

Teaching Aptitude of Teacher Educators in Relation to their Academic Background

Dr. Premananda Biswal¹, Dr. Ajay Kumar Swain²

¹OES-I (CB), Associate Professor in Education, Department of Higher Education, Govt. of Odisha, India
Mail ID: [drajaykuswain\[at\]gmail.com](mailto:drajaykuswain[at]gmail.com)

²OES-II, Senior Teacher Educator, DIET, Cuttack, Narasinghpur, India

Abstract: *Teaching aptitude is an important factor for success in the teaching profession. With regard to the demand of the society in this 21st century, we need competent and committed skilled teachers those can truly materialize the dream of the various Commissions and committees of Education in our country. It is very much essential to accept teacher educators having high level of teaching aptitude and to train them accordingly. Realizing the importance of teaching aptitude as an important criterion the present study was undertaken by the investigator with the objectives like to study the relationship between teaching aptitude and academic background of teacher Educators, to study the level of teaching aptitude of teacher educators and to find out the teaching aptitude of teacher educators with reference to their academic stream. Data was collected from 60 teacher educators through the administration of a standardized tool called as Teaching Aptitude Test Battery by Dr. R. P Singh and Dr. S.N Sharma (2005). The study revealed that the arts and science stream teacher educators are different from their teaching aptitude, academic background of science teacher educators is better than the Arts teacher educators, the study has presented that science teacher educators are superior to arts teacher educators, but the overall result shows that there is significant difference between teaching aptitudes of teacher educators and the levels of teaching aptitudes are different in relation to science and arts streams. It shows that there is significant difference between the teaching aptitudes of teacher educators on the bases of their stream.*

Keywords: Teaching Aptitude, Teacher Educator, Academic Background, Competency, Teacher Education Institution

1. Introduction

Teaching aptitude plays an important role in pedagogy. Teachers can perform better in teaching learning process that are equipped with teaching interest, intelligence, social awareness and constructive feeling towards teaching profession. This study was conducted to compare teaching aptitude of teachers in relation to their subject stream (Science and Arts). Aptitude is considered as an important characteristic of an individual which can predict the future success in teaching profession. A student teacher frequently learns more. The professional growth of a teacher does not end when s/he leaves the training Institute. S/he begins to learn from different experiences.

Aptitude is a component of a competency to do certain kind of work at a certain level, which can also be considered "talent". It describes skills and ability of an individual to learn in future. Aptitude also refers to a natural or acquired capacity or ability i.e. a tendency, capacity or inclination to learn or understand. An individual's aptitude, when mean the capacity to acquire proficiency under appropriate conditions that is, his potentialities at present, as revealed by his performance on selected tests have predictive values, Sharma (2006). Teaching needs three qualities those are knowledge, communication, and aptitude, The Hindu, 2002, sep.3.

A poor teacher speaks, a good teacher teaches, an excellent teacher demonstrates and an outstanding teacher motives. A teacher with good teaching aptitude must be aware of the essentials of teaching like planning a lesson, motivating students, use of teaching learning materials, follow innovative teaching learning strategies, essential of the content, consideration, group activities, continuous and

comprehensive evaluation etc. It is necessary and demands of the present time that every pupil teachers must have aptitude, knowledge and perfect understanding of their profession.

2. Review of related Literature

Literature review identifies, evaluates and synthesizes the relevant literature within a particular field of research. It illuminates how knowledge has evolved within the field, highlighting what has already been done, what is generally accepted, what is emerging and what is current state of thinking on the topic. Thus the researcher has gone through the following studies to conduct the present study.

Sajan, K. S (2010), Teaching Aptitude of Student Teachers and their Academic Achievements at Graduate Level. The study revealed that the female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching. **Chandel, K. S and Dhiman, R. K (2014)** Teaching Aptitude among Prospective Teachers, an International Journal, Volume 7, No. 1. The study revealed that male and female prospective teachers differ significantly in their overall teaching aptitude as well as in four areas of teaching aptitude but not differed in two areas, viz. teaching profession and interest towards students. **Jabeen, M (2017)** Teaching Aptitude and Academic Achievement of Prospective Teachers Pursuing B. Ed. Course from the Distance and the Regular Mode, IERJ, Vol. 3, Issue 3. The study revealed that there is no significant difference between the prospective teachers of both modes in accordance with their teaching aptitude and Academic achievement. **Pany, S (2013)** Teaching Aptitude of Primary Level Teacher

Volume 11 Issue 11, November 2022

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

Trainees, International Journal of Education, vol. 1, issue 1. The study revealed that the male and female, the graduate and undergraduate and the graduate and post-graduate primary school teacher trainees do not differ in their attitude towards teaching, whereas the postgraduate and undergraduate primary school teacher trainees differ in their attitude towards teaching. **Kant (2011)**, conducted a study on "A Study of Teaching Aptitude and Responsibility and Feeling of Secondary School Teachers in relation to their sex and locality". The study revealed that there is no significant difference between the teaching aptitude of male and female secondary school teachers with the objective to find out whether teachers' teaching aptitude differ significantly on the basis of sex and there is no significant difference between the responsibility feeling of male and female secondary school teachers. **Muchnal and Kumar (2016)**, conducted a study on "A Study of Teaching Aptitude of Science Teachers of Senior Secondary School". It revealed that 'there is no significant difference between teaching aptitude of government and private secondary school teachers and there is no significant difference between teaching aptitude of male and female secondary school teachers'. **Qurush (2019)**, conducted a study on "Teaching Aptitude of Male and Female Student Teachers in Secondary School Teacher Education of Bhubaneswar with reference to their Subject Stream (Science and Arts). **Hema (2018)**, conducted a study on "Teaching Aptitude of Prospective Secondary School Teachers". **Bhat (2017)**, conducted a study on "A Study of Teaching Effectiveness of Prospective Teachers in relation to Stream and Gender". **Sharma and Kant (2016)**, conducted a study on "A Study of secondary school teachers aptitude about teaching profession". **Muralidharan, T. (2015)**, conducted a study on "Stress in Relation to Teaching Aptitude of Student Teachers in College of Education".

3. Statement of the Problem

After gone through various studies and from own experiences as a faculty of the teachers' training institutions at Elementary level, the researcher decided to take the problem as "Teaching Aptitude of Teacher Educators in Relation to their Academic Background".

4. Objectives of the Study

The study was conducted with the following objectives.

- To study the relationship between teaching aptitude and academic background of teacher Educators.
- To study the level of teaching aptitude of teacher educators.
- To find out the teaching aptitude of teacher educators with reference to their academic stream.

5. Hypotheses of the Study

The present study was conducted with the following hypotheses.

- There is no significant difference in teaching aptitude of teacher educators with reference to their academic stream.

- There is no significant relationship between teaching aptitude and academic background of teacher educators.

6. Delimitation of the Study

The study was delimited to the teacher educators of three District Institute of Education and Training (DIETs) and three Elementary Teacher Education Institutions (ETEIs) in Cuttack, Puri and Khordha districts only.

7. Methodology of the Study

The present investigation was carried out by employing the descriptive survey method. It is the data collection method and was selected to gather information from respondents.

- Population of the Study:** The population was comprised of all teacher educators of all DIETs and ETEIs in Cuttack, Puri and Khordha districts.
- Sample of the Study:** A sample of 60 out of which 30 from science and 30 from Arts teacher educators was obtained randomly from the six teacher education institutions (three DIETs and three ETEIs) of Cuttack, Puri and Khordha districts.
- Tools and Techniques:** The investigator was collected the data from the respondents through a standardized tool. Teaching Aptitude Test Battery by Dr. R. P Singh and Dr. S.N Sharma (2005).
- Procedure of Data Collection:** In the present study, the data was collected from sample teacher educators of six teacher education institutions of Cuttack, Puri and Khordha districts by using above mentioned tool. The investigator collected data with appropriate protocol and COVID 19 guideline.

8. Analysis and Interpretation of Result

The collected data was analyzed and interpreted to find out the result.

- Hypothesis 01:** There is no significant difference in teaching aptitude of teacher educators with reference to their academic stream.

Table 1: Teaching aptitude of teacher educators belongs to Science stream

Sl. No	Range of Z score	No of TEs	level of attitude towards teaching aptitude
1	+2.01 and above	02	Excellent / Superior
2	+2.26 to +2.00	10	High
3	+0.51 to +1.25	16	Above average
4	-0.50 to +0.50	17	Average / Moderate
5	-0.51 to -1.25	05	Below average
6	-1.26 to -2.00	04	Low
7	-2.01 and below	06	Poor / inferior

The result of table shows that 02 science teacher educators have scored between +2.01 and above scores that mean they have superior Teaching Aptitude. 10science teacher educators have scored between +1.26 to 2.00 that means high Teaching Aptitude. 16 science teacher educators have been scored between +0.51 to 1.25 which means Above average Teaching Aptitude. 17 science teacher educators have scored between -0.50 to +0.50 that means average Teaching Aptitude. 05 science teacher educators have scored

between -0.51 to -1.25 that means below average Teaching Aptitude. 04 science teacher educators have scored between -1.26 to -2.00 that means they have low Teaching Aptitude. 06 science teacher educators scored between -2.01 to below level that means they have poor level of Teaching Aptitude.

Table 2: Teaching aptitude of teacher educators belongs to Arts stream

Sl. No	Range of Z score	No of TEs	level of attitude towards teaching aptitude
1	+2.01 and above	03	Excellent / Superior
2	+2.26 to +2.00	10	High
3	+0.51 to +1.25	15	Above average
4	-0.50 to +0.50	18	Average / Moderate
5	-0.51 to -1.25	06	Below average
6	-1.26 to -2.00	03	Low
7	-2.01 and below	05	Poor / inferior

The result of table shows that 03 arts teacher educators have scored between +2.01 and above scores that means they have superior Teaching Aptitude. 10 arts teacher educators have been scored between +1.26 to 2.00 that means high Teaching Aptitude. 15 arts teacher educators have been scored between +0.51 to 1.25 which means above average Teaching Aptitude. 18 arts teacher educators have scored between -0.50 to +0.50 that means average Teaching Aptitude. 06 arts teacher educators have scored between -0.51 to -1.25 that means below average Teaching Aptitude. 03 arts teacher educators have scored between -1.26 to -2.00 that means they have low Teaching Aptitude. 05 arts teacher educators scored between -2.01 to below level that means they have poor level of Teaching Aptitude.

b) Hypothesis 02: There is no significant relationship between teaching aptitude and academic background of teacher educators.

Table 3: Mean and SD of five sub-areas of Teacher Educators in Science stream

Sl. No	Areas	Mean	SD
01	Mental ability	13.28	5.01
02	Attitude towards children	11.97	3.27
03	Adaptability	16.78	3.73
04	Professional information	12.07	3.84
05	Interest in profession	13.92	4.28
06	Total	68.02	20.13

To obtain mean of mental ability, attitude towards children, adoptability, professional information, interest in profession and total are 13.28, 11.97, 16.78, 12.07, 13.92 and 68.02 respectively whereas the SD are 5.01, 3.27, 3.73, 3.84, 4.28 and 20.13 respectively.

Table 4: Mean and SD of five Sub-areas of Teacher Educators in Arts Stream

Sl. No	Areas	Mean	SD
01	Mental ability	15.78	3.96
02	Attitude towards children	12.42	2.8
03	Adaptability	16.92	3.38
04	Professional information	12.64	3.26
05	Interest in profession	13.5	5.18
06	Total	71.26	18.58

To obtain mean of mental ability, attitude towards children, adoptability, professional information, interest in profession and total are 15.78, 12.42, 16.92, 12.64, 13.5 and 71.26 respectively whereas the SD are 3.96, 2.8, 3.38, 3.26, 5.18 and 18.58 respectively.

9. Findings of the Study

After the careful analysis of the obtained data and interpretation of the results with regard to the formulated hypotheses, the investigator reached at the following findings.

- The arts and science stream teacher educators are different from their teaching aptitude.
- Academic background of science teacher educators is better than the Arts teacher educators.
- The study has presented that science teacher educators are superior to arts teacher educators.
- But the overall result shows that there is significant difference between teaching aptitudes of teacher educators.
- The levels of teaching aptitudes are different in relation to science and arts streams. It shows that there is significant difference between the teaching aptitudes of teacher educators on the bases of their stream.

10. Educational Implication

The quality of education depends on the quality of teaching aptitude. Hence, the quality of teachers depends upon the quality of teacher education. The quality of science and arts teacher educators also depends on many factors out of which teaching aptitude has been studied in this study. The investigator found out the teaching aptitude of different teacher educators in relation to their academic qualification. Teaching Aptitude and intelligence of teacher educators is correlated with each other. The study reveals that intelligence affects the teaching aptitude of teacher educators.

References

- [1] Sajjan, K. S (2010) Teaching Aptitude of Student Teachers and their Academic Achievements at Graduate Level.
- [2] Chandel, K. S and Dhiman, R. K (2014) Teaching Aptitude among Prospective Teachers, an International Journal, Volume 7, No. 1.
- [3] Jabeen, M (2017) Teaching Aptitude and Academic Achievement of Prospective Teachers Pursuing B. Ed. Course from the Distance and the Regular Mode, IERJ, Vol. 3, Issue 3.
- [4] Pany, S (2013) Teaching Aptitude of Primary Level Teacher Trainees, International Journal of Education, vol. 1, issue 1.
- [5] Sharma, R.C. (1984) Teaching aptitude, intellectual level and morality of prospective teachers. Doctoral dissertation. Ed. M.S. University.
- [6] Ranganathan, V. (2008) Self esteem and Teaching aptitude of D. T. Ed students. Journal of Psychological Researches, Vol. No.52, No.1, p.47-49.

- [7] Chauhan, S. (2001) Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- [8] Johari, P. (2005) Foundations of Education. New Delhi: Anmol Publications.
- [9] Kahlon, S., &Saini, S. (1989) Impact of teacher education on teaching aptitude of Punjab Agriculture University Education Graduates. NCERT, Fifth Survey of Educational Research (pp. 1449-50), New Delhi.
- [10] Kochchar, S. (1989) Guidance and Counseling in Colleges and Universities. New Delhi: Sterling Publishers Private Limited.
- [11] Koul, L. (2011) Methodology of Educational Research. New Delhi: Vikas Publishing House.
- [12] Mangal, S. (2010) Essentials of Educational Psychology. New Delhi: PHI Learning Private Limited.
- [13] Sharma, S. and Ahmed, S (2016) A Study of Teaching Aptitude of Prospective Teachers in relation to their Gender and Educational Background. International Educational E-Journal (Quarterly), Vol-V, Issue-1, Jan-Feb-March.
- [14] Lata, K. (2017) Teaching Aptitude of Prospective Teachers as Related to their Level of Aspiration. International Journal of Education and Multidisciplinary Studies, 7(1), 53-62.