

TEACHING APTITUDE AND COMPETENCE IN RELATION SENSE OF RESPONSIBILITY AMONG SECONDARY SCHOOL TEACHERS AND ATTITUDE TOWARDS TEACHING

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Abstract:

Helping kids discover who they are and their entire range of skills is one of the most exciting aspects of being a teacher. In a sequence of actions, the instructor makes an effort to nudge pupils' conduct in the desired direction. Change in education is dependent on what teachers believe and practise. The effectiveness of a teacher affects every aspect of the teaching-learning process. Teachers should be provided with teaching competency for this goal-oriented conduct. Children pick up a lot of their behavioural patterns through imitating others and having role models to follow. Therefore, a teacher's demeanour is crucial both within and outside of the classroom. Students and teachers communicate often. A teacher's demeanour has a significant impact on his pupils since he spends the most of the school day in close proximity to them.

Teachers need to be enthusiastic about what they do. The efficacy or quality of a teacher is seen to be related to his or her attitude towards the job, contentment with his or her values, fit in the workplace, and professional interests. Further noting that "if the teacher is too rigid, or has a doctrinaire belief that his methods are right and those of anyone who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own," Fontana (1986) said that this is both detrimental to the children and himself. According to the Education Commission (1964–1966), "the quality, competency,

character, and adjustment of teachers undoubtedly the most significant of all the different factors which influence the quality of education and its contribution to national development." This makes it evident that a good teacher should be well-adjusted and have a positive attitude towards their students in order to start the desired learning results. All facets of life have been profoundly impacted by the fast social change as well as the progress of knowledge, science, and technology.

1 Introduction

A responsible teacher is one who upholds the standards set by pupils, organisations, and society and who adheres to the guidelines for their designated tasks. Today's society looks on teachers and schools for fresh knowledge and skills. It also addresses the new issues that instructors in a multicultural society are experiencing. A teacher's teaching approach may be developed using their own beliefs. Consequently, the constantly evolving system has increased the importance and difficulty of the teacher's job compared to before. Should teachers have greater influence in our educational system? Will our instructors be prepared to handle the next challenges when they arise?

The teacher is in charge of everything that occurs in the classroom. Every teacher's actions will have an impact on how pupils behave. Teachers'

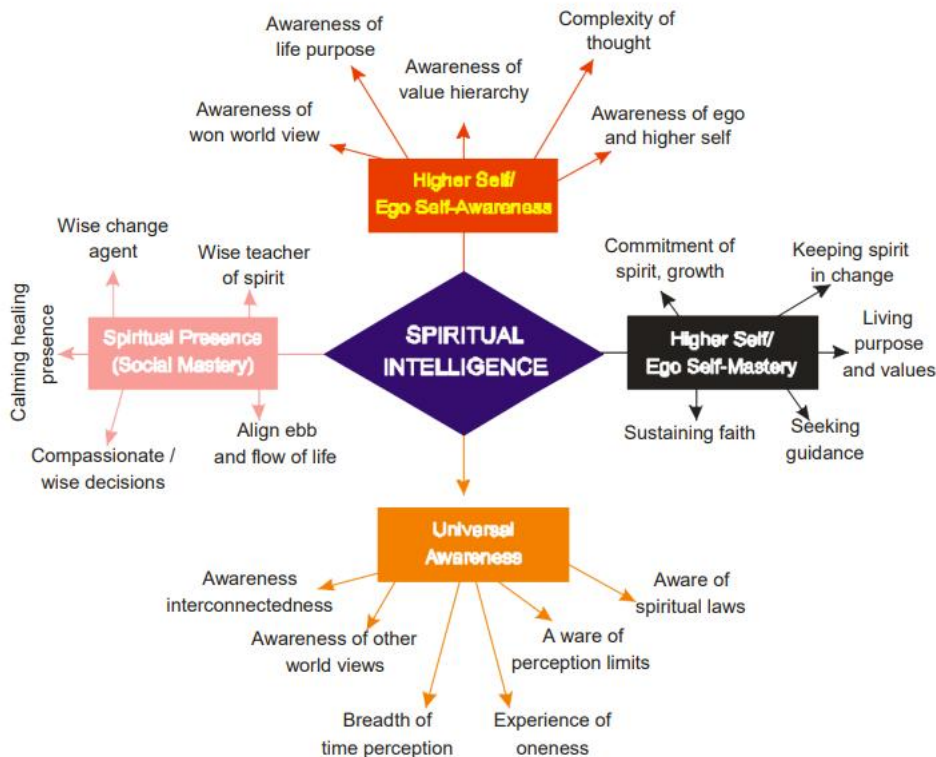
attitudes are infectious; if they smile, children will also smile. Conversely, if a teacher is anxious, the worry will travel to the students. As a result, the instructor bears sole accountability for any mistakes or successes in the classroom. In "Lives in Boundaries," Mike Rose said that "an educator must be an open-minded person who must respect the students' diversities and give love and caring attitudes towards students, with a goal not only to survive but also to nurture in the mind and heart of pupils through education."

A teacher should be a director of learning, a communicator of culture, and a transmitter of values in addition to being a knowledge communicator. Only this instructor teaches by modelling the behaviour he wants his students to exhibit. The role of the teacher in society is crucial, according to Dr Radha Krishnan, who once remarked, "The teacher acts as the

pivot for transmission of intellectual traditions and technical skills from generation to generation and keeps the lamp of civilization burning." Education plays a crucial part in the development and evolution of a country, and instructors at all levels of our educational institutions are accountable for this. According to Prof. Humayun Kabir, teachers serve as the system's central axis. Even the greatest systems are doomed to failure without competent instructors; with skilled teachers, even flaws may be mostly fixed.

Without a question, our teachers are nation-builders who will shape the future of the nation in line with its goals and ideologies. He is the race's torchbearer, and his actions will determine the destiny of his school, his community, his nation, and ultimately,

all of humanity. Teacher, according to H. G. Wells, "makes history." A country's history is written in schools, and the quality of those schools cannot be very different from the calibre of its instructors. Without instructors who are aware of the flexibility of the job and the responsibility that come with it, no amount of large buildings, costly procedures, equipment, and curriculum can satisfy any significant requirement. Ability to Take Wise and Compassionate Action Spiritual intelligence, according to Cindy Wigglesworth (2006), is "the ability to act with wisdom and compassion while maintaining inner and outer peace (equanimity), regardless of the condition." Cindy provided light on twenty one (21), or the talents of mindfulness and dominance in the realms of the subjective and objective mode, in four quadrants.



Personal Meaning Production: It alludes to the ability to distinguish between one's own significance and reason and all other physical and mental interactions, including the ability to create and successfully execute an existence reason. While one may be able to derive meaning from ordinary occurrences and experiences, one may also be able to ascertain the true purpose of his or her existence. This can include finding new, understandable methods to contextualise one's own meaning-making. The ability to extrapolate one's motive across all of life's events is referenced in the aging with point.

PERSONALITY:

Personality is the culmination of a person's somatic, emotional, intellectual, social, and moral makeup and is expressed through behaviour, involvement, convictions, desire, attitude, and belief as well as values, premiums, temperaments, propensities, assessments, recognition, and memory. Our identity is based on who we are and what we anticipate or strive to become. It affects how we behave. It is said to be a representation of an individual's overall behaviour. The Latin term "Persona" that was formerly associated with Greek theatre is where the word "personality" comes from.

Persona refers to the face-covering mask that Greek theatre performers often used while performing. According to psychologists, a person's personality is made up of their physical, emotional, social, mental, and temperamental characteristics. Additionally supporting these viewpoints, Woodworth defines personality as the characteristic of an individual's whole conduct. It embodies all of a person's traits, including instinct, feeling, emotions, sentiments, intellect, ideas, ideals, attitudes, aptitudes, sensations, habits, perception, memory, imagination, and different behavioural patterns. These viewpoints are backed up by Allport's definition of personality, which reads, "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to the environment."

Theories relating to personality

Psychologists advocate a variety of theories that represent various viewpoints on comprehending human personality in an effort to understand the traits and features of people. There are a few personality theories that have

been regarded as the main theories in the literature that is relevant to the study of personality. These ideas include:

Features of qualities: According to the opinions of many psychologists, there are certain common qualities that may be described in the following ways:

Scalability: The scalability of traits. They are statistically quantifiable and scalable.

Flexibility: By their very nature, qualities are not constant; instead, they may change over time and become more stable as a person gets older, but some degree of variability always exists.

Universality: This refers to the idea that certain characteristics, such as weeping, smiling, and experiencing pain, are present in all living things.

Functional unity: The attribute must have functional unity, which required that there were several signals that may change depending on the circumstance or were consistently shown in the person's actions.

Higher order habits are traits: According to Guthrie, a characteristic is a higher order habit that commonly recurs in conduct.

Mental sets make up traits: Some psychologists believe that mental qualities are a set. It is the capacity to react consistently to any circumstance. According to Cason, certain persons have a general propensity to get irritated quickly.

WORK ETHICS

Every profession, department, and organisation has its own set of ethical standards that must be adhered to in order for it to function and thrive. Diverse professions have established ethical standards throughout the years that communicate the message and feeling of obligation that members are required to disclose their job while outlining the common obligations, regulations, and principles that they should have with regard to their profession.

2 Literature survey

One of the crucial steps in the planning of any research project is a thorough assessment of the research journals, books, dissertations, theses, and other sources of information on the topic to be investigated. The researcher needs up-to-date details regarding what has been investigated and done so far in a certain zone. The researcher may make

the most of the findings from earlier studies, draw inferences from those studies, borrow various concepts from the methods used in earlier studies, and create an outline for more research. The review of relevant literature may provide guiding theories, suggested investigative techniques, and thorough facts for interpretative purposes, according to Good (1973).

Reviewing relevant studies might provide you insight into the methods, sample, etc., that other researchers in the field have used. It draws attention to the concepts, explanations, and research hypotheses that were helpful in developing and analysing the current issue. It also offers the investigator valuable pointers on how to approach the issue and tried-and-true methods. The literature in any discipline serves as the foundation for all subsequent research, according to Borg (2007). Our work is likely to be naïf and shallow if we don't establish the basis of knowledge offered by the evaluation of the literature, and we'll often repeat work that has previously been done better by someone else.

A thorough review helps the researcher in the following ways: choosing

variables that are within the scope of his interest; identifying and operationalizing variables; and separating variables that are theoretically and practically significant. It aids in avoiding the pointless, irrelevant, and worthless issue area for the researcher. She may choose a topic that is brand-new, current, and pertinent to the situation at hand in order to increase knowledge in a significant manner. A thorough evaluation of the research journals, books, dissertations, theses, and other sources of information on the subject under study is one of the essential elements in the preparation of any research project. The researcher requires current information regarding what has been looked into and done thus far in a particular zone. The researcher may take use of the results of past studies, draw conclusions from them, borrow different ideas from the methodologies employed in earlier studies, and develop an outline for additional research. According to Good (1973), an examination of the pertinent literature may offer guiding theories, proposed investigative procedures, and

comprehensive information for interpretive purposes.

You may gain insight into the procedures, sample, etc., employed by other researchers in the field by reviewing pertinent studies. It highlights the theories, justifications, and research ideas that were valuable in creating and understanding the current problem. Additionally, it provides the investigator with helpful advice on how to approach the problem as well as tried-and-true techniques. According to Borg (2007), the basis for all subsequent study is the body of knowledge in any given field. If we don't develop the base of knowledge supplied by the examination of the literature, our work is likely to be poor and shallow, and we'll frequently repeat work that has already been done better by someone else.

The researcher can choose variables that are under the purview of his research, identify and operationalize variables, and distinguish between variables that are theoretically and practically significant with the aid of a thorough review.

3 Methodology

The research design is the clear strategy and framework used to conduct the inquiry in order to get the results and conclusions. It serves as the "blue print" for the whole research process, including testing the hypotheses and assessing the data gathered. The arrangement of the strategies put in place ahead of time to ensure that the important data will be gathered in a way that permits analysis of the various hypotheses that were formulated with reference to determining the solution to the research problem can be described as the exploration design. As a result, the study design aids the researcher in confirming the numerous hypotheses by coming to a meaningful and intended conclusion about the connection between variables.

The ability to plan properly is a prerequisite for carrying out a task quickly and efficiently. Any issue, whether it be societal or educational, can only be solved if it is investigated logically and scientifically. The strategy and technique used for the research under review are explored and laid out in detail in this section of the

study. It defines the goals of the study and the best approach to achieving them.

Also included are a discussion of the sample and the instruments used to collect the sample's data. This chapter also covers how to gather data and assess the tool's validity and reliability. Thus, it was done in accordance with the adage that "discoveries cannot be planned, but work must be planned as it leads to discoveries." The strategy and method used to carry out this study are listed below under numerous headings: Studying strategy variables at play Tools for Population and Sample Used Procedure for gathering data employed statistical methods.

The spiritual intelligence of secondary school teachers was assessed using a scale created and standardised by Drs. Santosh Dhar and Upendar Dhar. There were 53 items on the scale. Being more unflappable, sympathetic, open, and effervescent have all been associated with spiritual intelligence. A feeling of completeness, connection at work, and deeper values are all characteristics of spirituality (Gibbons, 2000). There are many ways that spirituality may be used in the

workplace, in organisations, and in business. An unpublished PhD dissertation by McCulloch (2006), who examined the most often cited aspects of spirituality in the workplace, is cited by Braud (2009).

The understanding that workers have an inner existence that is fed and nurtured by meaningful work performed in a setting of community is another definition of workplace spirituality. (Ashmos and Duchon, 2000) described what spirituality in business connections indicated and offered suggestions for how it may affect management and worker performance. The authors investigate the potential effects of thought self-leadership (TSL), another administration theory, on the representatives or people who are pushing themselves to feel more spirituality at work.

By focusing on the traits, initiatives, and problems that emerged in several spiritual traditions, McCormick (1994) brought attention to some of the challenges that faced American chiefs who attempted to balance their inner sense of being with their profession. In

order to create a "consensual document" based on the tales consultants shared about times when they felt their spirituality alive in their job, Foley (1999) employed a "appreciative inquiry."

Creation of the Scale: 53 items/statements were finalised and presented on a 5-point Likert scale for administration to 323 executives in different organisations based on the examination of the literature on spiritual intelligence and the opinions of the topic specialists. The gathered information was tabulated, and item-total correlations were calculated to determine whether statements and items had significant coefficients of correlation at the 0.05 level of significance and were kept.

Conviction, Self Efficacy, Inner Harmony, Forgiveness, Achievement Orientation, Self Actualization, Self Realisation, Humane, Just, Generous, Ethical, Privy, Compatible, Altruism, and Optimism emerged as the fifteen components when the data were submitted to factor analysis using SPSS. Six aspects of Spiritual Intelligence resulted from the second order factor analysis of these fifteen

factors: generosity, modesty, conviction, compassion, magnanimity, and optimism. However, factor-total correlations, dimension-total correlations, inter-dimension correlations, and factor-dimension correlations were calculated to investigate the extent of association between the total raw score of the measure and these components and dimensions.

4 Experiments & Results

DATA COLLECTION: New and final scales are generated for the final study with a personal data page after retesting the attitude, stress, adjustment, and teaching competence measures and establishing the behavioural issues inventory of the research. 800 instructors from different secondary schools in Kerala's Kollam District were given access to these five standard tools as part of the current research. The Investigator visited each school to get the data.

after receiving approval from the institution's leader, personally delivered the tools to the professors. They were instructed to fill up the appropriate fields on the personal data sheet for each scale with information

such as their name, sex, credentials, designation, experience, yearly income, number of in-service courses attended, etc. Some of the tools were used without questioning who they were in order to get accurate and true information.

Double Interaction Effect: In the second section, researchers will examine the effects of gender, locus of control, and organisational environment on the effectiveness of high school teachers' instruction. The interaction outcomes are shown as follows:

Research Approach: Researchers should choose the analysis method. It demonstrates how the researchers frame their issue and objectives and convey the findings of the information gathered during the research period. In the present study, the investigator has opted for a descriptive research approach in light of all the aforementioned data in order to gather pertinent and detailed information on the current state of phenomena and assess if a comparison to recognised standards is suitable. Thus, the

descriptive survey technique was justifiable and used.

Interaction effect of Teacher Enthusiasm and Gender (A x B) on Teaching Effectiveness among Secondary School Teachers

A₁B₁: High Teacher Enthusiasm + Female Teachers

A₂B₁: Low Teacher Enthusiasm + Female Teachers

A₁B₂: High Teacher Enthusiasm + Male Teachers

A₂B₂: Low Teacher Enthusiasm + Male Teachers

Interaction effect of Locus of Control and Gender (C x B) on Teaching Effectiveness among Secondary School Teachers

C₁B₁: External Locus of Control+ Female Teachers

C₂B₁: Internal Locus of Control+ Female Teachers

C₁B₂: External Locus of Control+ Male Teachers

C₂B₂: Internal Locus of Control+ Male Teachers

The whole population is the group from which a sample for statistical purposes is drawn in statistics. An vast collection of people or objects that are the focus of a scientific inquiry is known as a research population. The community's welfare is served by the work that is done.

5 Conclusion

The following statistical methods were used to the data processing: On the variable scores, descriptive statistics like Mean and S.D. have been created. The study of the main effects and interactions of the independent factors on the dependent variable was

conducted using a two-way variance analysis (ANOVA). T-test was used

for further investigation when it was discovered that F-value was significant. The thresholds of significance 0.01 and 0.05 were developed to gauge the significance of 't' values."The linear

relationship between variables was investigated using a Pearson 'r' correlation coefficient. Based on teacher motivation, locus of monitoring, and organisational environment, THER Regression has been used to predict teaching effectiveness.

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