

**RESEARCH PAPER**  
**A STUDY TEACHING APTITUDE AND LIABILITY**  
**FEELING OF MIDDLE CLASS TEACHERS OF**  
**KHARGONE (M.P.) TO SEX, LOCAL & CASTE**

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### **ABSTRACT-**

Teacher is the main pillar in the process of education. If he is efficient, sincere. Hard worker and confident, then we can be assured of the nation's future. In case he is halfhearted in doing his job, he cannot express himself and the nation can not rely upon him. All the duties and liabilities of the teachers are limited theoretically in books. It would be the endeavor of the work to find whether the teacher feel that they are truly sincere towards their' duty. In the present study attempt has been made to observe and compare the teaching aptitude and liability feeling among the middle class teachers and to find at the extents and limits up to which they discharge their professional obligations earnestly.

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**Key words :** liability feeling of middle class, Sex, local & Caste, STAL, .

## **Introduction**

Education is certainly the complete development of individuality so that a man can make an original contribution to human life according to his best capacity to human life according to his best capacity. It is not only the a means of all round development of human personality, but it has also recognized as one of the most powerful instruments of the nation re-construction. The role played by education in culture, intellectual, ethical social and political spheres of a nation has never been challenged.

Education is the process of development which consists of the passage of human being from infancy to maturity. In modern times, since the advent of industrial revolution, education has become the function of state. Its goals and purpose may differ with the form of government, but under all forms it has remained the only process to be adopted for national construction and regeneration.

In democracy the aim of education would be to develop free, dignified and liability citizens, capable of exercising their. Option for right alternative. In the country like India, where the future of the nation is weeded to the ideals secularism, socialism and democracy, Institutions have to be shaped in such a way that they may help in building a society which may secure to all its citizens, social, economic and political justice, liberty of thought, expression, belief, faith, worship and equality of status and of opportunities as envisaged in the preamble of our constitution.

If we look over the development in the field of education, we find that in the post independent period, the efforts have been made and education was never considered as an integrated whole. It was for the first time in year 1964 that the government of India appointed the Education commission to survey the entire field of education and to formulate a National Integrated System of Education.

Of different factors which influence the quality of good education and contribute to material development the quality, competence and character of teacher are undoubtably most important. While making a thorough survey of education at different levels the commission has also highlighted the importance of teachers by pointing their role in the national development and in the enrichment of the quantitative education has been therefore, recommended : the upgrades of remuneration substantially particularly at the school stage, the implementation of a sound programmed of professional education of teachers and the emphasis on the elasticity and dynamics of educational system in order to encourage initiative, experimentation and creativity among teachers.

The role of teachers in molding liability of the students depends on the aim of education. Education is to aim at wholesome, worthwhile progressive, harmonious and spontaneous growth and development of personality. T.P. Nunn agreed – “The primary aim of all education efforts should be help boys and girls to achieve the highest degree of individual development of which they are capable of.”

It is universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizen and this quality is inseparably linked with the quality of education imparted to them and it depends upon several factors home, inherited traits, parental attitude, financial\* support, material equipments, curriculum and method of instruction in schools. The identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of great significance and worth assuring recognition. A teacher is the king pin of, what is generally called educational policies and programmes depend. While the teacher is so important factor in the educational system, it is essential that he should possess specific skill and justify the responsibility of his job.

### **STATEMENT OF THE PROBLEM :-**

The project taken up for investigation is entitled as :

### **“A STUDY OF TEACHING APTITUDE AND LIABILITY FEELING OF MIDDLE CLASS TEACHERS OF KHARGONE CITY IN RELATION TO SEX, LOCALE & CASTE”**

### **NEED AND SIGNIFICANCE :-**

The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite nature and expert in his subject.

Teacher is the main pillar in the process of education. If he is efficient, sincere. Hard worker and confident, then we can be assured of the nation's future. In case he is halfhearted in doing his job, he cannot express himself and the nation can not rely upon him. All the duties and liabilities of the teachers are limited theoretically in books. It would be the endeavor of the work to find whether the teacher feel that they are truly sincere towards their' duty. In the present study attempt has been made to observe and compare the teaching aptitude and liability feeling among the middle class teachers and to find at the extents and limits up to which they discharge their professional obligations earnestly.

Improvement in the curriculum of teacher's training in order to develop the feeling of liability among the teacher's trainees can be one of the steps. Offered measures ate that only those people should be allowed in this profession who have an aptitude for teaching. Steps needed to be taken that the teachers must feel that his professional dignity is recognized not only in letters but also in spirit. A factual ascertainment with regards to the three factors mentioned namely the change in curriculum of trainee teachers, the people having aptitude for teaching and the status of the job are likely to inculcate feelings of dedication and

satisfaction among them and thus help the society and consequently the nation by bring up worthy citizens who take pride in serving their nation.

**CLEARIFICATION OF THE TERMS USED :-**

**TEACHING APTITUDE :-** First we clear the meaning of aptitude – “As a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability.”

-BINGHAM

So that -

“Teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession.”

**RELATIONSHIP :-**

Degree of correspondence statistically expressed as a coefficient of correlation.

**RESPONSIBILITY FEELINGS :-**

Sincerity and devotion according to one's capacity and ability towards his profession.

**OBJECTIVES :-**

The main objectives of the present, study are as follow:-

- (i) To find out the impact of gender difference in the teaching aptitude middle class teachers of Khargone city.
- (ii) To explore the impact of gender difference in the liability feeling among the middle class teachers of khargone city.
- (iii) To determine the impact of locale in the teaching aptitude of middle class teachers of Khargone city.

- (iv) To find out the impact of locale in the liability feeling among. The middle class teachers of Khargone city.
- (v) To explore the role of asterism in the teaching aptitude among the middle class teachers of Khargone city.
- (vi) To find out the role of asterism in the liability feeling among the middle class teachers of Khargone City.

**NULL HYPOTHESIS :-**

The following are the hypothesis of the study:-

- (i) There is not significant gender difference in the teaching aptitude of the middle class teachers of Khargone City.
- (ii) There is not significant gender difference in the liability feeling of the middle class teachers of Khargone city.
- (iii) There is no significant difference between the rural and urban teachers in respect teaching aptitude.
- (iv) There is not difference in the extents of liability feeling among urban and rural middle class teachers of Khargone City.
- (v) There is not significant role of asterism in the teaching aptitude among middle class teachers of Khargone city.
- (vi) There is not significant impact of the asterism on the liability feeling among the middle class teachers of Khargone city.

### **DELIMITATIONS :-**

The study is confined to Khargone city only:-

- (i) The present study envelops the male and female teachers of middle class
- (ii) Only 100 teachers are included in the study 50 male and 50 female teachers of middle class.
- (iii) There is no significant difference between the rural and urban teachers in respect teaching aptitude.

### **PLAN OF STUDY :-**

Every research is written with some objectives, goals or purpose, the present research study has also certain objectives as has been out lined earlier. These objects and the design of research report is framed under chapters given below :-

### **METHOD AND PROCEDURE :-**

The purpose of the study was to examine the relationship between liability feeling and teaching aptitude of male and female teachers of middle class of Khargone city. Besides the impact of locale & cartelism on the teaching aptitude as well liability feeling were also tried to be sorted out.

### **DESIGN OF THE STUDY :-**

The whole research project work was so organized that it could be carried out methodically and systematically. With the aim in view the following steps were taken up.

- (a) Suitable tools were selected.
- (b) The collected data were classified in two groups on the basis of on sex.  
Locale and casts



- (c) The data were selected from one. Source i.e. from teachers.
- (d) The collected data were treated statistically.

### **SELECTION OF THE GROUP :-**

The specific aim of the present project was. To study the liability feeling of male and female and its relationship with their teaching aptitude. The samples were purpose.

### **POPULATION :-**

Middle class teachers constituted the population for the purpose of the study,

### **SAMPLE :-**

When we select of the elements with the intention of finding out something about the population from which they are taken. We refer to that group of elements as a sample. The measurement of entire population is an enormous undertaking. It requires a great amount of labor, time and money. Due to these reasons it is impracticable to test the whole population. Sampling method solves all these difficulties.

A sample represents the population in all the characters because the result of the same can be generalized to that of the whole population.

The male and female teachers of secondary school of Khargone city were selected puiportly & randomly.

### **THE METHOD :-**

The descriptive survey method was used for the study. Double matched grouped design was applied for study purpose.

### **TOOLS USED IN THE STUDY :-**

1. Teaching Aptitude Test Battery (T.A.T.B.)

Dr. R.P. Singh & Dr. S.N. Sharma

Patna University, Patna

2. The responsibility feeling Test

Dr. V.S. Gupta

Dept. of Education, Hindu college, Muradabad

The detailed account of the tools has been given as below.

### **1. TEACHING APTITUDE TEST BATTERY :-**

The test was constructed by R.P. Singh and S.N. Sharma. The present teaching aptitude test has been designed to administer on use among teachers. The test works with Hindi Knowing population. It is intended to serve as a tool for selecting students for admission in teacher training institutions. Items are divided into 5 areas, they are –

- (a) Mental ability
- (b) Attitude towards children
- (c) Adaptability
- (d) Professional information
- (c) Interest in profession

### **ITEM ANALYSIS :-**

Initially the test was consisting of 145 items. It was administered on a sample of 370 teachers trainees of training schools, of Bihar. The bi-serial correlation and difficulty valued were computed and only such item were retained which yielded the valued of bi-serial correlations more than 0.20 twenty-five items were rejected on this ground. Thus the test consists of 120 items.

### **STANDARDIZATION OF THE TEST :-**

The final form of the test, consisting of 120 items, was administered on a sample of 1090 pupil teacher, Ninety cases were rejected, as they did not properly answered. The distribution of scores for the total test for the five areas of it was tested for normative by applying chi-square technique. The distribution did not depart significantly from normality.

### **RELIABILITY :-**

Reliability of the test was examined by the three different, namely split half method, test retest method and K-R method. Table I give the reliability co-efficient of the test by different methods.

TABLE – 1

Method	N	Reliability coefficient	PRr
Split half method	1000	0.98	0.002
Test retest method	1000	0.97	0.004
K.R. Method	1000	0.89	-

### **VALIDITY :-**

The scores on total test were validated against rating of the instruction of the teacher training institutions. Product moment coefficient of correlation was calculated between scores-obtained on the test and the position of the trainees given by the instructors. The value of the coefficient of correlation was found to be 0.421 with a probably error of +0.026.

### **ADMINISTRATION AND SCORING :-**

The test was administered to purposively randomly male and female teachers of various middle class of Khargone city. Teachers were instructed to mark right or wrong on all the items accordingly to the instruction which were written on the front page of test book. Instruction to mark right or wrong on all the items in sub test I, II, III, IV and V and rate their view in sub test II on the five point scale namely strongly agree, Agree undecided, Disagree, Strongly disagree.

In sub tests, I, II, III, IV, V each right response = 1 is to be given and for each wrong = '0'. Item in sub test III the best answer is to be given a credit of '5' while worst answer is to be given the credit of 1. Final score on this subtest is obtained by dividing the so obtained scores on all five sub tests.

### **LIABILITY FEELING TEST :-**

To obtain the liability of teachers towards their teaching profession Dr. V.S. Gupta Teachers liability Feeling Test was used.-

It consists of 28 items with no sub division. The content, construct, face, concurrent factorial and predictive validity are established.

The validity of constructed test was also calculated with the help of 'attitude test of Ahluwalia' administered on 110 teachers. The correlation between the

constructed test and Ahluwalia's Attitude test for finding the validity of the constructed test. The calculated validity of the constructed test. The calculated validity was 49, which is clearly significant of 0.1 levels.

### **ADMINISTRATION AND SCORING :-**

The test was administrated to those only who were instructed to give their views on the three point rating-scale namely 'Yes', 'Indefinite' and 'No', There was not time foundation. The teachers were asked to give their rating patiently in spare time. In each favorable item as in 11, 16 and 25 of the details of the column and the score awarded were as follow-

Column	Score
Yes	2
Indefinite.	1
No	0

Similarly for an unfavorable item, the table of score was reversed. The total score was obtained by adding all the scores of the whole test.

### **METHOD OF DATA COLLECTION :-**

Boys and girls middle class of khargone city were visited personally and the test papers were given to the teacher. After seeking the permission of the principals. The teachers were requested to furnish their ideas on liability feeling Test and Teaching Aptitude Test Battery according the instruction.

No time bar was applied. The teacher requested to answer the questionnaire in the spare time patiently. After the completion of the test, paper were collected and data were analyzed statistically.

### **STATISTICAL TREATMENT :-**

The data was carefully analyzed and accordingly interpreted. Following steps were carried out for the act of analyzing –

- (i) The two tests were scored separately for the testing sub groups according to the several hypotheses.
- (ii) The calculation of mean, standard deviation and standard error of deviation was done & finally the C.R. was calculated for the liability feeling of male and female teachers of middle class, urban rural as well as the.
- (iii) Calculation of mean, standard deviation, critical ratio for Teaching aptitude of male and female teachers of middle class, urban & rural as well as the scheduled caste & general caste teachers was done.

On the basis of analysis of data and calculation, certain conclusions and suggestions were drawn thereafter.

### **ANALYSIS :-**

Analysis as a process enters in research in one form of the other, from the very beginning in the selection of the problem, in the determination and the interpreting and drawing conclusions from data gathered analysis includes editing, organization, tabulation and classification.

### **N.S.1- THERE IS NOT SIGNIFICANT GENDER DIFFERENCE IN THE TEACHING APTITUDE AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE CITY :-**

Means, standard deviation and C.R. value of teaching aptitude of male and female teachers :-

**TABLE - 1**

Significance of gender difference in teaching aptitude among middle class teachers.

S.NO.	GROUP	N	MEAN	S.D.	SE	CR	RESULT
1.	Male	50	80.34	7.20	1.55	1.96	N.S.
2.	Female	50	77.30	8.31			

On 98 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.63 and at .05 level 1.98.

The mean values of teaching aptitude are 80.34 and 77.30 for male and female teachers respectively. In this case male teachers have the higher mean value then that of female teachers but the obtained GR. Value is not significant at any level. On the basis of higher mean value we. Can say that male teachers have more aptitude towards teaching profession in comparison to female teachers. One of the reasons behind may be that the female teachers have to spare more time in household work. Hence the null hypothesis framed here in this study is acceptable.

**N.H.2- THERE IS NOT SIGNIFICANT GENDER DIEERANCE IN THE LIABILITY FEELING AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE :-**

Means, standard deviation and C.R. value of liability feeling of male and female teachers :-

**TABLE - 2**

Significance of gender difference in liability feeling among middle class teachers.

S.NO.	GROUP	N	MEAN	S.D.	SE <sub>D</sub>	CR	RESULT
1.	Male	50	34.0	4.79	0.97	0.41	N.S.
2.	Female	50	34.4	5.50			

On 98 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.63 and at .05 level 1.98.

Table 2 shows that the mean values of liability feeling scale are 34.0 and 34.4 respectively for male and female teachers. It appeal's that the mean value of female teachers is a bit'higher in comparison to that of male teachers, But the difference is not significant. So it can be said that male teachers and female teachers feel more or less the same liabilities hence in the case of liability feeling, sex has nothing to do: so the hypothesis framed here in this accord is acceptable

**N.S. 3- THERE IS NOT SIGNIFICANT LOCALE DIEERANCE IN THE TEACHING APTITUDE AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE CITY :-**

Means, standard deviation and C.R. value of teaching aptitude of male and female rural urban teachers :-

**TABLE - 3**

Significance of difference of the impact of locale on teaching aptitude among middle class teachers.

S.NO.	GROUP NATURE	N	MEAN	S.D.	SE <sub>D</sub>	CR	RESULT
1.	Male	25	76.7	8.10	2.37	0.50	N.S.
2.	Female	25	75.9	8.67			



On 48 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.68 and at .05 level 2.01.

The mean values of Rural and Urban female teachers is 76.7 and 75.9 respectively. The obtained C.R. value is not significant at any level of significance. So it can be inferred that Rural and Urban teachers feel more or less the same teaching aptitude. So location. has no important role in teaching aptitude and the null hypothesis framed in this accord is acceptable.

**N.S. 4- THERE IS NOT SIGNIFICANT LOCALE DIERANCE IN THE LIABILITY FEELING AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE CITY :-**

Means, standard deviation and C.R. value of liability feeling male and female rural urban teachers :-

**TABLE - 4**

Significance of difference of the impact of locale on liability feeling among middle class teachers.

S.NO.	GROUP NATURE	N	MEAN	S.D.	SE <sub>D</sub>	CR	RESULT
1.	RURAL	25	35.8	4.77	1.54	1.62	N.S.
2.	URBAN	25	33.9	6.11			

On 48 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.68 and at .05 level 2.01.

The mean values of Rural and Urban female teachers is 35.8 and 33.9 respectively for liability factor. The obtained C.R.\* value is not significant. The mean values are no remarkable difference. Hence it can be concluded that in case of liability location has nothing to do. Hence, the null hypothesis framed here

to find out the impact of locale on liability feeling among the rural & urban teachers is acceptable.

**N.S. 5- THERE IS NOT SIGNIFICANT CASTE DIFFERENCE IN THE TEACHING APTITUDE AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE CITY :-**

Means, standard deviation and C.R. value of teaching aptitude of S.C. & GEN caste have been shown in the following table No. 5.

**TABLE - 5**

Significance of caste difference in teaching aptitude of middle class teachers.

S.NO.	GROUP NATURE	N	MEAN	S.D.	SE <sub>D</sub>	CR	RESULT
1.	SC	25	77.68	6.37	1.66	0.56	N.S.
2.	GEN	25	78.06	5.40			

On 48 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.68 and at .05 level 2.01.

The mean values of teaching aptitude for SC and GEN caste teachers is 77.68 and 78.06 respectively. Both have more or less same mean value so it can be concluded that caste has no important role in teaching attitude, caste has no important role in teaching attitude. Hence, the null hypothesis framed in this connection is accepted.

**N.S. 6- THERE IS NOT SIGNIFICANT CASTE DIFFERENCE IN THE LIABILITY FEELING AMONG THE MIDDLE CLASS TEACHERS OF KHARGONE CITY :-**

Means, standard deviation and C.R. value on scale for scheduled and general caste teacher have been presented in the following table no. 6.

**TABLE - 6**

Significance of caste difference in teaching liability feeling among middle class teachers.

S.NO.	GROUP NATURE	N	MEAN	S.D.	SE <sub>D</sub>	CR	RESULT
1.	SC	25	34	5.09	1.43	1.43	N.S.
2.	GEN	25	34	4.47			

On 48 degree of freedom, the C.R. value (table) to be significant at .01 level of confidence is 2.68 and at .05 level 2.01.

Table-6 shows that mean value of both teachers is same and the obtained CR value is not significant. It proves that caste has no important role in teachers for liability feeling. So the null hypothesis framed in this accord is acceptable.

### **SUGGESTIONS :-**

- (i) Measurement of degree of liability feeling can be helpful in selection of good teachers at the time of interview.
- (ii) The individual who scores highly in teaching aptitude should be selected for teaching profession.
- (iii) At the time of a teacher selection, as the qualities, desired for a good teachers should be considered than the caste, creed and sex etc.
- (iv) Efforts should be made for inculcate the liability and favorable teaching aptitude in the teacher's nature while conducting teachers training programmed.

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