

## INFLUENCE OF DEMOGRAPHIC VARIABLES ON TEACHING APTITUDE, AND INTEREST IN TEACHING AMONG PRIMARY SCHOOL TEACHERS

Y.Dhanaraju<sup>1</sup> & Dr. D.Bhaskara Rao<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, Acharya Nagarjuna University, Andhra Pradesh, India

<sup>2</sup> Principal, RVR College of Education, Guntur & Research Supervisor, Department of Education, Acharya Nagarjuna University, Andhra Pradesh, India

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### ABSTRACT

The Education Commission (1964–1966) stated, "The destiny of India is being shaped in her classroom. To that point, it may be safely added that the teachers shape the future of these classrooms. The flywheel of the entire educational apparatus is the instructor. Without the right infusion of the teacher's breath, life, and spirit into current school plans, the best tools, the newest new media, or the most innovative techniques will remain extinct. In this study, a random sample methodology has been used. The study sample consisted of 600 primary school teachers from the Guntur district of Andhra Pradesh. 300 of them were male, and 300 were female primary teachers. Out of 600 primary school teachers, 300 were from the urban area, and 300 were from the rural area, according to location. To determine whether there is a difference between the dependent and significant independent variables, the *t*-test and one-way "Analysis of Variance" (ANOVA) were used. Results of the study say that there is a significant positive relationship between teaching aptitude and the teaching effectiveness of primary school teachers.

**KEYWORDS:** Teaching Aptitude, Teaching Effectiveness, Relationship, Teachers.

### INTRODUCTION

One of the virtuous vocations is teaching. In real life, though, most people choose to become teachers instead of going into education. The status that teachers receive in society may be the cause. Even though teaching is one of the best jobs, it is not as well known in our country as engineering, management, or medicine. The general public has a pretty pessimistic view of teaching. To succeed, every professional, including a teacher, must have a good attitude towards their work.

Nevertheless, we can still not recruit the brightest minds to the teaching profession. However, when young people are questioned, very few say they would like to become teachers; instead, they may choose careers in administration, engineering, or medicine. So, the researcher's idea to study how well potential teachers could teach came to him in a flash of inspiration. People often say that destroying a country's education system is the fastest way to bring it down.

Any nation's educational system is thought to be its foundation. The researcher believes that a teacher's ability to do the job well is one of the essential parts of good teaching. Aptitude is affected by many factors, such as gender, social class, age, academic standing, the field of study, and previous work experience. So, the researcher was interested in seeing if there was a link between a primary school teacher's ability and interest in teaching and how well they did their job. With the help of the demographic factors discussed in the following few paragraphs, this study aims to find out what makes

primary school teachers good at what they do.

## REVIEW OF RELATED LITERATURE

**Rita, A. (2018) Singh, J.D. and Satinder Kaur (2018)** conducted "A Study of Teaching Aptitude of Teacher Trainees concerning Sex, Intelligence and Educational action of Malwa region in Punjab." The descriptive Survey technique of analysis has been used. The study was conducted over a random sample of 600 teacher trainees (300 males and three hundred females). They are teaching ability test Battery by Sharma, Singh. R.P. was used. The outcome shows that in the teaching capacity of potential scholars, there is no essential difference in the resulting interaction of education and intelligence.

**Thangarajan, M. (2018)** conducted a study on the "Relationship between Teacher Attitude and Teaching Aptitude of Prospective Secondary School Teachers." It was found that teaching attitude and aptitude have a significant positive correlation. Academic qualifications do not significantly influence the relationship between the attitude and aptitude of prospective secondary school teachers. The methodology opted does not considerably influence the relationship between the teaching attitude and teaching aptitude of future secondary school teachers.

**Sharma's (2018)** study aimed to ascertain the relationship between students' feedback and teacher effectiveness and compare the teacher effectiveness of the government and private teachers and male and female teachers. The study's findings showed a significant and positive relationship between students' feedback and teacher effectiveness, wherein effective teachers got excellent and positive feedback from their students. However, no significant differences were observed between the private and government teachers and male and female teachers in teacher effectiveness.

**Kaneez Fatima and Syeda Humera (2019)** a study on "Teaching Aptitude and Academic Achievement of B.Ed, Trainee Teachers" was undertaken. In the aforementioned analysis, the research's goal was to examine the student teachers' ability for teaching and academic success. 143 student teachers were used as a sample in the study, which was done in Aurangabad, MS. The analysis led to the conclusion that B.Ed. student teachers have strong academic achievement and above-average levels of teaching aptitude. Academic accomplishment and teaching ability have a low and positive connection relationship. There was no discernible difference between the genders of teacher candidates.

## RESEARCH METHODOLOGY

### Title of the Study

The present study entitles "*A study of the relationship among Teaching aptitude, Interest in teaching in relation to teacher effectiveness of primary school Teachers.*"

### Research Questions

- What is the impact of teaching aptitude of primary school teachers?
- What is the impact of interest in teaching of primary school teachers?
- What is the impact of teacher effectiveness on primary school teachers?
- Is there any relation between teaching aptitude and interest in teaching among primary school teachers?

- Do the demographical variables impact teaching aptitude, interest in teaching, and teacher effectiveness of primary school teachers?

### **Operational definition of the study**

Essential terms or technical words should be defined very clearly. The operational definition of a term is more important than merely its dictionary meaning.

### **OBJECTIVES OF THE STUDY**

The following objectives are framed for the present study by the researcher.

1. To find out the teaching aptitude of primary school teachers and to classify them.
2. To find out the teaching aptitude of the primary school teachers with respect to the following components.
  - a. Teaching profession
  - b. Interest towards Students
  - c. Social Contacts
  - d. Innovations Regarding Activities of the School
  - e. Professional Ethics
  - f. Teaching Potentiality and Current Knowledge Preliminary
3. To find out the influence of the following demographic variables on the teaching aptitude of the teachers.
  - a) Gender
  - b) Locality of the school
  - c) Type of institute
  - d) Type of school
  - e) Level of professional qualification
  - f) Subject Dealing
  - g) Age
  - h) Experience
  - i) marital status
4. To find out the interest in teaching of the primary school teachers and to classify them.
5. To find out the influence of interest in teaching of primary school teachers with respect to the following components.
  - a) Aptitude for teaching

- b) Intellect
  - c) Attitude towards children
  - d) Interest in teaching
  - e) Sincerity
  - f) Self-acceptance
  - g) Knowledge of children
  - h) Knowledge of the subject matter
  - i) Professional growth and personality
6. To find out the influence of the following demographic variables on the interest in teaching of primary school teachers.
- a) Gender
  - b) Locality of the school
  - c) Type of institute.
  - d) Type of school
  - e) Level of professional qualification
  - f) Subject Dealing.
  - g) Age
  - h) Experience
  - i) marital status.
7. To find out the teacher effectiveness of the primary school teachers and to classify them.
8. To find out the teacher effectiveness of the primary school teachers with respect to the following components.
- a) Preparation and planning for teaching
  - b) Classroom management
  - c) Knowledge of subject matter
  - d) Teacher characteristics
  - e) Interpersonal relations
9. To find out the influence of the following demographic variables on the teacher effectiveness of primary school teachers.
- 1. Gender

2. Locality of the school
  3. Type of institute.
  4. Type of school
  5. Level of professional qualification
  6. Subject Dealing.
  7. Age
  8. Experience
  9. marital status.
10. To find out the relationship between teaching aptitude and interest in teaching of the primary school teachers.
  11. To find out the relationship between teaching aptitude and teacher's effectiveness of primary school teachers.
  12. To find out the relationship between interest in teaching and teacher effectiveness of primary school teachers.

### **HYPOTHESES OF THE STUDY**

The following null hypotheses were formulated for testing.

- **Hypothesis1:** Primary school teachers are possessing high teaching aptitude.
- **Hypothesis 1A:** There would be no significant difference between male and female of the primary school teachers in their teaching aptitude.
- **Hypothesis 1B:** There would be no significant difference between rural and urban of the primary school teachers in their teaching aptitude.
- **Hypothesis 1C:** There would be no significant between the Government and Private of the primary school teachers in their teaching aptitude.
- **Hypothesis 1D:** There would be no significant difference between the residential and non-residential of the primary school teachers in their teaching aptitude.
- **Hypothesis 1E:** There would be no significant difference between D.Ed and B.Ed of the qualified primary school teachers in their teaching aptitude.
- **Hypothesis 1F:** There would be no significant difference between Mathematics, science, and arts subjects' of the primary school teachers in their teaching aptitude.
- **Hypothesis 1G:** There would be no significant difference between ages below 40 and above 40 years of the primary school teachers in their teaching aptitude.
- **Hypothesis 1H:** There would be no significant difference between the primary school teachers' teaching aptitude and the above 20 years and below 20 years of teaching experience.
- **Hypothesis 1I:** There would be no significant difference between married and un married of the primary school

teachers in their teaching aptitude.

- **Hypothesis 2:** Primary school teachers possess a high interest in teaching.
- **Hypothesis 2A:** There would be no significant difference between male and female of the primary school teachers in their interest in teaching.
- **Hypothesis 2B:** There would be no significant difference between rural and urban of the primary school teachers in their interest in teaching.
- **Hypothesis 2C:** There would be no significant between the Government and Private of the primary school teachers in their interest in teaching.
- **Hypothesis 2D:** There would be no significant difference between residential and non-residential of the primary school teachers in their interest in teaching.
- **Hypothesis 2E:** There would be no significant difference between D.Ed and B.Ed qualified primary school teachers in their interest in teaching.
- **Hypothesis 2F:** There would be no significant difference between Mathematics, science, and arts, subject of the primary school teachers in their interest in teaching.
- **Hypothesis 2G:** There would be no significant difference between ages below 40 and above 40 years of the primary school teachers in their interest in teaching.
- **Hypothesis 2H:** There would be no significant difference between the above 20 years and below 20 years of teaching experience of the primary school teachers in their interest in teaching.
- **Hypothesis 2I:** There would be no significant difference between married and unmarried of the primary school teachers in their interest in teaching.
- **Hypothesis 3:** Primary school teachers are possessing high teacher effectiveness.
- **Hypothesis 3A:** There would be no significant difference between male and female of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3B:** There would be no significant difference between rural and urban of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3C:** There would be no significant between the Government and Private of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3D:** There would be no significant difference between the residential and non-residential of the primary school teachers in their teaching effectiveness.
- **Hypothesis 3E:** There would be no significant difference between D.Ed and B.Ed qualified of the primary school teachers in their teacher effectiveness.
- **Hypothesis 3F:** There would be no significant difference between Mathematics, science, and arts, subject's

primary school teachers in their teacher effectiveness.

- **Hypothesis 3G:** There would be no significant difference between ages below 40, and above 40 years of the primary school teachers in their teacher effectiveness.
- **Hypothesis 3H:** There would be no significant difference between above 20 years and below 20 years of teaching experience in the primary school teachers in their teaching effectiveness.
- **Hypothesis 3I:** There would be no significant difference between married and unmarried of the primary school teachers in their teacher effectiveness.
- **Hypothesis 4:** There would be no significant relationship between teaching aptitude and interest in teaching of the primary school teachers.
- **Hypothesis 5:** There would be no significant relationship between teaching aptitude and teacher effectiveness in primary school teachers.
- **Hypothesis 6:** There would be no significant relationship between interest in teaching and the teacher effectiveness of the primary school teachers.

## **VARIABLES OF STUDY**

### **A. Independent Variables**

1. Teaching aptitude
2. Interest in teaching

### **B. Dependent Variable**

3. Teacher effectiveness

### **C. Demographic Variables**

4. Gender
5. The locality of the school
6. Type of institute
7. Type of school
8. Level of professional qualification
9. Subject Dealing
10. Age
11. Experience
12. Marital status

## **METHOD OF THE STUDY**

The aspects of observation, planning, the technique to be followed, and its description and analysis of what occurs under particular circumstances are all included in the entire research project. The researcher chose the normative survey method for the current investigation.

### **The Population of the Study**

"Any group of people with one or more traits they share that are relevant to the research is referred to as a population. The population could be the entire group of people that fit a certain type or a more statistical aspect of the work." (1977, John W. Best). The totality of all objects with a given set of distinctive qualities, known as the population or universe, is what the sample is attempting to infer from. All primary school teachers from the Guntur district of Andhra Pradesh who work in public, private, and government institutions make up the study's population.

### **Scope of the Study**

The 600 primary school teachers in the Andhra Pradesh district of Guntur were the subjects of the current study, which examined several aspects of the relationship between teaching aptitude, interest in teaching, and teacher effectiveness. Numerous demographic factors, including gender, location of the school, type of institute, type of school, level of professional qualification, age, experience, subject matter, and marital status, have been identified in this study and are anticipated to have an impact on primary school teachers' teaching aptitude, interest in the subject matter, and effectiveness.

### **Sample for the Study**

Simply put, a sample is a portion of the population. The sample must be a suitable size for statistical analysis and be representative of the population from which it was taken. There are 600 primary school teachers from the Guntur district of Andhra Pradesh working in public and private schools. The random sampling technique was used to choose the sample. The procedures used to choose samples from a population typically require a rigorous approach because the sample will aid in testing a population-related hypothesis. The purest type of probability sampling is random sampling. Each person in the population has a known, equal chance of being chosen. Techniques for random sampling were used to choose the sample. 600 teachers from the Guntur district of Andhra Pradesh are included in the sample.

### **Tools of the Study**

For the successful completion of the investigation, we need specific tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

1. Teaching Aptitude Test (TAT) standardized by Gakhar and Rajnish (2010).
2. Interest in Teaching Scale was constructed and standardized by S.B. Kakkar. (KITS, 2011)
3. Teacher Effectiveness Scale (KTES) standardized by Umme Kulsum (2011)

## **DATA ANALYSIS**

### **Whole sample of data analysis of teaching aptitude of the primary school teachers**

**Objective 1:** To find out the teaching aptitude of the primary school teachers and to classify them. In the above



objective, the samples' scores were calculated to arrive at the Mean, Standard deviation, and % of the sample's mean. The results are as follows in Table 4.1

**Table.4.1: Whole Sample data Analysis in Teaching Aptitude**

Whole	Mean	SD	% of mean	1/5 <sup>th</sup> of Mean
600	24.80	9.54	70.85	4.96

**Interpretation**

As per the whole sample in teaching aptitude, all primary school teachers fall under the above average in their Teaching aptitude.

**Hypothesis 1 A Testing**

**Table 4.4: Teaching Aptitude Gender Wise Analysis**

Gender	No	Mean	% of mean	SD	S.Ed	't'
Male	300	22.37	63.91	9.34	0.74	2.33*
female	300	24.12	68.91	9.12		

**Interpretation**

The "t" value is 2.33, which is significant at the 0.05 level, according to the above table (4.4). Therefore, at the 0.05 level, the hypothesis is rejected for the variable "gender." The outcome demonstrates that gender affects a teacher's aptitude. There are differences in the levels of teaching aptitude between male and female teachers. When compared to male teachers, female teachers perform better in terms of teaching aptitude.

**Hypothesis 1 B Testing**

**Table 4.5: Teaching Aptitude Locality wise Analysis**

Locality	No	Mean	% of mean	SD	S.Ed	't'
Rural	300	21.19	60.54	9.06	0.761	2.32*
Urban	300	20.96	59.88	9.71		

Significant at 0.05 levels.

**Interpretation**

The "t" value is 2.32, which is significant at the 0.05 level, according to the table 4.5 above. As a result, at the 0.05 level, the hypothesis is rejected for the variable "Locality". The teaching aptitude of primary school teachers vary across rural and urban schools. Primary school teachers in rural areas do better in terms of their teaching aptitude.

**Hypothesis 1C Testing**

**Table 4.6: Teaching aptitude Type of institute wise analysis**

Type of institute	No	Mean	% of mean	SD	S.Ed	't'
Government	250	20.41	58.31	9.21	0.784	0.96
Private	350	21.65	61.85	9.22		

Not significant at 0.05 levels.

**Interpretation**

The "t" value is 0.96, which is not significant at the 0.05 level, according to the aforementioned table (4.6). Therefore, the null hypothesis is accepted at the 0.05 level for the "Type of institute" variable. The outcome demonstrates that the

teaching aptitude of primary school teachers in public and private schools are unaffected. Teachers in public and private primary schools are equally qualified to teach.

#### Hypothesis 1D Testing

**Table 4.7: Teaching Aptitude Type of School Wise Analysis**

Type of school	No	Mean	% of mean	SD	S.Ed	't'
Non-Residential	350	23.92	68.34	9.24	0.77	1.44
Residential	250	22.04	62.97	9.14		

Not significant at 0.05 levels.

#### Interpretation

The "t" value is 1.44, which is not significant at the 0.05 level, according to the aforementioned table (4.7). Therefore, the null hypothesis is accepted at the 0.05 level for the "Type of school" variable. The findings indicate that primary school teachers in residential and non-residential settings share the same degree of teaching competence.

#### Hypothesis 1E Testing

**Table 4.8: Teaching Aptitude Level of Education Wise Analysis**

Qualification	No	Mean	% of mean	SD	S.Ed	't'
B.Ed	375	23.19	66.25	9.81	0.80	1.91NS
D.Ed	225	24.72	70.62	9.54		

Not significant at 0.05 levels.

#### Interpretation

The "t" value is 1.91, which is not significant at the 0.05 level, according to the aforementioned table (4.8). Therefore, the null hypothesis for the variable "Level of Education" is accepted at 0.05. The outcome demonstrates that the primary school teachers' D.Ed and B.Ed degrees had an equivalent impact on their ability to teach.

#### Hypothesis 1F Testing

**Table 4.9: Teaching aptitude Subject dealing wise analysis**

Subject dealing	No	Mean	Df	SSM	SSW	'F' value
Mathematics	200	23.45	597	224.79	86.58	2.59
Science	175	21.63				
Arts	225	23.60				
Not significant at 0.05 levels.						
Subject dealing	SS	df	MS	F		
Within group	627.93	2	224.79	2.59		
Between group	11970.47	597	86.589			
Total	12598.40	599				

#### Interpretation

The "F" value is 2.59, which is not significant at the 0.05 level, according to the aforementioned table (4.9). Therefore, at a 0.05 level, the hypothesis is accepted for the "subject dealing" variable. The outcome demonstrates that teachers of math, science, and the arts are equally qualified to teach.

#### Hypothesis 1G Testing

**Table 4.10: Teaching Aptitude age Wise Analysis**

Age	N	Mean	% of mean	SD	S.Ed	't'
Above 40 years	350	23.92	68.34	9.24	0.77	3.74*
Below 40 years	250	21.04	60.11	9.14		

Significant at 0.05 levels.

**Interpretation**

The "t" value is 3.74, which the aforementioned table (4.10) suggests is significant at the 0.05 level. Therefore, at a 0.05 level, the hypothesis is disproved for the variable "age." The findings demonstrate that primary school teachers' teaching competence varies depending on their age, between those under and over 40. Primary school instructors that are older than 40 do better in terms of their teaching abilities.

**Hypothesis 1H Testing**

**Table 4.11: Teaching aptitude Teaching Experience wise analysis**

Experience	N	Mean	% of mean	SD	S.Ed	't'
Above 20 years	275	23.52	67.20	9.49	0.75	4.54**
Below 20 years	325	20.09	57.40	9.82		

Significant at 0.05 levels.

**Interpretation**

The "t" value is 4.54, which is significant at the 0.05 level, according to the table (4.11 above). Therefore, at a 0.05 level, the hypothesis is disproved for the "teaching experience" variable. The findings indicate that primary school instructors with more than 20 years of experience in the classroom have different degrees of teaching aptitude than those with less than 20 years. Primary school instructors do better in terms of their teaching aptitude when they have more than 20 years of experience.

**Hypothesis 1I Testing**

**Table 4.12: Teaching aptitude Marital status wise analysis**

Marital status	N	Mean	% of mean	SD	S.Ed	't'
Married	350	20.09	57.40	9.07	0.76	4.51
Unmarried	250	23.52	67.20	9.04		

Significant at 0.05 levels.

**Interpretation**

The "t" value is 4.51 in the table above (4.12), which is significant at the 0.05 level. Therefore, at a 0.05 level, the hypothesis is disproved for the "Marital status" variable. The findings indicate that married and single primary school teachers exhibit varying degrees of teaching competence. Primary school teachers that are single perform better in terms of their teaching aptitude.

**Hypothesis 3A Testing**

**Table 4.16: Interest in teaching Gender wise analysis**

Gender	No	Mean	% of mean	SD	S.Ed	't'
Male	300	18.11	67.07	9.24	0.71	1.28
Female	300	19.02	70.44	9.46		

Not significant at 0.05 levels.

### Interpretation

The "t" value is 1.28, which, according to the aforementioned table (4.16), is not significant at the 0.05 level. Therefore, at the 0.05 level, the hypothesis is rejected for the variable "gender." The outcome demonstrates that gender has little bearing on teaching interest. Teachers of both sexes share the same levels of interest in their profession. Female primary school teachers had higher levels of interest in teaching than male teachers.

### Hypothesis 1B Testing

**Table 4.17: Interest in teaching Locality wise analysis**

Locality	N	Mean	% of mean	SD	S.Ed	't'
Rural	300	19.72	73.03	9.01	0.62	1.70
Urban	300	18.08	66.96	9.27		

Not significant at 0.05 level

### Interpretation

The "t" value is 1.70, which is not significant at the 0.05 level, according to the above table (4.17). As a result, the null hypothesis is accepted at the 0.05 level for the variable "Locality". Teachers in both urban and rural elementary schools are passionate about their jobs.

### Hypothesis 1C Testing

**Table 4.18: Interest in teaching Type of institute wise analysis**

Type of institute	N	Mean	% of mean	SD	S.Ed	't'
Government	250	19.12	70.81	9.08	0.61	3.01
Private	350	17.28	64	9.13		

Significant at the 0.05 levels.

### Interpretation

The "t" value is 3.01, which is significant at the 0.05 level, according to the table (4.18 above). As a result, the hypothesis is disproved at the 0.05 level for the "Type of institute" variable. The findings demonstrate how primary school teachers in public and private schools affect students' enthusiasm in teaching. Primary school teachers in public and private schools have varied degrees of education. Primary school teachers in public schools do better than those in private schools.

### Hypothesis 1D Testing

**Table 4.19: Interest in teaching Type of school wise analysis**

Type of school	N	Mean	% of mean	SD	S.Ed	't'
Residential	350	17.16	63.55	9.71	0.69	3.66
Non-residential	250	19.69	71.36	9.20		

Significant at 0.05 levels.

### Interpretation

The "t" value is 3.66, which, according to the table above (4.19), is significant at the 0.05 level. As a result, the hypothesis is disproved at the 0.05 level for the "Type of school" variable. The findings indicate that primary school teachers in residential and non-residential settings are at various stages of their teaching careers. When compared to residential primary school teachers, non-residential primary school teachers are superior.

**Hypothesis 1E Testing**

**Table 4.20: Interest in teaching Level of Education wise analysis**

Level of Education	N	Mean	% of mean	SD	S.Ed	't' value
B.Ed	375	18.11	67.07	9.41	0.71	1.61
D.Ed	225	19.26	71.33	9.21		

Not Significant at 0.05 levels.

**Interpretation**

The "t" value is 1.61, which is not significant at the 0.05 level, according to the above table (4.20). Therefore, the null hypothesis for the variable "Level of Education" is accepted at 0.05 levels. The outcome demonstrates that primary school teachers with D.Ed. and B.Ed. degrees have similar levels of interest in teaching.

**Hypothesis 1G Testing**

**Table 4.21: Interest in teaching Subject dealing wise analysis**

Subject	N	Mean	Df	SSM	SSW	'F' value
Mathematics	200	18.11	597	495.405	84.375	5.87
Science	175	16.07				
Arts	225	19.2				
Significant at 0.05 levels.						
Subject dealing	SS	df	MS	F		
Within group	753.51	2	495.40	5.87		
Between group	5587.73	597	84.37			
Total	6341.24	599				

**Interpretation**

The "F" value is 5.87, which, according to the above table (4.21), is significant at the 0.05 level. Therefore, at a 0.05 level, the hypothesis is disproved for the "subject dealing" variable. The findings indicate that teachers of mathematics, science, and the arts have varying levels of interest in their jobs. Primary school art teachers score better in terms of their commitment to teaching.

**Hypothesis 1H Testing**

**Table 4.22: Interest in teaching Age wise analysis**

age	N	Mean	% of mean	SD	S.Ed	't'
Above 40 y.	350	18.87	69.88	9.18	0.72	1.18
below 40 y	250	18.02	66.74	9.04		

Not significant at 0.05 levels.

**Interpretation**

The "t" value is 1.18, which is not significant at the 0.05 level, according to the above table (4.22). Therefore, at a 0.05

level, the hypothesis is accepted for the variable "age". The findings indicate that primary school teachers' levels of interest in teaching are the same for those under and over 40.

### Hypothesis 2H Testing

**Table 4.23: Interest in teaching Teaching experience wise analysis**

Experience	N	Mean	% of mean	SD	S.Ed	't'
Above 20 years	275	16.24	60.14	9.78	0.75	3.72
below 20 years	325	19.03	70.48	9.54		

Significant at 0.05 levels.

### Interpretation

The "t" value is 3.72, which the aforementioned table (4.23) suggests is significant at the 0.05 level. Therefore, at a 0.05 level, the hypothesis is disproved for the "teaching experience" variable. The findings indicate that primary school teachers' levels of interest in teaching vary depending on whether they have more than 20 years of experience teaching or less. Primary school teachers do better in their interest in teaching when they have fewer than 20 years of experience teaching.

### Hypothesis 2I Testing

**Table 4.24: Interest in teaching Marital status wise analysis**

Marital status	N	Mean	% of mean	SD	S.Ed	't'
Married	350	17.08	63.25	9.07	0.68	2.94
Unmarried	250	19.09	70.70	9.04		

Significant at 0.05 levels.

### Interpretation

The "t" value is 2.94, which is significant at the 0.05 level, according to the table (4.24 above). Therefore, at a 0.05 level, the hypothesis is disproved for the "Marital status" variable. The findings indicate that there are differences in degrees of interest in teaching between married and single primary school teachers. Primary school teachers who are single do better in terms of their enthusiasm for the profession.

## ANALYSIS OF CORRELATION

**Objective 10:** To find out the relationship between teaching aptitude and interest in teaching of the primary school teachers.

**Hypothesis 4:** There would be no significant relationship between teaching aptitude and interest in teaching of the primary school teachers.

**Table 4.37: Correlation between teaching aptitude and interest in teaching**

Variable	No	df	'r'
Teaching aptitude	600	598	0.629*
Interest in teaching	600		

Significant at 0.05 levels.

### Interpretation

The computed correlation value (r) for teaching aptitude and interest in teaching is 0.629, as can be shown in Table (4.37). At a threshold of significance of 0.01, the estimated r-value exceeds the value in the table. It is concluded that a significant

positive relationship between teaching aptitude and interest in teaching of primary school teachers.

### **Suggestions for Further Research**

No research is ever finished on its own. Every piece of study, no matter the field, has its restrictions. Creating paths for additional research is typically one of the results of conducting any research study. The current study also reopens a number of areas for more inquiry. Following are a few ideas for additional analysis based on the results of the current study:

- a. The primary study participants were teachers in primary schools. The study could be expanded to include senior teachers who teach at various educational levels in order to generalize the results.
- b. Teachers at the college and university levels could be included in this study.
- c. To bridge the gap between these two levels, studies comparing the abilities, teaching effectiveness, and teacher effectiveness of instructors employed in elementary schools may be conducted.
- d. Other Andhra Pradesh Districts may do comparable studies.
- e. In other states around the nation, comparable research might be carried out.
- f. Other factors like emotional intelligence, self-esteem, leadership qualities, etc. may be associated to teaching ability, desire in teaching, and teaching efficiency of different disciplines.
- g. Observation, student performance, self-rating, peer ratings, etc. can all be used to gauge a teacher's efficacy.
- h. Research can be done to determine how factors such as intelligence, interest in teaching, personality, aptitude for mathematics, etc., affect the efficacy of instruction, teaching skills, and attitudes toward teaching mathematics.
- i. Studies could be conducted to ascertain the effects of numerous demographic and personal factors that were left out of the current study on teaching effectiveness, teaching interest, and aptitude.
- j. Research can be done to determine how psychological factors affect teaching ability, interest in teaching, and efficacy of instruction.
- k. A comparable study incorporating several school kinds depending on religion, the preferred method of instruction and the curriculum's structure can be carried out.

### **CONCLUSIONS**

The following conclusions were presented as evidence of the obtained findings; there is a statistically significant difference between male and female primary school teachers. The outcome demonstrates that gender affects a teacher's aptitude. There are differences in the levels of teaching aptitude between male and female teachers. Compared to male teachers, female teachers perform better in teaching aptitude. The teaching aptitude of primary school teachers varies across rural and urban schools. Primary school teachers in rural areas do better in teaching aptitude.

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