectiveness and aptitude is 0.872 which showed 87.2% internal consistency and correlation among the values and also confirmed the quality of data as well. Out of 400 sampled teacher 50% teachers were male (200) and remaining 200 were female thus the results



**Table 5: Status of hypothesis established for comparative examination of Teaching Aptitude and Effectiveness in the Primary Level Teachers of Government and Private Schools**

S. No.	Hypotheses	Accepted / Rejected Factors
1.	H <sub>a</sub> : There is significant difference in the teaching aptitude and effectiveness of primary level teachers of government and private institutions.	Factors related to the teachers' teaching knowledge, Teacher in the form of motivator, Professionalism in teaching profession, Contribution in academic activities, Professionalism, Knowledge of classroom management, Social role and responsibility of a Teacher, Emotional behavior of a Teacher, Moral Values of a teacher
2.	H <sub>0</sub> : There is no difference in the teaching aptitude and effectiveness of primary level teachers of government and private institutions.	Personal Characteristics of Teacher

**Source: Primary Data**

were not dominated by any specific gender. Following are the main observations of the study:

1. Effective and significant difference was found for "Factors related to the teachers' teaching knowledge", "Teacher in the form of motivator] Professionalism in teaching profession] Contribution in academic activities, Professionalism, Knowledge of classroom management", "Social role and responsibility of a Teacher", "Emotional behaviour of a Teacher" and "Moral Values of a teacher" in the primary level teachers of government and private schools.
2. Ineffective and Insignificant difference was found for "Personal Characteristics of Teacher" in the primary level teachers of government and private schools.

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