
A CRITICAL STUDY ON SECONDARY SCHOOL TEACHER'S ABILITY IN RELATION TO TEACHING APTITUDE AND ATTITUDE TOWARD STUDENTS

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ABSTRACT

Effective teaching is a flexible and highly appreciated activity that attempts to enhance students' learning, and it is most likely what makes an education of high quality. Given the importance of teaching, it is essential that it be effective and of the highest level. The importance of teaching in delivering high-quality education is acknowledged by all segments of society, including the general public, teacher unions, academics, education ministers, and teachers themselves. The procedures used to select, prepare, and assign teachers in schools have a big impact on learning results and reducing inequality. High-quality teacher preparation is essential for the profession of teaching to be of the highest calibre and for education to be successful and relevant at all levels. The quality of education in government schools has decreased over the last five years, but it has improved in private schools for pupils' reading and math skills, according to the Organisation Pratham's 2017 Annual Education Survey Report. As a result, highly qualified teachers are essential to the success of school reform in all of its forms. Teachers need ever-more-advanced skills to teach more complex curricula. Enhancing the calibre of the teachers is one of the simplest and most direct ways to boost the standard of education in schools. In the fast changing world of the twenty-first century, both higher education and the teacher's role will alter. Schools have evolved into modern institutions with social contracts as a result of rising societal demands and challenges for educators. Achieving professional goals and meeting the needs of the nation's future are qualities of "ideal" teachers.

Teaching Competence, professionalism, aptitude for teaching, attitude towards teaching, and a sense of obligation are among a teacher's fundamental competencies. The history of education is as old as humankind. His uniqueness is completely developed as a result of the never-ending process that leads to inner growth and development. Education facilitates processes that result in enlightenment and empowerment for a better and higher existence. Competition is a component of instruction. Despite the great demand for teachers, there are not many individuals with the required credentials, education, and ambition drawn to the field globally. Teachers must first get more familiar with new procedures, approaches, competencies, and demands in order to take on additional responsibilities. They also need to develop a new way of thinking.

Keywords:

1. INTRODUCTION

The strategy of mapping is referred to as the research design. In essence, it describes the objective of the investigation in addition to the procedures that were carried out in order to collect, analyse, and report the evidence. A procedure that is ordered, sequential, and step-by-step in nature is not present in a study design. It is a part of the planning process for the study that is often carried out rationally while visualising its potential applications. According to Miller and Salkind (2002), the processes of data analysis and research design are tightly interwoven. Research designs refer to the plans and procedures that are developed in order to carry out research. They blur the lines between broad hypotheses and intricate methods of data collection and examination, both of which are traditionally considered to be separate entities. According to Creswell & Creswell (2017), it necessitates the integration of several philosophical presumptions, research methods, and specific strategies. In this particular piece of research, the researcher employed a methodical strategy in order to achieve results that are reliable, objective, and precise. In the sections that follow, the adopted process of the descriptive technique will be discussed in further detail.

1.1. RESEARCHMETHODANDDESIGNOF THESTUDY

The term "research technique" describes the systematic steps taken by the researcher to go from the first problem identification to the problem's solution. The methodology's responsibility is to carry out the research in an accurate and dependable way. The tools and strategies required to tackle the research challenge are provided by the research methodology. The method comprises of procedures and plans for conducting a study. If research methodologies are not used correctly, they are useless. Methodology has its own effects and is essential in scientific and systematic approaches to investigation because no study investigation can be completed without being extremely planned and methodical. Scientific research requires careful and proper planning, the use of standardized instruments and tests, the selection of an appropriate sample using random sampling techniques, qualitative data collection procedures, careful data tabulation, and the application of the appropriate statistical techniques for data analysis.

1.2. DESCRIPTIVEMETHOD

This relates to the descriptive methodology, which seeks to establish the method used to study this phenomenon. It examines the prevalent tendencies in the population. In addition to the straightforward data collection, the descriptive approach also involves

measurement, classification, analysis, comparison, and interpretation. Aspects of descriptive research include the development of generalizations, universally applicable rules, and hypotheses. It also looks at events in their natural surroundings and the relationships between variables. The descriptive research method was determined to be the most important for the current research project because "it aids in the explanation of educational phenomena in terms of the conditions or relationships that exist views and opinions that are held by the students, teachers, parents, and experts, processes that are in motion, effects that are obvious, or trends that are developing. Understanding this methodology allows the investigator to utilize a simple questionnaire to gather data from each person's viewpoint on a specific subject. A descriptive survey is occasionally the only method available to gather opinions, attitudes, and suggestions for enhancing educational practices and instruction. (Kaul, 2009).

1.3. VARIABLES INVOLVED IN THE STUDY

an amount or number whose value fluctuates according to the situation or varies over time. If a participant's (observation's) attribute differs for different group members, it is referred to as a variable. According to Creswell (2007), a variable can be evaluated and will consistently change across two or more categories or on a scale of scores.

The following variables are included in the current study:

1.3.1. DEPENDENT VARIABLES

The dependent variables are those that affect response or output. It is a part of the stimulated behaviour of an organism that is being researched. The dependent variable is the determinant that is observed and measured to determine the influence of the independent factors. Since its own value is influenced by the value of the independent variable, it is viewed as dependent. The dependent variable in this study is teaching competence.

1.3.2. INDEPENDENT VARIABLES

The independent variable, which could be a stimulus variable or input, affects the individual or the environment in order to affect behaviour. It is the factor that the researcher analyses, analyses, or measures to determine how it connects to an event that is being observed. They are unaffected by and independent of every other influence. However, they might also have an impact on things like behaviour, mental health, knowledge, attitude, etc. The independent components in this study are responsibility, teaching aptitude, and teaching attitudes.

1.3.3. EXTRANEOUSVARIABLES

Independent variables that are unrelated to the study's goals but could have an effect on the dependent variable are referred to as extraneous variables. Similar to how independent variables affect dependent variables, these undesirable characteristics also have an impact on them. Although not all interfering factors can be controlled or eliminated, their impact can nevertheless be minimised. Having the best control over these variables is therefore essential. The current study found that administrative control over factors such as school type, gender, geography, and physical environment was effective.

1.4. THE KIND OF SCHOOL

The sample for the current study consisted of the teachers at Government Senior Secondary Schools and Government High Schools in seven districts of Punjab. As a result, the physical spaces, systems, and tools at these institutions are mostly the same.

• GENDER

The sample includes both male and female teachers.

• LOCALE

Urban and rural areas are represented in the sample.

1.5. POPULATIONANDSAMPLE

According to research lingo, a population is a broad category of individuals, teams, and objects that also includes general features that the researcher is interested in. By means of their distinguishing characteristics, groups can be separated from other people, companies, things, and more. Population is defined as "the sum or total of things or persons regarding which inferences are to be formed in sampling research," according to Sidhu (2005). Either an infinite or a finite population exists. A finite population's individuals can easily be counted all at once. A population is said to be limitless if its size is unrestricted and its members cannot be counted. The study's target population

consisted of government secondary school teachers from seven Punjabi districts: Ludhiana, Jalandhar, Hoshiarpur, Amritsar, Sangrur, Gurdaspur, and Patiala.

1.6. SAMPLE OF THE STUDY

How well the sample findings emphasise a particular demographic is significantly influenced by the sample size (Burns & Bush, 2010). Sample size affects how likely generalizations are to accurately represent a particular society (Saunders, Lewis, and Thornhill, 2009). For the current study, a sample of 700 regular in-service teachers from public senior secondary schools and high schools in seven districts of Punjab was used. Multistage sampling was carried out for a more in-depth investigation. The secondary sample units are the smallest of the final units to be selected for individuals in a single, exclusive group. In this way, the major sample units are arranged into groups. A sample from each sampling unit that is equal to the size of the unit was also chosen, which is known as proportional sampling.

TABLE 3.1 showing total no. Of government high schools and government senior secondary schools in districts of Punjab as per department of education, Punjab

| Districts | Total no. of Government High Schools & Govt. Sr. Sec. Schools |
|--------------------|---|
| Ludhiana | 342 |
| Jalandhar | 282 |
| Hoshiarpur | 274 |
| Amritsar | 234 |
| Sangrur | 226 |
| Gurdaspur | 205 |
| Patiala | 205 |
| Bathinda | 201 |
| Tarntaran | 172 |
| Moga | 168 |
| Sri Mukatsar Sahib | 154 |
| Fazilka | 139 |

| | |
|-------------------|------------|
| Kapurthala | 134 |
| Firozpur | 128 |
| Mansa | 124 |
| Roopnagar | 116 |
| SASnagar | 113 |
| SBSNagar | 107 |
| Barnala | 90 |
| Faridkot | 88 |
| FGS | 84 |
| Pathankot | 74 |

2.DESIGNOFTHESAMPLE

The current study used a sample of 700 regular in-service teachers from senior secondary government institutions and high schools in seven districts of Punjab. The seven districts were Ludhiana, Jalandhar, Hoshiarpur, Amritsar, Sangrur, Gurdaspur, and Patiala. The distribution of the sample is shown in Figure 3.1.

The second stage involved the proportionate lottery-based selection of 8 blocks from Ludhiana, 7 blocks from Jalandhar, 6 blocks from Hoshiarpur, 5 blocks from Amritsar, 4 blocks from Sangrur, 3 blocks from Gurdaspur, and 2 blocks from Patiala districts. At the third stage, two clusters were randomly selected in proportion from each block, while in some districts, additional clusters were selected because those clusters did not contain any government high schools or government senior secondary schools. In the fourth stage, two schools from each cluster were arbitrarily and proportionally selected. The fifth phase involved consulting with the heads of schools to select five professors proportionally from each school. The schematic layout of the design is shown in Figure 3.2.

At the sixth level, the teachers were given a scale for general teaching ability, a battery of tests for teaching aptitude, a scale for teaching attitude, and a scale for sense of responsibility.

2.1. DESCRIPTIONOFTOOLSUSED

To gather data, the researcher may employ a variety of devices. The term "tools" refers to the devices used to collect data. The selection of the right equipment or instruments

is essential for a research effort to be successful. As was previously covered in this chapter, gathering data is an essential part of doing any kind of research, and it is always organised in accordance with the goal of the study. A researcher has access to a variety of research tools and techniques to make their task of conducting research easier. The relationship between the tools (techniques and tools) and the research problem may be seen clearly. Therefore, it is crucial for the researcher to choose the optimal technique and tool for data collection for each sort of research project.

2.1.NEEDFORDEVELOPMENTOFGENERALTEACHINGCOMPETE NCESCALEFORTEACHERS

Regarding the role of the teacher, an outmoded paradigm has been replaced with a new one where the teacher is now considered as an agent of change rather than just a disseminator of knowledge and culture. He is recognised as the greatest transformer in the cosmos. This is plausible if he feels that way. Furthermore, only teachers who are knowledgeable and engaging can provide a high-quality education. The value of forming a strong topic knowledge foundation, continual knowledge expansion, and comprehending instructors' individual and practical knowledge increases.

2.2. REVIEWOFSCALESOFTEACHING COMPETENCE

The General Teaching Competence Scale (GTCS) was developed in 2009 by B.K. Passi and M.S. Lalitha. This seven-point rating system assesses how effectively students apply their knowledge in the classroom. Pre-instructional, in-instructional, and post-instructional teaching skills make up the three categories, with a total of 21 components, that span the teaching and learning process in the classroom. The dependability coefficient ranged from .85 to .91. The primary focus of this instrument, however, is on teacher competencies linked to classroom instruction; it does not include all of the competencies required for a competent teacher.

2.3. STEPSFORDEVELOPMENTANDSTANDARDIZATIONOFGENERALTEACHIN GCOMPETENCE SCALEFORTEACHERS

STEP1:PLANNINGOFTHESCALE

After carefully assessing and examining the tools on teaching competence and gaining a thorough understanding of the concept from the literature that is already accessible, the researcher has suggested nine components for the general teaching competence scale for teachers. Using these nine dimensions, the investigator first framed 67 different items. Brief summaries of each component of the Generic Teaching Competence Scale are provided below:

- **PLANNING ADVICE**

This has to do with the teacher's capacity to plan classes with the lesson's goals in mind, design and oversee imaginative activities to pique students' interests, encourage learning by doing, and use strategies for dealing with difficult subjects.

- **CLASSROOM ADMINISTRATION**

This relates to the teacher's ability to manage the learning environment in the classroom by providing a variety of learning activities, maintaining students' interest and motivation, enforcing discipline, providing them with useful feedback, attempting to identify their learning challenges, and generally cultivating an environment that supports all students' learning and development.

- **EXPERTISE IN THE FIELD**

The teacher must be an authority in the subject matter, select lessons that are age-appropriate for the children, and implement lessons in a way that encourages learning growth and continuity. To generate the best results, he must be imaginative and competent in his field of study.

- **PERSONAL AND SOCIAL INTERACTIONS**

This relates to the teacher's capacity to establish trustworthy bonds with both coworkers and students in order to foresee mistakes and support creative solutions that will improve academic development.

2.4.CREATION OF INSTRUCTIONAL MATERIALS

This relates to the teacher's ability to develop teaching-learning materials, which may include innovative teaching techniques, worksheet creation, the creation of pertinent auxiliary materials for free or at a low cost, the design and application of classroom material to real-life scenarios, local excursions, and other community resources.

2.5.CAPABILITIES FOR INTERACTING WITH PARENTS, COMMUNITIES, AND OTHER ORGANISATIONS

This demonstrates the teacher's capacity for working with parents, the importance of their participation in the educational process, and their comprehension of the role the community plays in the all-around development of students.

Items were created with these considerations in mind to evaluate secondary school teachers' overall teaching abilities. The Generic Teaching Competence Scale for Teachers' Dimension-Wise Item Distribution is displayed in Table 3.3 below:

TABLE 3.3: DIMENSIONWISE DISTRIBUTION OF ITEMS FOR GENERAL TEACHING COMPETENCE SCALE FOR TEACHERS (PRELIMINARY DRAFT)

| Sr. No. | Dimension | No. of positive items | No. of negative items | No. of items |
|---------|--|-----------------------|-----------------------|--------------|
| 1 | Planning Lessons | 7 | 0 | 7 |
| 2 | Classroom Management | 14 | 2 | 16 |
| 3 | Knowledge of Subject | 5 | 1 | 6 |
| 4 | Interpersonal Relationships | 3 | 0 | 3 |
| 5 | Development of teaching learning material | 8 | 2 | 10 |
| 6 | Usage of teaching Aids | 4 | 0 | 4 |
| 7 | Time management | 3 | 1 | 4 |
| 8 | Evaluation process during teaching learning | 6 | 2 | 8 |
| 9 | Competencies related to working with parents, community and other agencies | 8 | 1 | 9 |
| | Total | 58 | 9 | 67 |

STEP2: CONTENT VALIDITY

The 67-item preliminary draught was evaluated by experts (Appendix 3.1). The panellists included researchers from the Panjab University in Chandigarh's department of education, secondary school instructors from both public and private institutions, and experts from institutes of education in Chandigarh and Punjab.

STEP3:ITEMANALYSIS

The initial draughts of the 57 items was distributed to a sample of 100 secondary school teachers employed in various government secondary and senior secondary institutions. The scale was applied in a tranquil, relaxed, and enjoyable environment while according to the recommended procedures. The response papers were then collected, and the following process was used to score them:

TABLE 3.7: DIMENSION WISE DISTRIBUTION OF ITEMS FOR GENERALTEACHINGCOMPETENCE SCALEFORTEACHERS(FINALDRAFT)

| Sr.No. | Dimension | No.ofpo sitiveite ms | No.ofnega tiveitems | Serial No. of items in thescale | No. ofite ms |
|--------|---|----------------------------|------------------------|------------------------------------|--------------------|
| 1 | PlanningLessons | 4 | 0 | 1,2,3,7 | 4 |
| 2 | ClassroomManage ment | 8 | 0 | 8,10,11,22,26,27, 31,35 | 8 |
| 3 | KnowledgeofSubje ct | 3 | 0 | 4,6,23 | 3 |
| 4 | InterpersonalRelati onships | 2 | 0 | 12,21 | 2 |
| 5 | Development ofteachinglea rningmaterial | 5 | 0 | 5,9,32,33,34 | 5 |
| 6 | UsageofteachingAi ds | 0 | 0 | 0 | 0 |
| 7 | Timemanagement | 2 | 0 | 20,29 | 2 |
| 8 | Evaluationprocessd uring teachinglear | 6 | 0 | 13,14,15,25,28,30 | 6 |

| | | | | | |
|---|---|----|---|----------------|----|
| | ning | | | | |
| 9 | Competenciesrelated to working with parents, community and other agencies | 5 | 0 | 16,17,18,19,24 | 5 |
| | Total | 35 | 0 | | 35 |

A copy of the final draughts of the Generic Teaching Competence Scale for Teachers may be found in Appendix 3.3 of the Appendices section.

According to Colosi (1997), internal consistency means that the questions are accurately and consistently measuring the same concept. The internal consistency of the general teaching competence scale for instructors demonstrated high values of Cronbach's alpha after administration to 100 secondary school teachers, as shown in table 3.8:

TABLE 3.8: THE INTERNAL RELIABILITY COEFFICIENTS (CRONBACH ALPHA) OF THE SCALE AND ITS SUBDIMENSIONS (N=100)

| Sr.No | Area/Dimension | 'r' value |
|-------|--|-----------|
| 1 | Planning Lessons | .90 |
| 2 | Classroom Management | .89 |
| 3 | Knowledge of Subject | .91 |
| 4 | Interpersonal Relationships | .90 |
| 5 | Development of teaching learning material | .89 |
| 6 | Time management | .91 |
| 7 | Evaluation process during teaching learning | .90 |
| 8 | Competencies related to working with parents, community and other agencies | .90 |
| | General Teaching competence scale for teachers | .90 |

Significant at 0.01 level of significance df=98

The Teachers' General Teaching Competence Scale Cronbach's Alpha was 0.90, and Preparing Lessons was its component. Number 90: Classroom management; 89: Subject Knowledge. 90, Development of educational resources (Chapter 91 of Interpersonal Connections). Management of time, item 89. Evaluation of the teaching and learning process, item 91. 90, Competencies relating to working with parents, the community, and other organisations. It is conceivable to conclude that the scale's internal consistency across all of its dimensions is adequate given these values (Devellis, 1991). The results show that the scale is fairly reliable.

TABLE 3.9:THE PERCENTILE NORMS OF THE ENTIRE SAMPLE

| Percentiles | Scores |
|-------------|--------|
| P10 | 122 |
| P20 | 131 |
| P30 | 137 |
| P40 | 143 |
| P50 | 147 |
| P60 | 151 |
| P70 | 154 |
| P80 | 158 |
| P90 | 162 |

The Z scores for the entire sample of 700 in-service teachers working in government secondary and senior secondary schools have been calculated on the General Teaching Competence scale for teachers and are displayed in Table 3.10.

TABLE 3.10: RAW SCORES AND Z-SCORES OF THE GENERAL TEACHING COMPETENCE SCALE FOR TEACHERS

| RawScores | ZScores | RawScores | ZScores | RawScores | ZScores |
|-----------|----------|-----------|----------|-----------|---------|
| 102 | -2.72176 | 126 | -1.18275 | 150 | 0.35626 |
| 103 | -2.65764 | 127 | -1.11862 | 151 | 0.42039 |
| 104 | -2.59351 | 128 | -1.0545 | 152 | 0.48451 |
| 105 | -2.52939 | 129 | -0.99037 | 153 | 0.54864 |

| | | | | | |
|-----|----------|-----|----------|-----|---------|
| 106 | -2.46526 | 130 | -0.92625 | 154 | 0.61277 |
| 107 | -2.40113 | 131 | -0.86212 | 155 | 0.67689 |
| 108 | -2.33701 | 132 | -0.798 | 156 | 0.74102 |
| 109 | -2.27288 | 133 | -0.73387 | 157 | 0.80514 |
| 110 | -2.20876 | 134 | -0.66975 | 158 | 0.86927 |
| 111 | -2.14463 | 135 | -0.60562 | 159 | 0.93339 |
| 112 | -2.08051 | 136 | -0.54149 | 160 | 0.99752 |
| 113 | -2.01638 | 137 | -0.47737 | 161 | 1.06164 |
| 114 | -1.95226 | 138 | -0.41324 | 162 | 1.12577 |
| 115 | -1.88813 | 139 | -0.34912 | 163 | 1.18989 |

3.INTERPRETATIONOFSCORES

Maximum points for the general teaching competence assessment are 175. A higher grade indicates greater academic competence. The General Teaching Competence scale findings for teachers can be interpreted as follows, as indicated in Table 3.11:

TABLE 3.11: NORMS FOR INTERPRETATION OF SCORES ON GENERAL TEACHING COMPETENCESCALE FORTEACHERS

| Sr.No. | RangeofScores | Interpretation |
|--------|---------------|-----------------------------|
| 1 | 162 -175 | VeryHighTeaching Competence |
| 2 | 151-161 | HighTeachingCompetence |
| 3 | 138-150 | AverageTeachingCompetence |
| 4 | 119-137 | LowTeachingCompetence |
| 5 | 101-118 | VeryLowTeaching Competence |

3.1.TEACHINGAPTITUDETESTBATTERY

The current study made use of the Teaching Aptitude Test Battery, which Singh and Sharma (2009) designed for instructors and aspiring teachers. For individuals who are fluent in Hindi, the test will be legitimate. It's intended to be used as a tool for teachers who are already in the classroom as well as for selecting applicants for teacher preparation programmes. Five categories were selected for this aptitude test, and they are stated below: Mental capacity, a

good attitude towards youngsters, adaptability, industry knowledge, and a passion for a certain sector.

3.2.ITEM ANALYSIS

The 145-item trial exam, intended to hone the test, was given to a sample of 370 teachers. After computing the difficulty values and biserial correlations, only the items that yielded a biserial correlation value larger than 0.20 were maintained. Consequently, the test has 120 items.

3.3.SAMPLE STANDARDIZATION

The test was administered to a sample of 1000 teachers and student teachers and had 120 items in its final form. The Chi-Square approach was used to assess the normativeness of the distribution of scores for both the entire test and its five subtests.

3.4.TEACHERS' PERCEPTIONS OF THE TEACHING SCALE

The instructor serves as the main facilitator of the learning process. If he is effective, truthful, diligent, and confident, we might be optimistic about the future of the nation. He won't be able to express himself and the nation won't be able to rely on him if he performs his job half-heartedly. According to Shaheen (2014), a teacher with a positive attitude towards teaching would produce the right kind of youth, whereas a teacher with a negative attitude might have a negative effect on students' performance no matter their level of subject knowledge or professional training.

A study of teachers' attitudes towards the teaching profession makes sense given that the majority of our current school teachers don't seem to consider it as their career. While many instructors are convinced by their families, financial incentives in the form of tuition, the availability of time off, etc., many teachers enter it on accident. To close the gap while taking into account this vital requirement, the current initiative was undertaken. The researcher created a scale to measure secondary school teachers' attitudes towards teaching in order to collect this data.

4. DISCUSSION OF RESULTS

According to the descriptive statistics of teaching competence among secondary school teachers for the full sample, the mean, median, and mode values of the secondary school teachers' scores on the variable of teaching competence were found to be quite near to one another. The distribution was negatively skewed and platykurtic, according to secondary school teachers' skewness and kurtosis statistics. However, in neither value are these distortions very observable. As a result, the distributions can be thought of as typical.

The descriptive statistics of teaching aptitude among secondary school teachers for the complete sample revealed that the mean, median, and mode values of the instructors' scores on the variable of teaching aptitude were highly similar. The distribution of secondary school teachers was leptokurtic and negatively skewed based on the skewness and kurtosis values. However, in neither value are these distortions very observable. As a result, the distributions can be thought of as typical. According to the descriptive statistics of attitude towards teaching among secondary school teachers for the full sample, the mean, median, and mode values of the secondary school teachers' scores on the variable of attitude towards teaching were found to be quite near to each other. The distribution was negatively skewed and platykurtic, according to secondary school teachers' skewness and kurtosis statistics. However, in neither value are these distortions very observable. As a result, the distributions can be thought of as typical.

The findings of the current study demonstrate a significant and positive correlation between teachers' teaching ability and skill. A rise in teaching aptitude among secondary school teachers is associated with increased teaching competence, whereas a decline in teaching aptitude is associated with decreased teaching competence, according to research. This is because a teacher's aptitude for teaching demonstrates their capacity to master teaching-related abilities. This is because both teaching competency and teaching aptitude support the efficient learning process, the upkeep of skills and information, the building of classroom environments and interpretations, and the management of classroom environments. In other words, a teacher who possesses good teaching skills encourages his students to take the initiative to learn new things, think back on their choices, and broaden their perspectives. The researchers concluded that teachers' knowledge of the subject matter they are instructing and their comprehension of how students learn, both of which are related to teachers' competency, are crucial elements of effective teaching. The educational system has tremendous resources, but if teachers lack the competence to teach, are unable to carry out their obligations, or are unconcerned with them, the programme as a whole will be useless and essentially unworkable.

CONCLUSION

The current study found no discernible variations in teaching ability between male and female secondary school teachers. The results support Singh's (2008) assertion that there was no appreciable difference between the teaching abilities of male and female secondary school teachers. Regardless of how many in-service courses a teacher has completed, their age, gender, or the type of school they attend, Sabu (2010) found no discernible changes in their ability to instruct. Lauermaann and Konig (2016) examined a study on teachers' professional competency and how their knowledge, skills, attitudes, and motivation may be significant predictors of their professional success and well-being. They also considered how these constructs may differ depending on the teachers' gender and level of teaching experience. Neither a relationship between teaching competency and gender nor a consistent relationship between teaching competency and GPK were discovered by the study. According to

Moshahid and Hussain (2014), public school teachers have significantly higher levels of teaching expertise than private school teachers. Teachers at public schools, whether they are male or female, have similar teaching skills. Sijila Das and Nalinilatha (2014) observed no statistically significant differences in the level of teaching ability among designated school teachers while taking into account individual aspects including gender, marital status, academic degree, kind of management, and teaching experience. Teachers engaged in privately owned institutions displayed higher levels of teaching proficiency than those employed in privately assisted and public institutions, claim Mohan and Narayanaswamy (2013). The results also showed that there was little variation in teaching skills between secondary school instructors who were male and female. Rana and Shivani (2013) discovered no discernible differences in the teaching skills of male and female teachers in their research. However, there were observable differences in the teaching experience of secondary school teachers' teaching competency on the location, kind, and subject background of their school, as well as on their qualifications and all of the teaching abilities on the General Teaching Competence Scale. Bhattacharjee and Carri (2014) found no discernible variations between the teaching styles of secondary school teachers based on gender.

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