

Investigating the Relationship between Responsibility Perception and Pedagogical Aptitude

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Abstract: *Responsibility feeling is a teacher's quality that holds great potential for advancing humanity. Regularity, sincerity, and fairness speak of the same language but in themselves, they are incomplete without the intervention of responsibility feeling. Likewise, teaching aptitude is a quality that in itself is incomplete without a sense of responsibility. In this connection, this study aims to explore how responsibility feelings influence teaching aptitude in Arunachal Pradesh. A sample of 137 secondary school teachers was evaluated using the Teaching Aptitude Test (TAT - GR) (1971) developed by Dr. S. C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) and a Responsibility Feeling Test developed by the researcher according to the test construction and standardization procedure for measuring responsibility feelings of teachers, drawn from West Kameng district in Arunachal Pradesh by adopting a normative survey method of educational research. Statistical techniques such as Measures of Central Tendency, Measures of Variability, t - test, Percentile, and ANOVA were used. The findings reveal that teaching aptitude is average among the participants, with responsibility feelings playing a significant role. Statistical analysis using t - tests and ANOVA confirms the significant influence of responsibility feelings on teaching aptitude, emphasising the need for responsibility as a core quality in educators.*

Keywords: Responsibility Feelings, Teaching Aptitude, Secondary School Teachers, West Kameng, Arunachal Pradesh

1. Introduction

Aptitude has been defined as a measure of the probability of the success of an individual by scholars like Jones in 1963 who have further emphasized the importance of training in a certain type of situations or in school. In relation, teaching aptitude is an example of a professional aptitude, considered to be one of the major components of aptitude in the intellectual process.

Teaching aptitude is dependent on certain personal traits, intellectual and temperamental and a teacher with good teaching aptitude is aware of various abilities for planning lessons, motivating the learners, carrying out curricular and non - curricular activities, making teaching - learning materials, selecting best teaching strategies, consolidations, elaborations, evaluation, discipline and interactions and so on. In essence, teaching aptitude is essential for teacher effectiveness. True perhaps, but at the same time an individual cannot forget the significance of the responsibility feelings of a teacher for his/her profession.

Responsibility feeling is a quality in a teacher that has proved to be a good indication of teacher effectiveness in several studies. One should never forget to develop a sense of responsibility along with teaching aptitude. The present study was conducted especially by keeping in view the importance of responsibility feelings in a teacher that may lead to execution of the teaching aptitude.

2. Review of Related Literature

There are some studies conducted in this field of which some are reviewed. Deek (1979) laid down a study in which he concluded that there is a significantly greater perception of the teachers' professional responsibilities in elementary schools with organizational climate except for the extremely closed climate. Srivastava (1979) has focused on an investigation of the "Sense of Responsibility among

Secondary School Teachers and found out that the difference in the place of work may affect the sense of responsibility among secondary school teachers. Pandey (1983) concluded that the sense of responsibility was positively and significantly related to intelligence and level of aspiration. However, anxiety was related negatively to the sense of responsibility. Besides, socio - economic status has not always affected the sense of responsibility. Bhasin (1988) revealed in a study that teaching aptitude and teaching effectiveness had a significantly positive correlation but it had no direct relationship with teacher - community participation. Mudasir (2017) conducted research in which teaching aptitude was compared concerning gender. It resulted that male secondary school teachers were better than female secondary school teachers.

Significance of the Article:

This study highlights the critical role of responsibility feelings in enhancing teaching aptitude, aiming to inform policy and professional development in teacher education.

Objectives of the study:

- 1) To study the Teaching Aptitude of Secondary School Teachers in the West Kameng district of Arunachal Pradesh.
- 2) To study the influence of Responsibility Feelings on the Teaching Aptitude of Secondary School Teachers in the West Kameng district of Arunachal Pradesh.

Hypothesis of the study:

H₀₁: There exists no significant Influence of Responsibility Feelings on the Teaching Aptitude of the Secondary School Teachers of West Kameng district in Arunachal Pradesh.

Methodology of the study:

- 1) **Method:** A normative Survey method of educational research was used.

- 2) **Population:** All the Secondary School Teachers of West Kameng district, Arunachal Pradesh are the selected population.
- 3) **Sample:** 137 Secondary School Teachers of West Kameng district Arunachal Pradesh are the sample drawn from the population.

Tools used:

- 1) Teaching Aptitude Test (TAT - GR) (1971) developed by Dr. S. C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) for measurement of teaching aptitude.
- 2) Responsibility Feelings Test (Arunachal Pradesh) (2018) developed by the researcher according to the test construction and standardization procedure for measuring responsibility feelings of teachers.

Statistical Analysis:

In order to derive findings correctly, Measures of Central Tendency, Measures of Variability, *t* –test, Percentile and ANOVA were applied.

3. Analysis and Interpretation

Findings of Objective 1: -

Table 1: Mean scores and SD values of Teaching Aptitude among the Secondary School Teachers in West Kameng district, A. P.

District	Mean	SD
West Kameng	18.62	3.97

Interpretation: The SD value of secondary school teachers in the West Kameng district is 3.97 with a mean score of 18.62 which is equal to 53.2 %. Therefore, secondary school teachers of the West Kameng district scored average on teaching aptitude tests. It reveals that secondary school teachers of West Kameng district are good but not very high in teaching aptitude. **Findings of Objective 2& Hypothesis 1: -**

Table 2: The summary of the complete analysis of variance for Objective 2 and Hypothesis 1 (West Kameng district in Arunachal Pradesh):

Source of Variation	Sum of Squares	Df	Mean Squares	F	Remark	
Responsibility Feelings	467.65	1/56	467.65	59.04	S*	S#

Note. S = Significant, NS = Not Significant, * = At 0.05 Level of Significance and # = At 0.01 Level of Significance

Interpretation:

The computed *F* value for the main effect (Responsibility Feelings) on the Teaching Aptitude of secondary school teachers of West Kameng district, Arunachal Pradesh has come out to be 59.04, for *df* 1 and 56, which is greater than the Table values for *F* i. e. - 4.00 at 0.05 level and 7.08 at 0.01 level of significance. So, computed *F* value $\geq$ Table *F* values. Therefore, responsibility feelings significantly influence the teaching aptitude in the case of secondary school teachers of West Kameng district in Arunachal Pradesh.

Therefore, the hypothesis, “There exists no significant influence of Responsibility Feelings on the Teaching Aptitude of Secondary School Teachers of West Kameng district in Arunachal Pradesh” gets **Rejected**.

4. Discussion and Conclusion

The findings of the current study suggest the fact that there are various elements affecting the performance of the students. One of the elements includes teaching aptitude. The result displayed in the present study is indicative of the fact that teachers of the secondary schools in West Kameng district possess average levels of teaching aptitude which may somehow hamper the performance of the students. It should be the utmost responsibility of every teacher to develop in them, the teaching aptitude in order to gain confidence to deliver lectures in connection to the learning of the learners.

Besides, with the rejection of the hypothesis framed for the present study, it is clear to understand that the responsibility feelings can be a quality in a teacher which significantly influences the teaching aptitude. The multitude of teaching aptitude may mean nothing if the particular teacher possess no responsibility feelings. Every teacher, therefore, should feel obliged to carry out the duty with utmost sincerity and feel responsibility for it. Besides, given these findings, integrating responsibility training into teacher education could positively impact teaching effectiveness.

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