

EDUCATION APTITUDE AND SKILLS IN RELATION TO SECONDARY HIGH TEACHERS' SENSE OF ACCOUNTABILITY AND ATTITUDE FOR TEACHING

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Abstract:

One of the most exciting parts of being a teacher is assisting students in learning about who they are and the full spectrum of their abilities. The teacher attempts to steer the behaviour of the students in the desired direction by a series of acts. What teachers think and do affects how education changes. Every facet of the teaching-learning process is impacted by a teacher's efficacy. For this goal-oriented behaviour, teachers should get teaching competence. Children learn a lot of their behavioural patterns by copying others and looking up to role models. As a result, a teacher's attitude matters both within and beyond the classroom. Teachers and students often converse. Since a teacher spends the most of the school day in close proximity to his students, his behaviour has a big influence on them.

Teachers must be passionate about their work. The effectiveness or quality of a teacher is seen to be connected to their attitude towards their work, satisfaction with their values, workplace compatibility, and professional interests. Further stating 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) stated that this is both harmful 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 shows that in order to begin producing the necessary learning outcomes, a competent teacher should be well-adjusted and have a positive attitude towards their pupils. The rapid societal development as well as the advancements in knowledge, science, and technology have had a significant influence on many parts of life.

1 Introduction

Without paying appropriate attention to the teachers who are the foundation of the future administrators, leaders, planners, and builders of the country, the goal of a developed India by the year 2020 would not be achievable. Children who are still developing are susceptible to instructor influence. Teachers are crucial in helping children develop their habits, preferences, manners, and, most importantly, their character. The utmost responsibility for the care and guiding of youngsters has been placed in their hands. A competent teacher's primary duty is to start, lead, and assist students in their academic learning so that each student may grow intellectually, artistically, morally, physically, and emotionally into a contributing member of society.

The demands of everyone, including the instructors, have changed, and

educators are now working throughout a period of time designated by rapid track growth in each field. This causes emotions of worry, fear, stress, anxiety, and pressure. There is an environment of stress and strain everywhere, which indicates that there is a fundamental problem with our model of living and working somewhere. Teaching continues to be one of the many facets of society that is of the utmost importance, and instructors are held to high standards of responsibility. When a teacher learns how to handle their professional obligations, everyone would start to look up. Work ethics are thus seen as being essential to the development of any school, to encouraging teamwork among coworkers as well as to fostering confidence and trust. Every teacher must also conduct themselves morally while speaking with kids and parents. Successful organisations must act ethically, and this is seen to be the

secret to their exceptional performance and long, prosperous lives. Each teacher at the school has a distinct function to play and a duty to fulfil in order to conduct themselves in a professional, moral, diligent, and ethical manner.

2 Literature survey

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.

It helps the researcher avoid irrelevant, unnecessary, and useless subject matter. In order to significantly broaden her knowledge, she can select a subject that is fresh, up to date, and relevant to the issue at hand.

It helps the researcher avoid the inadvertent replication of prior research because it is useless to repeat a study once the stability and validity of its findings have been amply proved. It provides the researcher with ideas for the methodology that will carry the investigation forward.

Relevant literature can be very helpful in determining gaps and overlaps in

earlier research in order to determine the relationship between different aspects that may be utilised in producing different hypotheses.

By reading the pertinent literature, the researcher may select the tools and equipment that will be useful for her or his study.

The researcher can better grasp the statistical techniques to employ in order to establish the study's dependability by consulting related studies.

Understanding the recommendations for additional research that earlier researchers had incorporated into their findings requires reviewing the pertinent literature.

The researcher conducted a search of the literature that was pertinent to the current topic in order to improve the design of the current study and gain understanding of the true nature of the problem. As a result, it is strongly advised to look at the work being done in related industries. The researcher has cited the papers in this chapter that are both directly and indirectly relevant to the study. Using search phrases related to the variables of personality traits, work ethics, and spiritual

intelligence, it was possible to find pertinent books, journals, and reports for this study's literature review. In this chapter, studies on spiritual intelligence have been classed as inconsistent. studies pertaining to personality attributes. investigation of workplace ethics.

The main objective of Sharma & Sharma's 2014 study was to examine how various socio-demographic factors, such as the type of schools, gender, age, location, and experience, affected the spiritual intelligence of secondary school teachers. Using the random sampling approach, 100 secondary school teachers (47 men and 53 women) employed in the Rohtak district were included in the study. King's (2008) Spiritual Intelligence Scale was used to obtain data. It was found that there is no appreciable difference between secondary school teachers' spiritual intelligence based on gender. The outcomes also demonstrate that there are variations in the mean scores of public and private school teachers, as well as teachers of different ages and levels of experience. According to the study, a teacher's level of spiritual intelligence is

unaffected by his or her location, age, gender, or level of experience.

An aspect of spiritual intelligence called critical existential thinking significantly correlated positively with Transcendental Awareness, Personal Meaning Production, Mastery (total, male, and private), Conscious State Expansion (in all groups), Performance Avoidance (private schools), Performance Approach (total, female, and private), and Self Transcendence in all groups, while negatively correlated with Self Directedness (in the total & female groups).

Significantly favourable connections were found between Transcendental Awareness, Mastery (total, male, government & private), Conscious State Expansion (in all the groups), and Performance Approach (total & female), a subdimension of Spiritual Intelligence. Transcendental awareness was significantly and favourably related to mastery (in all groups), conscious state expansion (in all groups), cooperativeness (total, male, government & private), self-directedness (total, male and government), and self transcendence (in all groups). Work Avoidance

(female), Mastery (all groups), Cooperativeness (male & female), Performance Avoidance (total, private female), Self Directedness (total, male & government), and Self Transcendence (all groups) all had positive correlations with Conscious State Expansion, a subdimension of Spiritual Intelligence.

The purpose of the study, conducted by Sarita Sood and Arti Bakhshi in 2013, was to ascertain the relationship between students' mental health, resiliency, and spiritual intelligence. Using the purposive sample technique, information was acquired from 120 students at the University of Jammu and the Indira Gandhi National Open University. Resilience and all of the elements of Spiritual Intelligence were found to be positively associated ($p < 0.01$) with one another. Additionally, the findings indicate a positive correlation between resilience and mental health ($p = 0.01$). The t-test results show that resilience, general mental capacity, and the components of spiritual intelligence differ amongst students from two different colleges. Regression analysis suggests that resilience and spiritual wisdom play a

key role in the explanation of mental health. Resilience and some facets of spiritual intelligence can both predict and partially explain mental health.

3 Methodology

The study methodology is concerned with the current phenomenon in terms of circumstances, customs, beliefs, processes, relationships, or patterns. Each examination is acknowledged based on the idea that its various goals and methods are unique. As a result, several different techniques have been developed. It explains the current state of the research effort as the current researcher intends to investigate the association between spiritual intelligence and personality qualities with work ethics of secondary school teachers. It entails interpretation, comparison, measurement, categorization, assessment, and generalisation; all of these activities serve to better understand and address important educational issues.

This is a correlational and comparative research. In the comparison section, results of secondary school teachers are compared based on gender in terms of spiritual intelligence, dimensions of

personality characteristics, and work ethics. Regression analysis is used to look at the role that spiritual intelligence and personality traits play as a predictor of work ethics in secondary school teachers. This analysis looks at correlations between various aspects of spiritual intelligence and work ethics, correlations between various personality traits and work ethics, and intercorrelations between these variables.

VARIABLES IMPLEMENTED

In the current research, demographic factors such as gender and spiritual intelligence were treated as demographic variables whereas work ethics and personality trait dimensions were treated as independent variables. The following factors are used in the

study: Unrelated variable: Intelligence of the Spirit Dimensions: Benevolence Modesty Conviction Kindness Magnanimity Optimism.

Sampling Technique

Although it is impracticable, it is not absolutely impossible to measure the whole population. As a result, a sample from the relevant population might be taken in order to gather data. A straightforward random selection approach was used in the current research to choose the sample of 260 secondary school teachers from Delhi government institutions. 18 Government schools were therefore arbitrarily chosen to gather the data. Below is a list of the schools used as samples:

Table 3.1 :list of the schools used as samples:

S. No	SCHOOL NAME	MALE	FEMALE	TOTAL
1	Govt. Co-Ed. S. S. School, Site-1, Sec.6, Dwarka, N. Delhi	04	09	13
2	Govt. Co-Ed. S. S. School, Site II, Sec. 6, Dwarka, N. Delhi	04	11	15
3	Sarvodya Bal Vidhayala, Sec.1, Pket 7, Dwarka, N. Delhi	20	00	20
4	Govt. Co-Ed. S. S. School, Mahaveer Encl., Dwarka, N.D.	05	09	14
5	Sarvodya Bal Vidhayala, C-Block, Jankpuri, New Delhi	08	00	08
6	Govt. Co-Ed. S.. Sec. School, Sec. 22, Dwarka, New Delhi	08	06	14
7	Govt. Boys Sen. Sec. School, Nangloi, N. Delhi	11	07	18
8	Govt. Girls Sen. Sec. School, Nangloi, New Delhi	00	19	19
9	Govt. Co-Ed S. S. School, Panjabi Basti, Nangloi, N. Delhi	14	06	20
10	Govt. Boys S. Sec. School, C-Block, Sultan Puri, N. Delhi	11	11	22
11	Sarvodya Kanya Vidhayala, Moti Nagar, New Delhi	04	10	14
12	Govt. Co-Ed. Sen. Sec. School, BindaPur, New Delhi	06	09	15
13	Sarvodya Bal Vidhayala, No. 1, ShakarPur, New Delhi	14	07	21
14	Sarvodya Kanya Vidhayala, No. 1, SagarPur, New Delhi	00	08	08

Research on personality has shown that it is a complicated notion, and measuring it and defining it are both difficult tasks. One component or personality dimension cannot adequately capture the complexity of Dependence, Balance, Temperament, High Adjustment, Low Adjustment, and High-Low Anxiety are these aspects. Inventory description: There are 120 things total in the current inventory. The following personality measures are associated to each of the

personality. It has several dimensions. The current assessment, which measures six personality traits, is an effort to close the gap. Extroversion, Introversion, High Self-Concept, Low Self-Concept, Independence, 20 items: Self-concept of Introversion and Extraversion Independence-Dependence Temperament Modification Anxiety Each question has three possible answers: "Yes," "Sometimes," and "No," which indicate how much the material is

agreed upon or disagreed with. The current exam may be given both independently and in a group setting. The amount of inventory that may be

completed is unlimited. Typically, it takes 45 to 50 minutes. The top page of the inventory has the normal instructions written on it.

Table 3.1 For providing the response, a separate response-Sheet given.

S. No.	Sub-scale	Correlation-Coefficient
1.	Introversion – Extroversion	.82
2.	Self-Concept	.84
3.	Independence – Dependence	.78
4.	Temperament	.87
5.	Adjustment	.79
6.	Anxiety	.86
	Total	.74

Even Nevertheless, the current inventory has content validity since the goods were carefully chosen and collected from either well-known tests or based on the judgements of experts. The validity-coefficient was obtained after the current test and the following tests were given to a group of 100 students who weren't part of the sample above in order to determine external validity.

4 Experiments & Results

Research Sample: A sample is a representative selection from a population. It is a more condensed demographic category that shares traits with the whole population. Ambala, Karnal, Faridabad, Gurugram, Hisar, and Rohtak are Haryana's six divisions. The district of Rohtak was selected by lottery out of one division. Thus, 511 high school teachers made up the final sample for this investigation. For data gathering, multiple-stage random sampling techniques were used.

Additional evaluation criteria were teacher enthusiasm, organisational atmosphere, and locus of control. For both male and female instructors, the excitement measure for a teacher has been assessed as (high, medium, and poor) based on the standards in the handbook. The instructors with ratings of 156 and above were noted as having a high level of teaching fervour. Teachers who had scores between 141 and 145 were considered to have an average level of teacher excitement, while those who received scores between 140 and 140 were considered to have a low level of teacher passion. According to the paradigm's need for 2x2 cells, the distribution of the cells to assess the interplay between instructor enthusiasm and gender in teaching effectiveness is shown in this picture.

The male and female instructors are grouped together based on the norms in the handbook of locus of control tests (external control locus, average control locus, and internal control locus). Teachers with external control sites were those with test scores of 92 or above on the external control test sites. Teachers with an internal control

position were those with scores of 75 or below, while those with a mean control status were those with scores between 76 and 91. As needed by the 2x2 cells of the paradigm, the distribution of cells to test the interaction impact of control locus and gender on the efficiency of teaching was revealed.

Teachers were assessed (high, medium, and poor) in accordance with the organisational environment test manual's standards. Teachers with a strong organisational climate ranking were those who scored 248 or above. instructors who had scores between 212 and 247 were considered to have an average organism environment, while instructors who received scores between 211 and 211 were seen to have a poor organisation. According to the paradigm's need for 2x2 cells, the distribution of cells for the investigation of the effects of the organisational environment and gender on teaching effectiveness was thus shown in the figure.

With regard to many aspects of Teacher enthusiasm, the scale has been broken down into 5 dimensions. (1) Passion (2) Accountability (3) Method

of instruction 4. Positivity; 5. A desire to learn. The total creation of instructors is the dynamic pattern in the contemporary educational system. The researcher created the scale after doing some study on teachers' passion.

5 conclusion:

Regarding the home elements of teachers' adjustment, there is no discernible difference between public and private school instructors; nevertheless, the emotional, educational, and social dimensions are all important. In terms of home, emotional, school, and social adjustment, public school teachers are better adjusted than private school instructors.

When it comes to preparation, presentation, closing, assessment, and administration, there is no discernible difference between instructors in public and private schools.

The location of the school has little effect on the numerous facets of a teacher's behavioural issues, including work, uncalled-for rage, mental illness, drug addiction, prejudice against students, family, the institution's head and issues relating to kids.

The location of the school has had a considerable impact on all aspects of teacher attitude, including the teaching profession, classroom instruction, child-centered practises, educational process, students, and teacher attitude. In every aspect of teacher attitude, rural instructors are more positive than urban ones.

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