

A STUDY OF IMPACT OF TEACHING APTITUDE ON LIFE SKILLS OF STUDENTS

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Abstract

The importance of a teacher is unquestionable and plays a predominant role in the process of education. If the teacher is weak and ineffective, education becomes weak and shaky. An effective teacher is amongst the foremost factors contributing to education improvement. If a nation provides good, able and efficient teachers, the foundation of the coming generations is well laid. The task of improving classroom teaching is an urgent need of the present times. It is envisaged that the purpose of teaching is to promote learning and pupils interpersonal relationship. Happening inside the classroom have a direct bearing on the quality and standards in education. The classroom is key place and the study of all the aspects of classroom teaching is very essential for furthering the course of education. As far as the enhancement of life skills in concerned in everyday life, the development of life skills helps students to: find new ways of thinking and problem solving recognize the impact of their actions and teachers them to take responsibility for what they do rather than wane others. Build confidence both in spoken skills and for groups' collaboration and cooperation. After analyzing the collected data following concluding points are drawn which are as follows: There is significance difference of teaching aptitude of teachers on life skills of students of CBSE Board schools of Bareilly district. There is significance difference of teaching aptitude of teachers on life skills of students of CBSE Board schools of urban areas of Bareilly district. There is significance difference of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district.

Key words: Teaching Aptitude, Life Skills, Students



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INTRODUCTION

Education is and shall ever continue to be the most sacred process of human enlightenment and empowerment for achieving the overall elevation of one's personality aimed at earning a better and higher quality of life, for self, family, society and nation. The quality of education is a direct consequence and outcome of the competence, dedication and quality of teachers and teacher education system as it is not the brick and mortar of the classroom, but the dialogue, rapport and interactions supported by deed, between the learner and the teacher, all the time developing within its four walls, can make or mar the density of the nation. The importance of a teacher is unquestionable and plays a predominant role in the

process of education. If the teacher is weak and ineffective, education becomes weak and shaky. An effective teacher is amongst the foremost factors contributing to education improvement. If a nation provides good, able and efficient teachers, the foundation of the coming generations is well laid. The task of improving classroom teaching is an urgent need of the present times. It is envisaged that the purpose of teaching is to promote learning and pupils interpersonal relationship. Happening inside the classroom have a direct bearing on the quality and standards in education. The classroom is key place and the study of all the aspects of classroom teaching is very essential for furthering the course of education. As far as the enhancement of life skills in concerned in everyday life, the development of life skills helps students to: find new ways of thinking and problem solving recognise the impact of their actions and teachers them to take responsibility for what they do rather than wane others. Build confidence both in spoken skills and for groups' collaboration and cooperation. A new age phenomenon has given birth in the education space called life skills, something we didn't experience while getting education in our finals. This phenomenon is path berating and surely revolutionary. It changes the way education is imparted to our children and could be a holistic way of learning and development. The current state of education in India has not been kind to accepting life skills and adopting it into the curriculum and not many schools are adapting to the new way of teaching. Today we need to create a program to impart their skills to make our children better human beings and it's not early in a world full of vices with so many distractions and negative influence all around. Teaching of life skills is crucial to enable the children to cope up with post school environment, handle stress better, avoid conflicts as well as be more employable.

NEED AND SIGNIFICANCE OF STUDY

Now- a-days we see that the aptitude & effectiveness in teaching is missing. The true love towards the profession is not visible. Everywhere in the institutions mostly teachers are doing this highly noble profession or the respected one as a duty. A teacher is required to effectively communicate with students for their all-round development. Only a mentally healthy person is able to do this and mould his approach according to the requirements of the situation. A mentally healthy teacher made a great impact on the mental health and life skills of the students. A teacher of positive aptitude and effectiveness make a great impact on mental health and life skills of students. In most of the institutions I have seen that the teachers adopt a negative approach to tackle the students either they are at primary level,

secondary level or at higher level. I have the experience of teaching in all these 3 levels. I have seen their negativity & I think this negativity is only and exclusively due to the absence of teaching aptitude and effectiveness in teaching is not possible in the absence of teaching aptitude. In my opinion Aptitude is not only means namely logical on reasoning but also abstract reasoning arithmetical reasoning, certain temperamental qualities like interest in experimentation and initiative for inventing. Hence it would be interesting to assess the impact of teaching aptitude with personality dimension neuroticism on teacher effectiveness.

REVIEW OF RELATED LITERATURE

Schechtman, Zipara (2005), Elias, Maurice (2005), Weerts, Sally (2005), Sri Raman, Bharath (2003), Susai Mary (2005), Harskamp (2006), Rani Swaroopa T. (2006)

STATEMENT FOR THE PROBLEM

“A Study of Impact of Teaching Aptitude on Life Skills of Students”

DEFINITIONS

Teaching Aptitude -

The word ‘**aptitude**’ is derived from the word aptor ‘which means fitness for. It is often used interchangeably with the term ‘ability’ Abilities to a general trait if an individual that may facilitate in the learning of a variety of specific but aptitude is different from ability.

Life Skills -

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency. The subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills.

OBJECTIVE OF THE STUDY

1. To find out the significance of teaching aptitude on life skills of students of CBSE Board schools of Bareilly district.
2. To find out the significance of teaching aptitude on life skills of students of CBSE Board schools of Urban area of Bareilly district.
3. To find out the significance of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district.

HYPOTHESIS OF THE STUDY

1. There is no significance of teaching aptitude of teachers on life skills of students of CBSE Board schools of Bareilly district.
2. There is no significance of teaching aptitude of teachers on life skills of students of CBSE Board schools of urban areas of Bareilly district.
3. There is no significance of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district.

POPULATION

The population for the purpose of this study consists of the total number of Students of all Secondary Schools of Bareilly district. In this population only those Schools are included which are affiliated to Central Board of Secondary Education (CBSE).

SAMPLING TECHNIQUE

The simple random sampling technique will be followed.

RESEARCH METHOD

The study will be delimited survey cum ex-post facto method.

COLLECTION OF DATA

The data will be collected from the randomly selected schools from CBSE of Bareilly district

ANALYSIS & INTERPRETATION OF DATA

HYPOTHESIS – 1

There is no significance of teaching aptitude of teachers on life skills of students of CBSE Board schools of Bareilly district.

Table-1: Mean Scores of Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for CBSE School’s Teachers and Students

S. No.	Total Score of Teaching Aptitude of 4 Teachers	Mean Score	Total Score of Life Skills of 9 Students	Mean Scores
School -1	1252	313	1458	162
School -2	1385	346	1539	171
School -3	764	191	1494	166
School -4	767	192	1161	129
School -5	1007	252	1251	139
School -6	857	214	1314	146
School -7	1272	318	1260	140
School -8	1340	335	1467	163
School -9	1436	359	1557	173
School -10	528	132	1080	120
School -11	412	103	1044	116
School -12	416	104	1502	167
School -13	845	211	1490	166
School -14	810	203	1531	170
School -15	711	178	1121	125
School -16	952	238	1267	141
School -17	505	126	1187	132
School -18	436	109	1004	112

Table 1 shows the total and mean scores of teaching aptitude of teachers and life skills of the students studying in CBSE schools in the study area. These scores have been calculated from the data of 18 CBSE schools. However, 4 teachers and 9 students from each school were sampled and impact of selected teacher’s teaching aptitude on life skills of students have analysis and depicted in table 2.

Table-2: Model Summary for Teaching Aptitude of Teachers (Independent Variable) and Life Skills (Dependent Variable) of Students of CBSE Schools

Variable	R	R ²	Share of Independent Variable (%)	Dispersion of Regression Line	p-Value
Life Skills (DV)	0.586	0.343	34%	17.52	0.011*
Teaching Aptitude (IV)					

Table 2 shows the correlation coefficient “R” between the teaching aptitude (independent variable) of CBSE school teachers and life skills (dependent variable) of students’ who are studying in these schools is 0.586. Value of p-ratio (0.011<0.05) depicted that there is significant moderate correlation between teaching aptitude and life skills. Further, value of the coefficient of determination R² is 0.343 (Square of correlation coefficient R) which shows the amount of variability in the life skills of CBSE schools students due to teaching aptitude of the teachers and share of independent variable is 34% that means teaching aptitude of teachers shares 34% in total life skills development of the students and remaining 66% share in life skills would get correlated with other variables. Moreover, with the help of regression equation it has also measure, whether this 34% share of teaching aptitude in life skills of students significantly impacting or not and calculated results are presented in table 3.

Table-3: Results of Regression Model for Teaching Aptitude of Teachers and Life Skills of Students of CBSE Board.

Model	Standardized Coefficient (Beta)	p-Value
Constant	115.67	0.000**
Teaching Aptitude	0.142	0.011*

With the help of above listed regression table 3, following regression equal has been computed in relation to teaching aptitude (independent variable) and life skills (dependent

variable) of teachers and students respectively of CBSE schools of Bareilly district of Uttar Pradesh, India.

$$Y_2 = \alpha_0 + \alpha_1 (X_1)$$

Life skills = $\alpha_0 + \alpha_1$ (Teaching Aptitude)

$$\text{Life skills} = 115.67 + 0.142 (\text{Teaching Aptitude})$$

Table 4.3 and above listed equation shows that if independent variable (teaching aptitude) being constant with zero value then score of dependent variable (life skills) is 115.67, which has created and comprises with other variables besides teaching aptitude whereas if value of independent variable (teaching aptitude) would get increase by one then score of life skills get enhance by 0.142. Moreover, for both the above cases values of p-ratio are 0.000 ($0.000 < 0.01$) and 0.011 ($0.011 < 0.05$) which are significant at 0.01 and 0.05 level of significance respectively. Hence, it is concluded that teaching aptitude of the teachers has significant impact on life skills of students. Thus, the proposed null hypothesis **H₀₁** There is no significant impact of teaching aptitude of teachers on life skills of students studying in CBSE Board schools in Bareilly District got **rejected**.

HYPOTHESIS – 2

There is no significance of teaching aptitude of teachers on life skills of students of CBSE Board schools of urban areas of Bareilly district.

Table-4: Mean scores of Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for CBSE School’s Teachers and Students in Urban Areas

S. No.	Total Score of Teaching Aptitude of 4 Teachers	Mean Score	Total Score of Life Skills of 9 Students	Mean Scores
School -1	1252	313	1458	162
School -2	1385	346	1539	171
School -3	764	191	1494	166
School -4	767	192	1161	129
School -5	1007	252	1251	139
School -6	857	214	1314	146
School -7	1272	318	1260	140
School -8	1340	335	1467	163
School -9	1436	359	1557	173

Table 4.58 shows the total and mean scores of teaching aptitude of teachers and life skills of the students studying in CBSE schools in the urban areas. These scores have been calculated from the data of 9 CBSE schools located in urban areas. However, 4 teachers and 9 students

from each school were sampled and impact of selected teacher’s teaching aptitude on life skills of students have analysis and depicted in table 5

Table-5: Model Summary for Teaching Aptitude of Teachers (Independent Variable) and Life Skills (Dependent Variable) of Students of CBSE Schools in Urban Areas

Variable	R	R ²	Share of Independent Variable (%)	Dispersion of Regression Line	p-Value
Life Skills (DV)	0.567	0.321	32%	14.09	0.112
Teaching Aptitude (IV)					

Table-5 shows the correlation coefficient “R” between the teaching aptitude (independent variable) of CBSE school teachers and life skills (dependent variable) of students who are studying in these schools in urban areas is 0.567. Value of p-ratio (0.112>0.05) depicted that there is insignificant low level of correlation exist between teaching aptitude and life skills. Further, value of the coefficient of determination R² is 0.321 (Square of correlation coefficient R) which shows the amount of variability in the life skills of CBSE schools students in urban areas due to teaching aptitude of the teachers and share of independent variable is 32% that means teaching aptitude of teachers shares 32% in total life skills development of the students in the urban areas and remaining 68% share in life skills would get correlated with other variables. Moreover, with the help of regression equation it has also measure, whether this 32% share of teaching aptitude in life skills of students significantly impacting or not and calculated results are presented in table 6.

Table-6: Results of Regression Model for Teaching Aptitude of Teachers and Life Skills of Students of CBSE Board in Urban Areas.

Model	Standardized Coefficient (Beta)	p-Value
Constant	116.98	0.001**
Teaching Aptitude	0.133	0.112

With the help of above listed regression table 6, following regression equal has been computed in relation to teaching aptitude (independent variable) and life skills (dependent variable) of teachers and students respectively of CBSE schools located in urban areas of Bareilly district of Uttar Pradesh, India.

$$Y_2 = \alpha_0 + \alpha_1 (X_1)$$

$$\text{Life skills} = \alpha_0 + \alpha_1 (\text{Teaching Aptitude})$$

Life skills= 116.98+ 0.133 (Teaching Aptitude)

Table 4.60 and above listed equation shows that if independent variable (teaching aptitude) being constant with zero value then score of dependent variable (life skills) is 116.98, which has created and comprises with other variables besides teaching aptitude whereas if value of independent variable (teaching aptitude) would get increase by one then score of life skills get enhance by 0.133. Moreover, for both the above cases values of p-ratio are 0.001 ($0.000 < 0.01$) and 0.112 ($0.112 > 0.05$) which are significant at 0.01 and insignificant at 0.05 level of significance respectively. Hence, it is concluded that teaching aptitude of the teachers has significant impact on life skills of students in the urban areas. Thus, the proposed null hypothesis **H₀₂** There is no significant impact of teaching aptitude of teachers on life skills of students studying in CBSE Board schools in urban areas of Bareilly District got **rejected**.

HYPOTHESIS – 3

There is no significance of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district.

Table-7: Mean scores of Teaching Aptitude (Independent Variable) and Life Kkills (Dependent Variable) for CBSE School’s Teachers and Students in Rural Areas

S. No.	Total Score of Teaching Aptitude of 4 Teachers	Mean Score	Total Score of Life Skills of 9 Students	Mean Scores
School -1	528	132	1080	120
School -2	412	103	1044	116
School -3	416	104	1502	167
School -4	845	211	1490	166
School -5	810	203	1531	170
School -6	711	178	1121	125
School -7	952	238	1267	141
School -8	505	126	1187	132
School -9	436	109	1004	112

Table 7 shows the total and mean scores of teaching aptitude of teachers and life skills of the students studying in CBSE schools in the rural areas. These scores have been calculated from the data of 9 CBSE schools located in rural areas. However, 4 teachers and 9 students from each school were sampled and impact of selected teacher’s teaching aptitude on life skills of students have analysis and depicted in table 8

Table-8: Model Summary for Teaching Aptitude of Teachers (Independent Variable) and Life Skills (Dependent Variable) of Students of CBSE Schools in Rural Areas

Variable	R	R ²	Share of Independent Variable (%)	Dispersion of Regression Line	p-Value
Life Skills (DV)					
Teaching Aptitude (IV)	0.464	0.215	21%	22.06	0.209

Table 8 shows the correlation coefficient “R” between the teaching aptitude (independent variable) of CBSE school teachers and life skills (dependent variable) of students who are studying in these schools in rural areas is 0.464. Value of p-ratio (0.209>0.05) depicted that there is insignificant low level of correlation exist between teaching aptitude and life skills. Further, value of the coefficient of determination R² is 0.215 (Square of correlation coefficient R) which shows the amount of variability in the life skills of CBSE schools students in rural areas due to teaching aptitude of the teachers and share of independent variable is 21% that means teaching aptitude of teachers shares 31% in total life skills development of the students in the rural areas and remaining 79% share in life skills would get correlated with other variables. Moreover, with the help of regression equation it has also measure, whether this 21% share of teaching aptitude in life skills of students significantly impacting or not and calculated results are presented in table 9.

Table-10: Results of Regression Model for Teaching Aptitude of Teachers and Life Skills of Students of CBSE Board in Rural Areas.

Model	Standardized Coefficient (Beta)	p-Value
Constant	106.36	0.003*
Teaching Aptitude	0.208	0.209

With the help of above listed regression table 10, following regression equal has been computed in relation to teaching aptitude (independent variable) and life skills (dependent variable) of teachers and students respectively of CBSE schools located in rural areas of Bareilly district of Uttar Pradesh, India.

$$Y_2 = \alpha_0 + \alpha_1 (X_1)$$

$$\text{Life skills} = \alpha_0 + \alpha_1 (\text{Teaching Aptitude})$$

$$\text{Life skills} = 106.36 + 0.209 (\text{Teaching Aptitude})$$

Table 4.63 and above listed equation shows that if independent variable (teaching aptitude) being constant with zero value then score of dependent variable (life skills) is 106.36, which has created and comprises with other variables besides teaching aptitude whereas if value of independent variable (teaching aptitude) would get increase by one then score of life skills get enhance by 0.209. Moreover, for both the above cases values of p-ratio are 0.003 ($0.003 < 0.01$) and 0.209 ($0.209 > 0.05$) which are significant at 0.01 and insignificant at 0.05 level of significance respectively. Hence, it is concluded that teaching aptitude of the teachers has significant impact on life skills of students in the rural areas. Thus, the proposed null hypothesis **H₀₃** There is no significant impact of teaching aptitude of teachers on life skills of students studying in CBSE Board schools in rural areas of Bareilly District got **rejected**.

RESULTS

1. There is significance difference of teaching aptitude of teachers on life skills of students of CBSE Board schools of Bareilly district.
2. There is significance difference of teaching aptitude of teachers on life skills of students of CBSE Board schools of urban areas of Bareilly district.
3. There is significance difference of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district.

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