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### **A Search of the Responsible Factors for Professional Development of Elementary Teacher Educators**

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#### **ABSTRACT**

The study is intended to describe the influence of Teaching Aptitude on the Training Success of Pre-Service Elementary Teacher Educators. A sample of 170 D.El.Ed teacher educators was randomly selected from three District Institutes of Education and Training (DIET) of Delhi, (India). Data was collected by administering Teaching Aptitude Test. Whereas Training success was considered on the basis of the performance of Pre-Service Elementary Teacher Educators showed in the final year exams. Positive and significant differences have been found in High and Low Teaching Aptitude of different streams (Arts, Science and Commerce) Elementary Teacher Educators in respect to the Training Success. Those pre-service elementary teacher educators have high teaching aptitude are performing better in teacher education program. Study recommends that introduction of the teaching aptitude test as a part of the entrance examination for elementary teacher education program may improve the efficiency of the teachers and the skills.

**KEYWORDS:** Teacher Education, Teaching Aptitude, Training Success and Pre-Service Elementary Teacher Educators

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## **INTRODUCTION**

Pre-service teacher education is the education that a teacher gets before joining the profession of teaching. The person desirous of adopting teaching as his profession is required to undergo a well-devised course of teacher education offered by various institutes. This training course leads to a certificate or degree. This is in fact a license which is essential for joining the teaching profession. These programs whether at pre-service level or in-service level are confronted with different problems. As far as pre-service teacher education program is concerned, it has encountered many ordeals in terms of lack of family support and cooperation, lack of infrastructure facilities, low teaching aptitude, defective procedure of selection, less duration of the course, short teaching practice and traditional methods of teaching etc.

Teaching practice is an activity for the teacher trainee to gain first-hand experience of dealing with school students in the classroom situation. It involves the students, the subjects taught and the trainee who teaches. The practice-teaching program is not merely limited to classroom teaching but to prepare the trainee to face all kinds of situations in actual school system. Modern life is encountered with various problems such as problems related to education, health environment, intergroup relations, marital relations, daily life hassles etc. solution of most of these problems involve political, educational, economic and social reforms.

However, interventions at individual levels are also necessary to bring changes and provide relief by easing the tension caused due to various problems that teacher educators are facing during the pre-service teacher education training program. Many of the problems are psychologically originated and these result ill thinking, negative attitude, self and undesirable behavioral patterns. Solution of these problems is not only needed a psychological frame but also in finding other factors that are associated with teacher educators.

### **Teaching Aptitude**

Aptitude is the inborn potential of individual to perform particular task at certain level which is expected to be improved over the time with training. It may observe that while one has mechanical aptitude others may have musical, teaching, scientific, legal, medical and other professional scholastic or artistic aptitudes. An individual may have many aptitudes or potentialities, but these are not equally strong. Even an extremely versatile engineer, musician, painter or designer is not equally gifted in all these fields. There are individual differences in potentialities. People do not inherit the same endowments, nor do they develop equally.

Some people may have high aptitude as compared to the average or low aptitude possessed by others. Similarly, we may also find that some people do well in a particular aptitude test, but they

show a little or almost no aptitude for other subjects, activities or areas, it may be observed that one gets success after entering and getting required training in one area, the other does make a little or no progress.

According to Traxler<sup>1</sup>, “Aptitude is a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training some knowledge, mathematical ability or ability to read and speak a foreign language, understanding and skill such as ability to contribute to art or music, skill or composite of knowledge, and mechanical ability”.

The report of the committee for Review of National Policy on Education<sup>2</sup>, (1986) popularly known as Acharya Ramamurthy Committee, recommended that selection of students should be regulated through stringent aptitude and attainment criteria and merely on University grade or marks. Effective steps must be taken to develop student qualities such as empathy, an attitude towards teaching profession and society and other cherished values.

Therefore, in the interest of a successful, meaningful and developing educational system for the country, it is essential that the selection of the teachers should be made properly, scientifically and objectively. Even after the selection is made, if the ability of the teaching class is to be improved, then there should be a standardized system to assess their effectiveness and to suggest ways and means of better performance. If the desirable characteristics are to be developed in prospective teachers, they need to have aptitude for these characteristics. In the absence of the aptitude, these characteristics may not be developed to the required levels.

Teaching aptitude is a person’s potential for teaching which is the sum of all the traits and abilities that are needed for successful teaching. A person may be said to possess an aptitude for teaching if he possesses good proportion of the traits and abilities required for becoming a successful and effective teacher like high level of mental caliber, creativity, real interest in the teaching profession, an adequate grounding in the subject matter, skill in experimentation, skill in problem solving, willingness to improve professionally, love for children, love and thirst for knowledge, interest in reading, etc.

Earlier studies are related to teaching aptitude (Mishra Vikrant<sup>3</sup>; Mishra & Chincholikar<sup>4</sup>; Kaur & Singh<sup>5</sup>; Tasleema & Hamid<sup>6</sup>; Usha<sup>7</sup>; Sajan<sup>8</sup>; Prasad & Kambhampati<sup>9</sup>) guide us to postulate relationship between teaching aptitude and training success of pre-service elementary teacher educators. Mishra Vikrant<sup>3</sup> found significant difference between academic achievement of students of high teaching aptitude English teachers and low teaching aptitude English teachers. English teachers who had high teaching aptitude showed better academic achievement of the students.

In the study of some psychological correlates of successful teachers found that there is a positive significant relationship between aptitude and success in teaching (Kukruti<sup>10</sup>). It is important to pay attention towards teaching aptitude possessed by teacher educators to make pre-service teacher education program effective. Success of a teacher in the class and work also depends on the type of his personality, gender, age, qualification and experience of teaching (Geetika and Harish<sup>11</sup>).

There should be a comprehensive written test to enroll in teacher education program like E.T.T., D.Ed., B.Ed. to test teaching aptitude and attitude towards teaching. Candidates having high teaching aptitude and positive attitude, if enter into teaching profession would be able to become competent teacher. This process may help to check the misfits in the teaching profession. The standards should be incorporated into future teacher educators training and certification programs. Individual who does meet the standards should not have the opportunity to get enrolled. They should have teaching aptitude before entering in teaching profession (Kaur& Singh<sup>5</sup>).

## METHODOLOGY

### Population and Sample

Survey method was used to collect the data from Pre-service Diploma in Elementary Teacher Educators. List of all government District Institutes of Education and Training (DIET) centers was obtained from State council of Educational Research and Training (SCERT) of Delhi, (India). Out of 9 government District Institute of Education and Training (DIETs), 3 DIET centers of 170 pre-service teacher educators of Diploma in Elementary Education (D.El.Ed) were selected by using random sampling technique. The process of sample selection can be understood by figure 1.

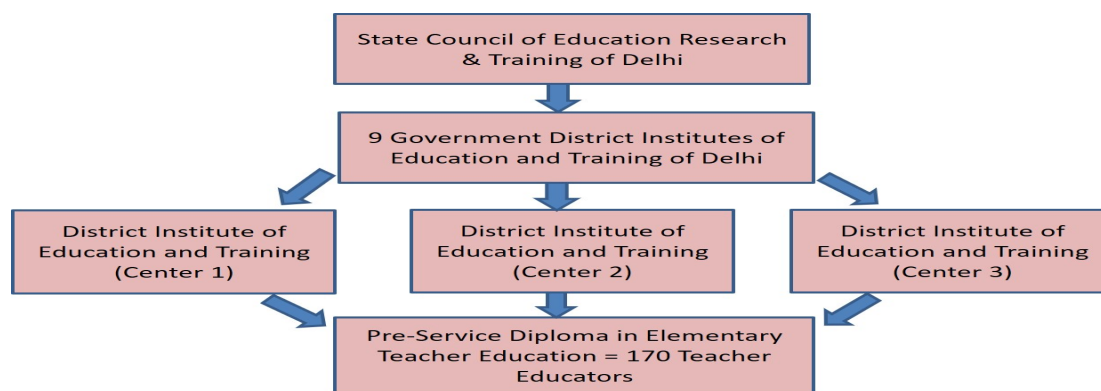


Figure 1: Population and Sample of Pre-Service Elementary Teacher Educators

### Tools

Training success was established on the basis of marks obtained by the trainees in the final year exam. Following standardized tools were used to collect data for the study:

**Teaching Aptitude Test Battery by Dr. Singh R.P. & Dr. Sharma S.N. (1998)** This test consists of

120 items related to five dimensions- Mental Ability, Attitude towards children, Adaptability, Professional Information, Interest in profession. Every item has four alternative answers- A, B, C, D. The scores on total test were validated against rating of the instructors of teacher training institutions. Product moment coefficient of correlation was calculated between scores obtained on the test and the positions of trainees given by the instructors. The value of coefficient of correlation was found to be 0.421 with a Probable error + 0.026.

## OBJECTIVES

1. To compare the group of Arts, Commerce and Science stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.
2. To compare the group of High Teaching Aptitude and Low Teaching Aptitude of Pre-Service Elementary Teacher Educators in respect to the Training Success.

## HYPOTHESIS OF THE STUDY

Null Hypothesis were formulated and statistically tested.

HO<sub>1.1</sub> There is no significant difference between Arts Stream Teaching Aptitude and Science Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

HO<sub>1.2</sub> There is no significant difference between Arts Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

HO<sub>1.3</sub> There is no significant difference between Science Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

HO<sub>2</sub> There is no significant difference between the groups of High Teaching Aptitude and low Teaching Aptitude of all different streams (Arts, Commerce & Science) Pre-Service Elementary Teacher Educators in respect to the Training Success.

## ANALYSIS

**Table 1: Mean score, Standard Deviation and t-value of Teaching Aptitude of Arts, Science & Commerce stream Pre-Service Teacher Educators.**

Variable	Arts		Science		Commerce		t- value		
	Mean	SD	Mean	SD	Mean	SD	Comparison b/w Arts & Science (N=125)	Comparison b/w Arts & Commerce (N=135)	Comparison b/w Science, Commerce (N=80)
Teaching Aptitude of Teacher Educators	76.77	13.30	84.22	10.98	70.20	11.71	3.21*	2.94*	5.51*
*Significant at 0.05 level									

**HO<sub>1,1</sub>** There is no significant difference between Arts Stream Teaching Aptitude and Science Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

Table 1 shows the mean scores obtained by two groups in Arts stream Teaching Aptitude and Science Stream Teaching Aptitude varied. The Arts stream Teaching Aptitude group obtained mean (76.77), which is low in comparison to the mean value (84.22) of Science stream Teaching Aptitude of Elementary Teacher Educators. The value of  $t=3.21^*$  is found to be significant. This result rejected the null hypothesis that there is no significant difference between Arts Stream Teaching Aptitude and Science Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

**HO<sub>1,2</sub>** There is no significant difference between Arts Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

Table 1 depicts the mean scores obtained by two groups in Arts stream Teaching Aptitude and Commerce Stream Teaching Aptitude varied. Arts stream Teaching Aptitude group obtained high mean value (76.77) in comparison to the mean value (70.20) of Commerce stream Teaching Aptitude group of elementary teacher educators. The value of  $t=2.94^*$  is significant at  $p<.05$  level. It reveals that there is significant difference between two groups in respect to their teaching aptitude. So, null hypothesis stated that there is no significant difference between Arts Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators is rejected.

**HO<sub>1,3</sub>** There is no significant difference between Science Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators.

Table 1 shows the mean scores obtained by two groups in Science stream Teaching Aptitude and Commerce Stream Teaching Aptitude varied. Science Stream Teaching Aptitude group have high mean value (84.22) in comparison of Commerce Streams (70.22) Teaching Aptitude group of elementary teacher educators. The value of  $t=5.51^*$  is highly significant at  $p<.05$  level. Significant difference is found between two groups in respect to their teaching aptitude. Therefore, null hypothesis stated that there is no significant difference between Science Stream Teaching Aptitude and Commerce Stream Teaching Aptitude of Pre-Service Elementary Teacher Educators is rejected.

**HO<sub>2</sub>** There is no significant difference between the groups of High Teaching Aptitude and Low Teaching Aptitude of all different streams Pre-Service Elementary Teacher Educators in respect to the Training Success.

**Table 2: Mean score, Standard Deviation and T-value of High and Low Teaching Aptitude of all different streams (Arts, Commerce and Science) Elementary Teacher Educators in respect to the Training Success (N=170)**

Variable	Compared Groups	N	Mean	SD	Df	t-value	Significant level
Training Success	High Teaching Aptitude of Elementary Teacher Educators	86	74.08	2.66	168	3.20*	0.05*
	Low Teaching Aptitude of Elementary Teacher Educators	84	72.70	3.10			

Note: \* significant at 0.05 level

Table 2 indicates that the mean scores of High Teaching Aptitude of Elementary Teacher Educators is 74.08, which is high as compared to the mean value 72.70 of Low Teaching Aptitude of Elementary Teacher Educators. The computed t-value is 3.20\*, which is significant at 0.05 level. Thereby, rejecting the null hypothesis stated that there is no significant difference between the groups of high and low Teaching Aptitude of all different streams Pre-Service Elementary Teacher Educators in respect to the Training Success.

## RESULTS AND DISCUSSION

### Training Success and Teaching Aptitude

Significant differences have been found in all three streams’ (Arts, Science and Commerce) Teaching Aptitude of pre-service elementary teacher educators. Science and commerce stream’s elementary teacher educators have high positive significant difference in their teaching Aptitude, whereas arts and commerce stream’s elementary teacher educators have low positive significant difference in their teaching aptitude.

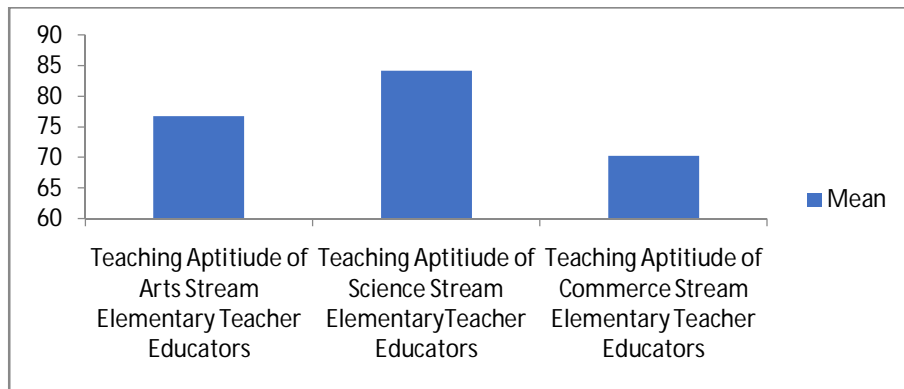


Figure 2 mean scores: Teaching Aptitude of Arts, Science, and Commerce Streams Elementary Teacher Educators

Figure 2 indicates the mean scores of all three streams Teaching Aptitude of Elementary Teacher Educators; Arts (76.77), Science (84.22), and Commerce (70.22) respectively. Science stream teacher educators have high teaching aptitude in comparison to Arts and Commerce streams teacher educators, whereas commerce stream teacher educators have low teaching aptitude in comparison of both streams (Science and Arts) teacher educators. Significant difference is also found

between the groups of High and Low Teaching Aptitude of all different streams (Arts, science, and Commerce) elementary teacher educators in respect to the Training Success.

Supporting the above findings; Rani Sunita, & Siddiqui M. A.<sup>12</sup> found Trainees having low aptitude and high aptitude differ significantly in respect to the training success in Elementary Teacher Education program. Singh k.<sup>13</sup> also revealed Teaching aptitude of arts and science teacher-trainees differ significantly.

Significant positive relationship of academic achievement with teaching aptitude was also found in M.Ed. students (Mishra Santwana G. &Chincholikar K.L.<sup>4</sup>).

Kumari Usha<sup>7</sup> found positive relationship of teaching aptitude with academic achievement and certain psychological variables of primary teacher trainees. Sajan<sup>8</sup> has revealed significant relation of teaching aptitude of teacher educators with respect to their academic achievement at graduate level examination. Kukreti revealed that there was significant & positive correlation between the teaching success and teaching aptitude. The study has been able to establish significant differences in aptitude of Arts, Science and Commerce streams students which is contradictory to the finding of KaurHarmeet<sup>14</sup> found that different streams showed no significant difference in level of achievement in aptitude test.

Based on the above findings of the study it can be concluded that training success is affected by the teaching aptitude and those teacher educators have high teaching aptitude perform better in Pre-Service Diploma in Elementary Teacher Education program.

In order to get admission in Diploma in Elementary Teacher Education (D.El.Ed) program, one should have to complete senior secondary examination from a recognized board and then merit list is issued on the basis of marks obtained by the applicants in the past qualifying academic exams. Undoubtedly, this current admission criteria which is based on the marks obtained by the applicants in their senior secondary exams is predictive indicator of training success, but along with that conducting teaching aptitude test as a part of the entrance examination and interviews could be the key factors to keep the quality of prospective elementary teachers upward. This may lead to the selection of appropriate candidates. Interview may be introduced to assess the qualities, which is essential for success in teaching like good communication skills, attitude, interest in profession, social and emotional intelligence, resourcefulness etc. It should be conducted in a transparent manner.

## **CONCLUSION**

It can be concluded that training success is affected by teaching aptitude. Those pre-service elementary teacher educators have high teaching aptitude are performing better in elementary teacher



education program. Selection for the Elementary Teacher Education program should not be based only on the marks obtained in senior secondary exams. It cannot be justified as this process of selection may not attract those persons have high teaching aptitude. Introduction of the teaching aptitude test as a part of the entrance examination for elementary teacher education program may help to improve the efficiency of the teachers and the skills. The researcher observed that the study may be taken up to find other psycho-social variables and demographic variables affecting training success of teacher educators, which are not included in this study.

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