

Teaching Aptitude of Elementary and Secondary Level Teacher Educators

Jan Tasleema, Malik Muddasir Hamid*

Department of Education, University of Kashmir, Srinagar, 190006, India

*Email of the corresponding author: malikjavaid321@gmail.com

Abstract

The study was conducted to study the teaching aptitude of elementary and secondary teacher educators of Kashmir division. The sample for the present study was 300 including 150 elementary teacher educators and 150 secondary teacher educators by using simple random sampling technique. For the measurement of teaching aptitude of elementary and secondary level teacher educators, Shamim Karim and A.K. Dixit's teaching aptitude test battery was used. It was found that elementary teacher educators have more teaching aptitude as compared to secondary teacher educators on total score of teaching aptitude test battery. Among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators.

Keywords: Teaching aptitude, Elementary teacher educators, Secondary teacher educators

1. Introduction:

Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Jones was of the view that, 'aptitude is more than potential ability or ability expectancy. It implies fitness for job, we call it success expectancy. Basically, it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of these.' It refers to those qualities characterizing a person's way of behavior which serve to indicate how well he can learn to meet and solve a certain specified kind of problems (Bingham 1937). Traxler (1957), 'aptitude is a condition, a quality or 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, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language.' Freeman (1971), 'an aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work.' In this way, by taking note of one's present abilities and capacities we may come to know that one has an aptitude for learning and becoming successful in a particular area. While concluding, we may observe that while one has mechanical aptitude others may have musical, scientific, legal, medical and other professional scholastic or artistic aptitudes. There may be commonalities with regard to the possession of one or the other type i.e; a group of students seeking admission to a particular course of instruction or professional study may be found to have a high degree of aptitude for that course or profession within themselves, we may find a distinct range of diversities and variations when we take notice of the evaluation records of the aptitude tests. Some of them may be found to have very high aptitude compared to average or low aptitude possessed by others. Similarly we may also find that many of them do well in a particular aptitude test, they show a little or almost no aptitude for other subjects, activities or areas, that is why it has been observed that while one gets success after entering and getting required training in one area, the other does not make a little or no progress. It is therefore, essential that we must pay due regard to the aptitude possessed by them for guiding them about their educational and vocational choices. It will automatically help in guiding the possible failure or disaster by placing the pegs into square holes and square pegs into round holes.

Aptitude tests measure ability to succeed in a particular kind of training. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. For constructing an aptitude test in music, for example, one has to consider the factors which enter into good musical performance, like, ability to remember between differences in pitch, rhythm, pattern, intensity, etc. Present level of achievement in these tasks must provide a predictive index. Someone who has the aptitude to do clerical work has the prerequisite skills in manual dexterity, attention to detail and speed with repetitive tasks to complete many types of clerical work

effectively and efficiently. In most walks of life, past performance is the best predictor of future performance in the same realm of activity.

The effectiveness of education depends upon quantity of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training received by them in different training institutions. As we know the quantitative and qualitative improvement of elementary and secondary educations has raised problems of solutions of right type of teachers and enriching programmes of teacher preparation. Thus necessitates not only improving the knowledge and teaching competency of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future. As a teacher, we should enrich ourselves with different teaching methodologies in order to change the behavior of learners keeping in view their individual differences. The purpose of present study is to study the teaching aptitude of elementary and secondary teacher educators, so the investigator finds it relevant to study such a topic which has great significance in our present education system. It will clearly reveal the picture of elementary and secondary teacher educators working at different levels and their influence on the present education system. The result may guide teacher educators in devising their mode of teacher training, their methodologies, aptitude and attitude towards their profession.

2. Objectives

The following objectives have been formulated for the present investigation:

1. To study the teaching aptitude of elementary teacher educators.
2. To study the teaching aptitude of secondary teacher educators.
3. To compare the teaching aptitude of elementary and secondary teacher educators.

3. Hypotheses

In the light of the objectives enumerated above, the following hypotheses have been framed for the proposed investigation:-

1. There is a significant difference between elementary and secondary teacher educators on teaching aptitude.

4. Methodology and procedure

4.1 Sample

The sample for the present investigation consisted of 300 elementary and secondary level teacher educators, where 150 consisted of elementary teacher educators and 150 secondary teacher educators. Both the groups were selected from the universe (population) by using random sampling technique.

4.2 Tool used

For the measurement of teaching aptitude of elementary and secondary level teacher educators, Shamim Karim and A.K. Dixit's teaching aptitude test battery was used.

4.3 Statistical treatment:

The collected was subjected to the following statistical treatment

Mean, S.D., t-test

5. Analysis and interpretation of data:

In order to achieve the objective of the present study, the data was statistically analyzed by employing t-test

Table 1. Showing mean comparison of elementary and secondary level teacher educators on teaching aptitude (N= 150 in each group)

s.no.	Areas	Group	Mean	S.D.	t-value	Level of significance
01	Co-operative nature	Elementary teacher educators	28.80	1	5.90	Significant at 0.01 level
		Secondary teacher educators	28.15	0.98		
02	Considerativeness	Elementary teacher educators	29.00	1.01	2.50	Significant at 0.05 level
		Secondary teacher educators	28.8	1		
03	Wide interest and scholarly taste	Elementary teacher educators	28.64	1.01	1.27	Insignificant
		Secondary teacher educators	28.50	1.00		
04	Fair-mindedness and impartiality	Elementary teacher educators	28.74	1.01	5.09	Significant at 0.01 level
		Secondary teacher educators	28.18	1.00		
05	Moral character and discipline	Elementary teacher educators	28.80	1.00	3.63	Significant at 0.01 level
		Secondary teacher educators	28.40	1.00		
06	Optimistic attitude	Elementary teacher educators	28.88	1.01	1.66	Insignificant
		Secondary teacher	28.86	1.00		

		educators				
07	Motivational Aspect	Elementary teacher educators	29.24	1.02	2.18	Significant at 0.05 level
		Secondary teacher educators	29.00	1.01		
08	Dynamic Personality	Elementary teacher educators	29.65	1.04	7.63	Significant at 0.01 level
		Secondary teacher educators	28.81	1.02		
	Total	Elementary teacher educators	230.85	8.10	2.33	Significant at 0.05 level
		Secondary teacher educators	228.70	8.01		

Table 1 gives details about means, S.D's and t-values of elementary and secondary level teacher educators on eight dimensions of teaching aptitude namely co-operative nature, Considerativeness, wide interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality and on the total score of teaching aptitude test battery(TATB). A quick look at the table reveals that on six dimensions out of eight areas of teaching aptitude and on the total score of TATB , the two groups differ significantly.

The result of the test of significance shown in row of the table 1 makes it clear that the elementary teacher educators and secondary teacher educators differ significantly on co-operative nature (t-value 5.90), Considerativeness (t-value 2.50), fair mindedness and impartiality (t-value5.09), moral character and discipline (t-value 3.63), motivational aspect (t-value 2.18) and dynamic personality (t-value 7.63) of teaching aptitude test battery. The differences between the elementary and secondary teacher educators are however, insignificant in case of optimistic attitude (t-value 1.66) and wide interest and scholarly taste (t-value 1.27).

On the total score of the teaching aptitude test battery, the difference between elementary and secondary level teacher educators have been found to be significant (t-value 2.33). Thus from the confirmation of the results revealed from table 1, the hypothesis which reads as “ there is a significant difference between elementary and secondary level teacher educators on teaching aptitude” stands accepted.

6. Conclusion:

It was found that elementary teacher educators have more teaching aptitude as compared to secondary teacher educators on total score of teaching aptitude test battery. Among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators. This study should be conducted on the large sample in which the sample must be drawn from the whole Jammu and Kashmir state .Other variables like attitude, teaching methodology etc. should be included in this study.

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