

An Empirical Study On The Role Of Aptitude And Attitude Of Teachers In Enhancing Classroom Presence And Engagement Of Students

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Abstract: *In the recent decade, there have been several revisions to teaching methodology. However, far less has been said regarding teachers' ability and attitude. According to experts, new technology or pedagogical tools will be effective only if the teacher has the ability and mindset to utilize them. Additionally, instructors' aptitude and demeanor increase students' interest in attending lessons and being more engaged throughout the class. Students demand value for their time in class. Simultaneously, students want to see how optimistic, up-to-date, and enthusiastic their instructor is about what they are teaching. This article conducts an empirical study with 180 elementary school kids to determine how instructors' competence and attitude impact their attendance and involvement in class. A t-test was used to determine the significance of the reported effect.*

Keywords: *Teaching Aptitude, Teaching Attitude, School Students, Attendance, Engagement*

1. INTRODUCTION:

Fundamental knowledge of aptitude and attitude is the teaching performance via teaching talents and aptitude. However, it should be noted that these are not the only two aspects responsible for the best performance. However, the abilities and aptitude of teachers are certainly the primary concerns to be considered when evaluating teaching performance because they are the core competencies that a teacher should possess to do well in his or her profession and do good to the youth and thus to the nation.

Humans are biological organisms, but their social, cultural, and psychological characteristics are often formed via educational relationships. Several examples demonstrate that formal education is not the only method for a kid to grow; nonetheless, formal education is often seen as the mechanism through which children may make essential strides in their life [1].

A high-quality education strengthens social ties by raising human consciousness in all areas of society. According to the 1972 UNESCO Commission on Education, "education is a fundamental component to build a learning society." It is an educational effort that promotes children's inclusive growth and development. Education aims to develop the human brain, which is incomplete without schooling. Education makes people thinkers; it teaches them to think and decide sensibly. Through education, man is often permitted to receive information

about the outside world, history, and all the necessary data about the current. Education with information and awareness will pave the road for humanity to have a good existence. We are all guided by our fundamental requirements, the most important of which is hunger. However, education teaches us that certain ideals compel us to remain human in addition to our fundamental necessities. Education teaches us fundamental values. Now comes the issue of who and how these principles should be instilled. These ideals are to be instilled in the hearts and brains of the youngsters by the teacher(s), which is why teachers' roles in society are becoming more important [2].

In today's world, national interests are paramount, and education makes us aware of this by instilling national ideals and principles in us. Education has an essential part in the formation and upkeep of a country. With the country's emergence, people's education has become a personal objective, and a national obligation since education is an "ideological state apparatus" (ISA), as described by Antonio Gramsci. [3] The Wood's Despatch of 1854 laid the groundwork for the modern Indian education system. Woods' educational structure begins with the primary level and progresses through middle school, high school, college, and university. During the colonial era, education was focused mainly on generating "clerks" - people who could act as intermediates between the ruling few and the ruled many [4].

Literature Review:

"Creativity" is a phenomenon in which something new and somewhat worthwhile is generated." According to Mel Rhodes, "creativity theories" (especially research into why some individuals are more creative than others) "have concentrated on a range of elements." The four Ps — process, product, person, and location — are often the primary factors [5].

An author investigated the links between instructors' classroom setting thoughtfulness and school adjustment difficulty. The researcher examined the Classroom Information Sheet (CIS), which 33 primary grade teachers completed, and assessed teachers' impressions of structural and psychological characteristics of classroom settings. He discovered substantial correlations between instructors' judgments of the classroom environment and their ratings of children's adjustment. Perceived open personalized class settings were associated with lower-rated adjustment issues [6].

The author attempted to investigate the impact of family influences on self-esteem and teachers' judgments of adjustment after the transfer to junior high school. According to the research findings, an excellent affective and trusting connection seems to support a positive increase in self-esteem and better adjustment after transferring to junior high school [7].

Teachers' three most significant variables are education quality, educator adjustment level, and teacher satisfaction. The research discovered that educators' work satisfaction and adjustment level in their second year of service were evaluated concerning school staffing, especially in difficult-to-fill regions. Staff relationships, child traits, personal success, and school tone were crucial satisfaction factors [8].

In a reanalysis of research data using the teacher-generated creativity prototype, it was discovered that favorite students were more like the innovative prototype than most of the less favorite students. Divergences in notions of Creativity are examined, as are the consequences for promoting creativity in education [9]. As a result, the issue is to lower teacher expenses without jeopardizing teacher ability. Many cost-effective measures are required to lower instructor expenditures per student [10].

The measures of embracing Creativity in an all-inclusive framework intended for education visualization were highlighted. This research work aims to provide a theoretical framework

for teaching Creativity. The research presents a framework from which scientifically based activities and interventions for teaching creativity may be constructed [11].

The research was conducted to investigate how teaching innovatively and Creativity and the relationship between the two. The author distinguished between teaching for Creativity and teaching innovatively that is impactful as an exploration to implementations. This process may occur concurrently and take the form of a dichotomized and assimilated exercise. The association concerning teaching creatively and creative learning must be the association concerning teaching creatively and creative learning to add helpful attention to the reading of imaginative pedagogics [12].

Considering, research is focused on teacher evaluation performance. The researcher emphasized in the study that a teacher's performance evaluation should find its theoretical base of teacher's presenting notions [13]. From Kindergarten through Grade 6, the research focused on the child's adjustment level to verbal abuse. According to the researcher's findings, verbal abuse has a harmful influence on youngsters. Teacher verbal abuse seems to severely impact pupils, which is an established phenomenon for at-risk students[14].

In one of her papers, the author states that "teacher educators, as a professional collective, must work more intensively to build on what has been learned about establishing improved models of teacher preparation." As previously said, the points assist in grasping the criteria linked with such beliefs, which will leave a significant impression and a better connection between the school and the instructor, which is the teaching and learning process [15].

Mathematics-trained instructors have a positive impact on pupils' achievement. Trained instructors have a more significant influence and can motivate their students to adopt best practices because of their abilities using a formative assessment test, a collaborative way to assess a student's aptitude or knowledge. This also allows them to assess the instructors' abilities.

The importance of feedback in developing critical inquiry on the evidence concerned with and its influence on learning and accomplishment was highlighted by researchers. With the assistance of the study, one may pay attention to the fact that displaying feedback to the overall critical impact is the ideal practice through which the proper understanding was provided. As a result, several models examine the specific qualities and settings in which it is successful and confident; often related topics, such as the timing of feedback and the impacts of negative and positive feedback, are also considered [16].

The author presented a teacher and a teacher's trainer in a study piece for making changes to the curriculum in which instructors had no input in planning but were expected to teach. With this, the researcher eventually concluded learning via various knowledge teaching contexts based on planning and teaching Creativity within the confines of a compulsory prospectus; the former provides a greater scope and a wide assortment of practical courses that modify instances that are straightforwardly applied to teacher readers in instructing situations for adult learners [17].

A study examining justified teaching to evaluate the effectiveness and inventiveness of teachers is done. This study advocate focuses on classroom technique and teacher compliance and professional engagement, and teacher's voice [18].

A book was created, and the research focused on the effectiveness of instructors. The writer said in the research that hope is a value that was identified in the study. It may enable the development of a more understandable and all-inclusive national course of action environment for teacher licensing, employment, occupational evaluation, and finally, to a more operational broad timetable for teacher quality up-graduation.

The research was undertaken focused on advanced structured communication in education. The research focuses on the practical adaptation of sophisticated methodical or procedural language to partly laypersons by the same professionals who molded a textual description in the first place. The author also indicated in the research that respondents who commented on their position contemplating an advancement occasion were acutely aware of the difference in the principal's treatment of them or their groups [19].

According to the author, there should be a greater emphasis on creative learning and inventive instruction. The research discovered a comprehensive viewpoint for innovative learning and enhanced instruction in the European school system [20].

The researcher focused on "Cross-Country Evidence on Teacher Performance Pay." According to the author, the general-equilibrium impacts of performance-based teacher pay include long-term incentive and teacher-sorting processes that are frequently overlooked in experimental investigations but are reflected in cross-country comparisons. Across nations, the usage of teacher wage increase for exceptional performance is highly related to math, science, and reading success [21].

Research on "International Pre-Service Educators via Community Service Engagement" was undertaken. The researcher emphasized the understandings of foreign 'pre-service teachers' in Australia in the study, an uncommon group of students who must perform the roles of both students and instructors. The results emphasize various cultural and personal factors related to the professional growth of pre-service teachers and their inter-cultural involvement with members of the host culture. As a result, community service adjustment is considered a chance to strengthen foreign pre-service teachers' inter-and intra-cultural knowledge.

OBJECTIVES OF THE STUDY:

1. To find the role of aptitude and attitude of teachers in enhancing classroom presence and engagement of students
2. To ascertain the role of aptitude and attitude of teachers in enhancing classroom presence and engagement of students

2. RESEARCH METHODOLOGY:

The present study is descriptive wherein the role of teachers' aptitude and attitude in enhancing students' classroom presence and engagement was analyzed. The sample taken for the study is 130. The data were acquired using a structured poll on a five-point scale and analyzed using the mean characteristics and t-test.

Table1 Demographic profile of the respondents

Variables	Number of respondents	% age
Gender		
Males	78	60%
Females	52	40%
Total	130	100%

Education		
High school	22	17%
Graduation	78	60%
Post-graduation	30	23%
Total	130	100%
Age		
25-40	36	28%
40-55	57	44%
55-70	37	28%
Total	130	100%

Table 1 presents the demographic profile of the respondents on the role of aptitude and attitude of teachers in enhancing classroom presence and engagement of students. There are 60% males and 40% females in the study. Among the respondents, 17% have studied high school, 60% are graduates, and 23% are postgraduates. 28% of the respondents are 25-40 years of age, 44% are 40-55 years of age, and 28% are 55-70 years.

Table 2 Mean Value of the factors affecting the role of aptitude and attitude of teachers in enhancing classroom presence and engagement of students

Sr. No.	Role of Aptitude and attitude of teachers in enhancing classroom presence and engagement of students	Mean Score
1.	Aptitude helps to improve the method of teaching	4.13
2.	The way teacher teaches can make or break students' interest in the class	4.11
3.	Teachers' aptitude has a considerable impact on the performance of the students	4.02
4.	Teachers' aptitude builds the goodwill and reputation of the institution	4.09
5.	Teachers need to keep themselves updated with the latest curriculum and methods of teaching	4.15
6.	Teachers should conduct some activities in class for making the class interesting	4.04
7.	Practical sessions give a better understanding of the subject	4.18
8.	Teachers' attitude in class helps control students' behavior	4.10

9.	Research helps in adopting innovative methods of teaching	4.07
10.	Teachers' performance should be appraised based on their attitude in class	4.12

Table 2 shows the opinions of the respondents. It is observed that Practical sessions give a better understanding of the subject with a mean score of 4.18. It is followed by Teachers' need to keep themselves updated with the latest curriculum and teaching methods, a mean score of 4.15. Teachers need to keep themselves updated with the latest curriculum and methods of teaching (4.15), aptitude helps to improve the method of teaching (4.13), and Teachers' performance should be appraised based on their attitude in class (4.12). The way teacher teaches can make or break students' interest in class (4.11), Teachers attitude in class helps control student behavior (4.10), Teachers aptitude builds the goodwill and reputation of the institution (4.09), research helps in adopting innovative methods of teaching (4.07) and Teachers should conduct some activities in class for making class enjoyable (4.04) were also considered necessary. Reasons like Teachers' aptitude has a considerable impact on the students' performance (4.02) were also considered necessary.

Table 3

Sr. No.	Role of Aptitude and attitude of teachers in enhancing classroom presence and engagement of students	Mean Score	t-Value	Sig
1.	Aptitude helps to improve the method of teaching	4.13	7.799	0.000
2.	The way teacher teaches can make or break students' interest in the class	4.11	7.102	0.000
3.	Teachers' aptitude has a massive impact on the performance of the students	4.02	5.904	0.000
4.	Teachers' aptitude builds the goodwill and reputation of the institution	4.09	5.722	0.000
5.	Teachers need to keep themselves updated with the latest curriculum and methods of teaching	4.15	6.616	0.000
6.	Teachers should conduct some activities in class for making the class interesting	4.04	6.198	0.000
7.	Practical sessions give a better understanding of the subject	4.18	8.109	0.000
8.	Teachers' attitude in class helps control students' behavior	4.10	7.914	0.000
9.	Research helps in adopting innovative methods of teaching	4.07	6.833	0.000
10.	Teachers' performance should be appraised based on their attitude in class	4.12	7.480	0.000

Table 3 shows the results of the t-test. It is found from the table that the significance value for all the statements is below 0.05. Hence, all the statements regarding the role of teachers' aptitude and attitude in enhancing students' classroom presence and engagement are significant.

3. CONCLUSION:-

Teaching talents and aptitude have been viewed as crucial attributes of instructors that encourage future teacher success or failure. Teaching skills and aptitude may be described as a distinct quality or talent that separates one teacher from another based on academic competence, teaching abilities, and aptitude that allow the teacher to reach a certain level of competency or accomplishment in a given field. Teaching talents and aptitude are more than a potential ability or a potential capacity. Essentially, teaching qualities and abilities comprise intellectual capacity, many types of skills, and personal characteristics required for successful teaching. These characteristics that define a person's behavior, which often indicates how well he or she can learn to deal with and solve a particular type of problem, as well as teaching abilities and aptitude, are frequently a state or a collection of characteristics in an individual that is indicative of the probable degree to which he or she will be able to acquire any experience, talent, or combination of experiences with good practice.

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