



A COMPARATIVE STUDY ON TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF NAVODAYA AND MORARJI DESAI RESIDENTIAL SCHOOLS IN RELATION TO THEIR TEACHING APTITUDE

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Paper Received On: 20 MAY 2026

Peer Reviewed On: 24 JUNE 2026

Published On: 01 JULY 2026

Abstract

The teacher is most essential in the education field and he/she is the most important pillar in the development of schooling. Teaching aptitude of teacher is a significant issue in teaching and learning progress. The purpose of the study was to find out the relationship between teacher effectiveness and teaching aptitude of teachers. Research reveals a **significant positive correlation** between teaching aptitude and teacher effectiveness. While teaching effectiveness generally improves with higher aptitude scores, comparative studies on residential systems indicate that contextual factors—such as school management, infrastructure, and residential workload—often influence teacher efficacy. There are various segments which affect the idea of good training and add to progression of material quality, ability and character of teacher are especially basic. The piece of teachers in moldings commitment of the understudies depends upon the purpose of training. The purpose of instruction at solid is useful, dynamic and unconstrained improvement and progression of identity. A teacher is huge factor in the instructive framework it is fundamental that he/she should have specific capacity and legitimize the commitment of his business. As showed by Great (1959), showing effectiveness as "the level of accomplishment of a teacher in performing instructional and distinctive commitments decided in his distinction and demand by the possibility of his position." "An aptitude is an intrinsic, procured, learned or created segment of competency to a specific sort of work at a specific level." aptitude infers innate limit with regards to getting the hang of, comprehension or performing. The study suggests that there should be further focal point on developing aptitude skills among teachers through well supervised practices to improve their teacher effectiveness.

Keywords: Comparative Study, Teacher Effectiveness, Secondary School Teachers, Novodaya and Morarji, Residential Schools and Teaching Aptitude.

Introduction:

An aptitude is a piece of a competency to do a particular kind of work at a particular level, which can in like manner be considered 'ability.' Aptitude is a trademark ability to fulfill something. Showing aptitude is a specific limit, plausibility, interest, satisfaction and health in educating calling. Showing Aptitude is capacity to secure ability or mastery with a given measure of getting ready. Showing Aptitude is basic for the teachers to do their occupation viably and can play out his commitment fittingly. It is one of the critical determinants of teacher effectiveness. Bhasin (1988)[^] contemplated that showing aptitude had no quick relationship with teacher assemble participation. Kahlon and Saini (1989)* found that instructing of training courses affect the change of educating aptitude. Victor (2012) presumes that female teacher have more showing aptitude than their accomplice male teachers. Seetharaman (2013)\$ presumes that teacher effectiveness and showing aptitude are sure and on a very basic level related.

Need and Importance of the Study:

Teacher is the crucial stage amid the time spent for education and training. If he/she is capable, genuine, dedicated individual we can be ensured of the nation's future is in their grasp to make great resident. A teacher should have constructive aptitude to deal with the students and to awaken them to touch the statures of human development and to be reliable nationals of the country and moreover awesome individual to serve the overall population in bona fide way. The execution of teacher is unforeseen, in a manner of speaking, on his aptitudes and affirmation. The aptitude of teacher impacts the execution and furthermore direct of the substitute. The idea of teacher training can be upgraded by various techniques viz., improving the instructive projects, upgrading the work on educating etcetera as it might; the most fundamental one is from every angle the aptitude in instructing. Along these lines, in teacher training program it is critical to give adequate noteworthiness to showing aptitude of secondary school teachers.

However, challenges exist and emphasize the important role of teachers in promoting an integrated and engaging learning environment, preparing students for social responsibility. Effective education is based on strong investments in teacher training and professional support. Prioritizing these aspects ensures that education continues to promote social progress and provides intrinsic skills and value to future generations. Sustainable teacher support reinforces the role of educational equipment in promoting personal and collective growth. "Education is

fundamental for achieving full human potential, dwelling an equitable and just society, and promoting national development”.

Henceforth to choose secondary school teachers for teacher training establishments it is basic to have an aptitude test. In this way, the showing aptitude makes the fast approaching teachers instruct feasibly with uncommon power and impressiveness. Thusly, in light of a true blue worry for a huge and making instructive structure for the country, it is huge that the assurance of the teachers should be made on the commence of their educating aptitude. In case the charming credits are to be made in arranged teachers, they require aptitude for these qualities. Without the aptitude, these qualities may not be made to the required levels. In this manner, showing aptitude is a fundamental basic for effective instructing. The inspiration driving the examination is to know the relationship between Teacher Effectiveness of secondary teachers and their Teaching Aptitude and moreover find effect of few variables on the Teacher Effectiveness.

Teacher Effectiveness:

Teacher effectiveness is defined as “impact of the classroom factors, such as teaching methods, teacher potentials, classroom organization and the use of classroom assets which finally leads to the student’s performance”. Teacher effectiveness includes the diverse capabilities essential to structure strong connections with students and promote wise commitments. It is to address the physical, intellectual and emotional needs of students, while simultaneously adapting their learning experiences to support general development. Professional educators adapt their educational strategies to adapt to student growth and immediate concerns, and promote an inclusive educational experience. A strong positive association between teacher effectiveness and mental health, emphasizing those educators with better mental wellbeing were more effective in the classroom.

To provide quality lessons, teachers must be free from personal stress and distractions. Their common and professional strength are essential to the smooth functioning of the educational process. Evaluation of teacher effectiveness includes several research approaches, including analyzing student performance, assessment of managers, and feedback from students, administrators and other educational stakeholders. Identifying and approaching factors that influence teacher performance can improve their effectiveness and ultimately improve student learning outcomes and strengthening the education system. Investing in teacher training and

ongoing professional support is key to ensuring that educators have the skills necessary to create an integrated and engaging learning environment and ensure that education continues to promote personal and social advancement. Implementing strategies that promote teacher well-being and mitigate stress could enhance classroom effectiveness and improve student educational outcomes.

Teaching Aptitude:

Teaching aptitude measures an individual's innate ability, knowledge, and skills required to become an effective educator. It evaluates a candidate's understanding of pedagogy, learner psychology, classroom management, and evaluation systems, rather than just subject mastery.

According to Edmund Amidon “Teaching is defined as an interactive process primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity.” In other words, teaching is a concerted sharing of knowledge and experience, which is normally organized within a discipline and provides the impetus to the psychological and intellectual growth of a person. Teaching needs four key qualities – knowledge, communication skills, aptitude and enthusiasm.

Navodaya Vidyalaya:

In this study, Navodaya Vidyalaya refers to a network of Indian centrally funded lifestyle schools managed by Navodaya Vidyalaya Samiti under the Ministry of Education of the Government of India. Jawahar Navodaya Vidyalayas were founded in 1986 under national education policy and aims to promote rural talent through high quality housing training. As of December 31, 2023, 661 functional schools are managed nationwide, managed through eight regional offices and 293,588 students. In Himachal Pradesh, each of the 12 districts is home to Navodaya Vidyalaya.

Morarji Residential Schools:

To promote educational levels by increasing enrolment and retention and to bring down drop-out rate with greater focus on quality education Morarji Desai Residential Schools are opened and are in function across Karnataka for 6th to 10th Std students. There are 100 Morarji Desai Residential Schools, 8 Minority Model Residential School, 21 Pre University residential colleges & 5 Muslim residential Schools running under this directorate.

The facilities provided in these Morarji Desai Residential Schools are:

1. Boarding facilities for each student at the rate of Rs. 1750/- per month for 10 months.
2. Free Accommodation.

3. Free Uniform, Shoes & Socks.
4. Free Text Books & Stationery.
5. Free other Facilities.

Objectives of the study:

1. To realize the teacher effectiveness of secondary school teachers.
2. To assess the teaching aptitude of teachers.
3. To expose the significant relationship between teacher effectiveness and teaching aptitude of teachers.
4. To know the significant difference of teachers in their teacher effectiveness due to gender and type of institution.
5. An investigation into the importance of the relationship between teacher effectiveness and the mental health of school teachers in Navodaya Vidyalayas.
6. An investigation into the importance of the relationship between teacher effectiveness and the mental health of school teachers in Morarji Residential Schools.

Statement of Hypotheses:

1. There exists significant relationship between Teacher Effectiveness and Teaching Aptitude of secondary school teachers.
2. There exists significant difference in the Teacher Effectiveness of secondary school teachers with reference to their gender and type of institution.
3. There is no significant relationship between teacher effectiveness and the mental health of Navodaya Vidyalaya school teachers.
4. There is no significant relationship between teacher effectiveness and the mental health of Navodaya Morarji Residential School.

This study illuminates the strong positive correlation between the effectiveness of teacher Teachers and mental health of Navodaya Vidyalaya and Morarji Residential school teachers, and also reveals in consideration of all teacher populations. Results show that better mental health is associated with higher efficacy for teachers, while lower mental health is associated with lower efficacy. To improve teacher performance, it is important to focus on promoting intellectual wells within the school. School administrators and education authorities need to recognize and support teacher efforts by creating a nutrition and promotional work environment. Providing and implementing support for mental health initiatives to reduce stress can significantly improve the

overall effectiveness of teachers. Prioritizing intellectual wells not only benefits educators, but also improves the quality of education and ensures a learning atmosphere that is more productive and engaging for students. Schools play an important role in promoting mental health and teachers' professional success.

Conclusion:

The secondary school teachers were almost always prepared effective teaching planning in the effective ways for themselves. It was found the secondary school teachers almost always prepared and follows appropriate techniques, principles for teaching presentation in the effective manner. Between the teachers, the secondary school teacher follows almost always with proper evaluation and giving direction towards the evaluation process for their students. Among the teachers, of the secondary school teacher follows and respect the time with proper discipline for effective teaching. It was found that, the secondary school teachers taken some step for their teaching improvement and up to date with the modern educational technology. A strong positive relationship between teacher effectiveness and mental health in Navodaya Vidyalaya and Morarji Residential School Teachers. Teachers with sound mental health demonstrated greater cognitive flexibility, emotional intelligence, and student engagement capabilities. This alignment reinforces the critical interplay between mental wellness and teaching quality, suggesting that institutional policies fostering psychological support, peer collaboration, and stress management training can significantly enhance teacher performance and learner achievement in residential schooling contexts.

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