



**“A STUDY OF IMPACT OF TEACHING APTITUDE AND EFFECTIVENESS OF
TEACHERS ON MENTAL HEALTH AND LIFE SKILLS OF STUDENTS OF 9TH
STANDARD OF CBSE AND U.P. BOARD SCHOOLS OF BAREILLY DISTRICT IN
URBAN AND RURAL AREA’S”**

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Abstract

A study was investigated on 144 prospective teachers to find out the effect of mental health on study habits, teaching attitude and academic stress among prospective teachers and 650 students of 9th standard of CBSE and U.P. Board Schools of Bareilly district in urban and Rural Area's. Mental Health Status inventory developed by Reddy, Study Habits inventory developed and Teaching Attitude inventory developed by Prabhakar and Scale for Assessing Academic Stress developed by Sinha, Sharma and Mahendra was used to assess the mental health, study habits, teaching attitude and academic stress of the prospective teachers. Results revealed that there is significant impact of mental health on study habits, teaching attitude and academic stress of prospective teachers.

Keywords: Teacher effectiveness, Teaching Aptitude, Mental health and life skill .

Introduction

Teacher effectiveness begins with each teacher's ability to apply the instructional strategies and cover the appropriate material as outlined in the scope and sequence of the selected curriculum. Schools spend a significant amount of time in pedagogues specific professional development and with good reason. Coexistent high quality instruction is directly affected by teachers' level of pedagogical expertise as well as their level of mastery using the instructional materials

The relationship between teacher and student is determined in part by the teachers' attitude towards the student and in part by the students' attitude towards the teacher. These attitudes depend on how the teacher and the student perceive each other. Effective and productive learning on the part of pupils can be achieved only when teachers are endowed with positive attitudes towards their profession. The

success of education does not depend on designing aims and objectives, but on the academic and professional preparation of teachers. For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a professional is depends on his attitudes, values and beliefs. A positive or favorable attitude makes the teachers' work not only easier but also more satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task of a teacher difficult, more tedious and unpleasant. At the heart of teacher effectiveness is the teacher's ability to understand the individual profiles the strengths and weaknesses of every student in the classroom. Although data-driven instruction has long been a focus of districts across the country, the complex challenge of connecting student data to the appropriate instructional strategies and resources remains one of the greatest obstacles to teacher effectiveness.

Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life .Mental health stands for a balance that is dynamic.

According to strange: **Abnormal Psychology, 1965, P.440**

"Mental health is no more than as description of learned behaviour that is socially adapted and allows the person to cope adequately with life."

According to Karl Menninger: **The Human mind, 1945 p.102**

Mental health is "The adjustment of human beings to the world and to each other with a maximum effectiveness and happiness.....It is ability to maintain an even temper, an alert intelligence socially considerate behavior and a happy disposition."

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency. The subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills.

METHODS OF THE STUDY

The researcher will be used the Ex-Post factor method in which an attempt is made to study of Teaching Aptitude and Effectiveness of Teachers on Mental Health and Life skills of students of Secondary Schools in Bareilly District. Generally this method is used in those studies in which subjects are sorted on the basis of some naturally occurring characteristics. This method is different from the experimental method in which the independent variable is directly manipulated by the researcher.

POPULATION

The population for the purpose of this study consists of the total number of Students of all Secondary Schools of Bareilly district. In this population only those Schools are included which are affiliated to U.P. Board and Central Board of Secondary Education (CBSE).

SAMPLE

The sample is random. Eight schools will be selected from CBSE Board schools Which is the 10% of the total CBSE Board schools in Bareilly district. In the same manner 10% of the total U.P. Board schools.

SAMPLING TECHNIQUE

The simple random sampling technique will be followed.

TOOL USED

The following tools will be used to collect the data regarding the study-

- (a) Teacher Effectiveness by Shallu Puri and S.C.Gakhar
- (b) Teaching Aptitude by Jai Prakash and R.P.Srivastava
- (c) Mental Health by Arun Kumar Singh and Alpana Sen Gupta
- (d) Life skills by Dr. Chandra Kumari and Ayushi Tripathi

RESEARCH METHOD

The study will be delimited survey cum ex-post facto method.

COLLECTION OF DATA

The data will be collected from the randomly selected schools from CBSE and U.P. Board schools of Bareilly district of 18 CBSE schools. However, 4 teachers and 9 students from each school were sampled .

STATISTICAL TECHNIQUES

To study the problem statement of the research 144 teachers will be selected as a sample from Bareilly district of 18 CBSE schools and U.P. Board schools. In which 86 (40 Male and 46 Female) teacher belonging to Schools of age 25 to 50 years and 58 (30 Male and 28 Female) teacher belonging to rural School aged 25 to 50 years from Bareilly district, will be selected.

The data will be analyzed with help of mean, SD and 'ANOVA test

Table I: Distribution of the Final Sample of the Investigation.

No. of teachers	Male		Female		Total
	Rural	Urban	Rural	Urban	
CBSE School's Teachers	19	16	22	15	72
U.P. Board School's Teachers	21	14	24	13	72
Total	40	30	46	28	144

No. of Students	Male		Female		total
	Rural	Urban	Rural	Urban	

CBSE School's Students	70	86	59	110	325
U.P. Board School's Students	61	95	118	51	325
Total	131	181	177	161	650

Design

Factorial design-ANOVA

Level	A ₁	A ₂
B ₁	B ₁ A ₁	B ₁ A ₂
B ₂	B ₂ A ₁	B ₂ A ₂

1. Type of Teacher

(i).A₁ - CBSE School's Teacher (ii) A₂ - U.P. Board School's Teacher

2. Gender

(i) B₁ CBSE School's Students (ii) B₂ U.P. Board School's Students

Variables:

Independent Variable(Teaching Aptitude and teacher effectiveness):

- (i) Teacher teaching aptitude and teacher effectiveness in Urban Areas
- (ii) Teacher teaching aptitude and teacher effectiveness in Rural Areas

Dependent Variable(Mental Health and life skill of students):

- (i) Mental health and life skill of students Urban Areas Schools

- (ii) Mental health and life skill of students Rural Areas Schools

Proposed statically procedure

The data will carefully analyze and accordingly interpreted as per the norms of the tests. Following steps will be carried out for the data analysis.

- i. Data will be analyzed by calculating Means and S.D for all groups.
- ii. It will be calculated by 'ANOVA' to find out the gender differences. The raw data compared Teaching Aptitude Test Battery (TATB) factors within, in Uraban Areas and Rural Areas Schools Teachers in order to accept or reject the hypotheses.

Table 2. Mean Scores of Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's and U.P. Board School's Teachers and Students

	CBSE School's				U.P. Board School's			
S. No.	TotalScore of Teaching Aptitude of4 Teachers	Mean Score	Total Score ofMental Health of9 Students	Mean Scores	Total Score of Teaching Aptitude of 4 Teachers	Mean Score	Total Score ofMental Health of9 Students	Mean Scores
School -1	1252	313	1080	120	1252	313	900	100
School -2	1385	346	1089	121	1385	346	909	101
School -3	764	191	1062	118	764	191	972	108
School -4	767	192	1071	119	767	192	936	104
School -5	1007	252	1116	124	1007	252	927	103
School -6	857	214	1035	115	857	214	864	96

School -7	1272	318	1008	112	1272	318	918	102
School -8	1340	335	1080	120	1340	335	963	107
School -9	1436	359	1089	121	1436	359	828	92
School -10	528	132	936	104	528	132	882	98
School -11	412	103	981	109	412	103	891	99
School -12	416	104	963	107	416	104	819	91
School -13	845	211	972	108	845	211	873	97
School -14	810	203	981	109	810	203	855	95
School -15	711	178	999	111	711	178	801	89
School -16	952	238	1008	112	952	238	846	94
School -17	505	126	918	102	505	126	909	101
School -18	436	109	927	103	436	109	810	90

Table 3. Descriptive Statistics of Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's and U.P. Board School's Teachers and Students

Variable	Mean	SE Mean	S.D	Minimum	Q1	Median	Q3
Teaching aptitude CBSE	218	10.0	84.9	102.0	131.3	207.0	313.0
Teaching aptitude U.P. Board	218	10.0	84.9	102.0	131.3	207.0	313.0
Teacher effectiveness CBSE	213.89	7.99	67.81	104.0	150.0	221.50	276.0
Teacher effectiveness U.P. Board	198.39	8.07	68.49	94.0	127.0	195.0	259.0

Table 4. Descriptive Statistics of Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's and U.P. Board School's Teachers and Students in Rural Areas.

Variable	Mean	SE Mean	S.D	Minimum	Q1	Median	Q3
Teaching aptitude CBSE	113.5	10.6	45.00	54.0	68.3	108	163.5
Teaching aptitude U.P. Board	111.33	8.57	35.94	55.00	75.25	115.00	144.50
Teacher effectiveness CBSE	102.56	7.86	33.35	50.00	69.25	106.50	132.50

Teacher effectiveness U.P. Board	104.5	9.83	41.72	49.00	62.25	99.00	150.75
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Table 5. Descriptive Statistics of Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's and U.P. Board School's Teachers and Students in Urban Areas.

Variable	Mean	SE Mean	S.D	Minimum	Q1	Median	Q3
Teaching aptitude CBSE	135.67	8.41	25.22	96.00	113.00	144.00	159.00
Teaching aptitude U.P. Board	124.89	7.91	23.73	88.00	103.50	132.00	147.00
Teacher effectiveness CBSE	87.00	9.29	27.86	55.0	63.50	78.0	115.0
Teacher effectiveness U.P. Board	80.22	8.68	26.04	50.0	58.50	72.0	106.6

Hypotheses: The study has been undertaken on the basis of following hypotheses

1. There is no significant difference between Teaching aptitude of the male and female teachers.
2. There is no significant difference between teaching aptitude of the Rural and urban teachers.
3. There is no significant difference between teaching aptitude of the male and female teachers
4. There is no significance of teacher effectiveness on life skills of students of U.P. Board schools of rural area of Bareilly district
5. There is no significance of teaching aptitude on life skills of students of CBSE Board schools of rural area of Bareilly district
6. There is no significance of teacher effectiveness on life skills of students of CBSE Board schools of rural area of Bareilly district.

Table 6.0 One-way ANOVA: Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	99120	99120	26.20	0.000
Error	34	128605	3782		
Total	35	227725			

S = 61.50 R-Sq = 43.53% R-Sq(adj) = 41.87%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Mental Health. Teaching aptitude in mental health of students significantly impacting.

Table 6.1 One-way ANOVA:Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	116806	116806	50.43	0.000
Error	16	37061	2316		
Total	17	153866			

S = 48.13 R-Sq = 75.91% R-Sq(adj) = 74.41%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Mental Health in Urban Areas .Teaching aptitude in mental health of students significantly impacting.

Table 6.2 One-way ANOVA:Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	10707	10707	7.88	0.013
Error	16	21740	1359		
Total	17	32446			

S = 36.86 R-Sq = 33.00% R-Sq(adj) = 28.81%

Value of p-ratio ($0.013 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Mental Health in Rural Areas . teaching aptitude in mental health of students significantly impacting.

Table 7.0 One-way ANOVA:Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for UP School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	129240	129240	34.24	0.000
Error	34	128332	3774		
Total	35	257573			

S = 61.44 R-Sq = 50.18% R-Sq(adj) = 48.71%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Mental Health. teaching aptitude in mental health of students significantly impacting.

Table 7.1 One-way ANOVA: Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for UP School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	143469	143469	61.77	0.000
Error	16	37164	2323		
Total	17	180634			

S = 48.20 R-Sq = 79.43% R-Sq(adj) = 78.14%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Mental Health in Urban Areas . teaching aptitude in mental health of students significantly impacting.

Table 7.2 One-way ANOVA: Mean Scores of Teaching Aptitude (Independent Variable) and Mental Health (Dependent Variable) for UP School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	16806	16806	12.34	0.003
Error	16	21783	1361		
Total	17	38588			

S = 36.90 R-Sq = 43.55% R-Sq(adj) = 40.02%

Value of p-ratio ($0.003 < 0.05$) depicted that there is significant. difference b/w Teachers Teaching Aptitude and Students Mental Health in rural Areas , teaching aptitude in mental health of students significantly impacting.

Table 8.0 One-way ANOVA: Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	91506	91506	37.75	0.000
Error	34	82415	2424		
Total	35	173921			

S = 49.23 R-Sq = 52.61% R-Sq(adj) = 51.22%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Urban Areas .Teaching Effectiveness in mental health of students significantly impacting.

Table 8.1 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	90313	90313	75.00	0.000
Error	16	19267	1204		
Total	17	109580			

S = 34.70 R-Sq = 82.42% R-Sq(adj) = 81.32%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Urban Areas . Teaching Effectiveness in mental health of students significantly impacting.

Table8.2 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for CBSE School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	16200	16200	11.11	0.04
Error	16	23335	1458		
Total	17	39535			

S = 38.19 R-Sq = 40.98% R-Sq(adj) = 37.29%

Value of p-ratio ($0.04 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in rural Areas . teaching Effectiveness in mental health of students significantly impacting.

Table9.0 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for UP School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	65536	65536	26.51	0.000
Error	34	84065	2473		
Total	35	149601			

S = 49.72 R-Sq = 43.81% R-Sq(adj) = 42.15%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health. teaching Effectiveness in mental health of students significantly impacting.

Table9.1 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for UP School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	100352	100352	79.16	0.000
Error	16	20284	1268		
Total	17	120636			

S = 35.61 R-Sq = 83.19% R-Sq(adj) = 82.14%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Urban Areas . teaching Effectiveness e in mental health of students significantly impacting.

Table 9.2 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Mental Health (Dependent Variable) for UP Board School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	11756	11756	13.52	0.002
Error	16	13913	870		
Total	17	25668			

S = 29.49 R-Sq = 45.80% R-Sq(adj) = 42.41%

Value of p-ratio ($0.002 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Rural Areas . teaching Effectiveness in mental health of students significantly impacting.

Table10.0 One-way ANOVA:Teachers Effectiveness (Independent Variable) and Life Skills (Dependent Variable) for CBSE School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	40804	40804	15.57	0.000
Error	34	89080	2620		
Total	35	129884			

S = 51.19 R-Sq = 31.42% R-Sq(adj) = 29.40%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health. teaching Effectiveness in Life Skills of students significantly impacting.

Table10.1 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Life skills (Dependent Variable) for CBSE School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	50774	50774	38.29	0.000
Error	16	21214	1326		
Total	17	71988			

S = 36.41 R-Sq = 70.53% R-Sq(adj) = 68.69%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Urban Areas . Teaching Effectiveness in Life skills of students significantly impacting.

Table 10.2One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Life Skills (Dependent Variable) for CBSE School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	3641	3641	2.11	0.165
Error	16	27577	1724		
Total	17	31218			

S = 41.52 R-Sq = 11.66% R-Sq(adj) = 6.14%

Value of p-ratio ($0.165 > 0.05$) depicted that there is insignificant difference b/w Teachers Teaching Effectiveness and Students Mental Health in rural Areas . Teaching Effectiveness in Life skills of students insignificantly impacting.

Table11.0 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Life skills (Dependent Variable) for UP School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	33428	33428	12.38	0.001
Error	34	91785	2700		
Total	35	125213			

S = 51.96 R-Sq = 26.70% R-Sq(adj) = 24.54%

Value of p-ratio ($0.001 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Life skills. Teaching Effectiveness in Life skills of students significantly impacting.

Table11.1 One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Life Skills (Dependent Variable) for UP School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	42147	42147	30.51	0.000
Error	16	22102	1381		
Total	17	64248			

S = 37.17 R-Sq = 65.60% R-Sq(adj) = 63.45%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Effectiveness and Students Mental Health in Urban Areas . Teaching Effectiveness in Life skills of students significantly impacting.

Table 11.2One-way ANOVA:Teachers' Effectiveness (Independent Variable) and Life Skills (Dependent Variable) for UP School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	2838	2838	2.96	0.105
Error	16	15347	959		
Total	17	18184			

Value of p-ratio ($0.105 > 0.05$) depicted that there is insignificant. difference b/w Teachers Teaching Effectiveness and Students Life Skills in rural Areas . Teaching Effectiveness in Life Skills of students significantly impacting.

Table 12.0 One-way ANOVA:Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for CBSE School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	45939	45939	11.55	0.002
Error	34	135270	3979		
Total	35	181209			

S = 63.08 R-Sq = 25.35% R-Sq(adj) = 23.16%

Value of p-ratio ($0.002 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Life Skills. teaching aptitude in Life Skills of students significantly impacting.

Table12.1 One-way ANOVA:Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for CBSE School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	71065	71065	29.15	0.000
Error	16	39008	2438		
Total	17	110073			

S = 49.38 R-Sq = 64.56% R-Sq(adj) = 62.35%

Value of p-ratio ($0.000 < 0.05$) depicted that there is significant. difference b/w Teachers Teaching Aptitude and Students Life Skills in Urban Areas . teaching aptitude in Life Skills of students significantly impacting.

Table12.2 One-way ANOVA:Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for CBSE School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	1335	1335	0.28	0.378
Error	16	25982	1624		
Total	17	27316			

S = 40.30 R-Sq = 4.89% R-Sq(adj) = 0.00%

Value of p-ratio ($0.378 < 0.05$) depicted that there is insignificant difference b/w Teachers Teaching Aptitude and Students Life Skills in rural Areas .teaching aptitude in Life Skills of students significantly impacting.

Table13.0 One-way ANOVA :Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for UP School's Teachers and Students

Source	DF	SS	MS	F	P
Factor	1	28224	28224	8.79	0.006
Error	34	109167	3211		
Total	35	137391			

$S = 56.66$ $R\text{-Sq} = 20.54\%$ $R\text{-Sq}(\text{adj}) = 18.21\%$

Value of p-ratio ($0.006 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Life Skills. teaching aptitude in Life Skills of students significantly impacting.

Table13.1 One-way ANOVA :Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for UP School's Teachers and Students in Urban Areas

Source	DF	SS	MS	F	P
Factor	1	22614	22614	6.74	0.019
Error	16	53683	3355		
Total	17	76296			

$S = 57.92$ $R\text{-Sq} = 29.64\%$ $R\text{-Sq}(\text{adj}) = 25.24\%$

Value of p-ratio ($0.019 < 0.05$) depicted that there is significant difference b/w Teachers Teaching Aptitude and Students Life Skills in Urban Areas .teaching aptitude in Life Skills of students significantly impacting.

Table 13.2 One-way ANOVA :Teaching Aptitude (Independent Variable) and Life Skills (Dependent Variable) for UP School's Teachers and Students in Rural Areas

Source	DF	SS	MS	F	P
Factor	1	7606	7606	3.72	0.072
Error	16	32753	2047		
Total	17	40358			

$S = 45.24$ $R\text{-Sq} = 18.85\%$ $R\text{-Sq}(\text{adj}) = 13.77\%$

Value of p-ratio ($0.072 > 0.05$) depicted that there is insignificant. difference b/w Teachers Teaching Aptitude and Students Life Skills in Rurals Areas . teaching aptitude in Life Skills of students significantly impacting.

Findings and Conclusions

1. There is no significant difference between male and female teaching aptitude at 0.05level of significance. Research hypothesis is accepted at this significance level. Therefore teaching aptitude of male and female teachers is same. So, gender has no effect on teaching aptitude.
2. There is significant difference between male and female teaching aptitude and students life skills at 0.05level of significance in . Research hypothesis is rejected at this significance level. Therefore teaching aptitude of male and female teachers effect students life skills in rural areas. So, gender teaching has effect on aptitude students life skills in rural areas.
3. There is significant difference between male and female teaching Effectiveness and students life skills at 0.05level of significance in . Research hypothesis is rejected at this significance level. Therefore teaching Effectiveness of male and female teachers effect students Mental health in rural areas as well as in urban areas. So, gender teaching has effect on students Mental health in rural areas as well as in urban areas.

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