



Teaching aptitude and teacher attitude on teacher efficacy

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Abstract

A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Researchers suggest that teacher's knowledge of subject matter; student's learning and teaching methods are important elements of effective teaching, which are very much related to teaching aptitude. Although an educational system has excellent resources, but if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasteful.

Keywords: teaching, aptitude

Introduction

A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Research indicates that everyone does not have the ability or the aptitude to take up teaching. Certain minimum requirements in the way of intelligence, temperament, and personality are observed to be highly critical. Hence, teaching aptitude is considered as the determinant factor for choosing the teaching profession. When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching. Teaching profession requires people who have the aptitude of teaching because a person possessing high aptitude for teaching is bound to be a successful teacher in future. The persons entering in teaching profession should have cooperative nature, interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality. In creative work like teaching and research, job satisfaction remains the sine - qua - none and plays a very significant role in attracting and retaining the right type of persons in the profession. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. The factors, teaching aptitude and job satisfaction may vary over a geographical boundary and especially in rural and urban areas. Therefore, it is very necessary to study these two factors and compare the results for rural and urban areas.

In order to keep alive and fresh, the teacher should become a learner from time to time; constant outpouring needs constant in-taking. The practice must be re-enforced by theory and the old must be constantly tested by the new. The education of a teacher should not end with his obtaining a degree but the

professional growth of a teacher requires that he should continue to learn through the period of his stay in the profession.

The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. It also requires two types of quantities personal and professional. If a teacher combines both types of qualities, in content and functional areas, he/she can achieve his/her objectives and may be called as a good teacher or an effective teacher in educational delivery process. 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. We may find a strange pattern of similarities and dissimilarities, commonalities and difference among individuals with regard to their possession of different types of aptitudes.

Review of Literature

Munira Jabee, (2016) reported Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills which they require to perform their task effectively in the classroom, school and wider community. To achieve this, one must go through a proper learning process. If it is provided only then a prospective teacher can do his/her best in academic achievement. B.Ed. course is offered in both distance and regular mode. Earlier the studies have been done by other Indian as well as foreign investigators on the effectiveness, academic performance and study habits of the students of both modes. It is very necessary to know that whether they are having a favorable educational atmosphere because the development of elementary student depends upon the teacher only. Teachers are always considered as the backbone of a school; the more they are skilled the more students will

achieve knowledge and chance to develop. So the study was conducted to find out the level of teacher aptitude and academic achievement of prospective teachers of both distance and the regular mode. Through this study I have found that there is no significant difference between the prospective teachers of both modes in accordance with their teacher aptitude and Academic achievement. All the necessary academic skills and teaching aptitude depends on the learners' own efforts and interest.

Umender Malik, (2016) the present study has explored teaching aptitude of b. ed. Pupil teachers with respect to different levels of intelligence. A representative sample of 600 teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh and Dahiya and Test of General Intelligence (2012) By SK Pal & KS Mishra were used to collect the data. The study revealed that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed. pupil teachers. High intelligent group have more teaching rather than low intelligent group.

Divyanshi Chugh, (2012) this study examined the teaching aptitude of future teachers of Haryana. The study samples consisted of teacher trainees pursuing the Diploma in Education in District Institute of Education and Training, Gurgaon (N-174) and Government Elementary Teacher Training Institute, Mewat (N-101). The samples were representative of the students who will teach in 12 other districts. The Teaching Aptitude Test Battery developed by Singh and Sharma (2011) ^[3] was administered and teaching aptitude was found to be average, even though students scored significantly low on mental ability and adaptability components of the test. On correlating percentage in boards, on the basis of which students are granted admission in the institute, with teaching aptitude as well as with mental ability, a positive but weak correlation was found in both cases. No significant correlation was found between previous educational qualifications and teaching aptitudes, as well as between age and teaching aptitude, although adaptability positively and significantly correlated with age. Further, contrary to many of the previous studies, no statistically significant difference was found in the teaching aptitudes of male and female student teacher trainees, though the females' mean was higher than that for males.

Correlates of attitude towards teaching

Many traits of an individual may be related to his other traits. Researcher revealed that attitude towards teaching is also not an isolates concept but it has also some correlates. Adjustment, Job satisfaction, Locus of control, Creative thinking, Efficiency, teaching competency, Teaching behavior, Academic achievement, Performance in admission entrance exam and Home environment, emerged as correlates of Attitude towards teaching. Samantaroy (1971) found significant correlation between the two variables, teacher attitude and teacher adjustment. He observed that there existed some degree of positive relationship between the teacher attitude and teaching efficiency. Also his analysis showed a positive relationship between the teacher adjustment and teaching efficiency. Singh (1974) found significant positive relationship between scores on theoretical and social values

and scores on attitudes. Contrary to this there was negative relationship between scores on economic and political values and scores on attitudes. He reported a positive and significant relationship between scores on attitudes and scores of satisfaction. Saran (1975) found certain personality variables as needs of achievement; abasement, endurance and autonomy had hardly any influence on the formation of attitude towards the teaching profession. Tripathi (1978) found significant relationship between thrust and attitude towards child-centered practices. Gupta (1978) found that success in teaching was significantly related to professional attitude. Singh (1981) observed that teachers with favorable attitude towards teaching are better adjusted than teachers with unfavorable attitude towards teaching. Nayak (1982) found that teaching attitude has a significant positive relationship with the job satisfaction of female teachers. Kulsum (1985) added that attitude towards teaching profession and teaching effectiveness were found to be as common predictors of both job satisfaction and job involvement of Teacher. Khatoon (1988) found that there existed no correlation between teacher classroom behaviour and attitude towards teaching. Each individual student since the age of normal infant has the potential and talent that can be expanded and enhanced. They have been exposed earlier to various sources of information. This phenomenon to some extent can have a significant impact in the development and physical growth, cognitive, psychomotor and emotional, especially among those who are known as students.

Gifted and talented students as individuals who have a high potential in various aspects of development and growth. In order to develop their potential and talents in a more systematic and effective, a special education program is needed. Students' personality type to be emphasized since it is among the aspects that influence academic achievement. Personality can know as a dynamic organization and planned properties owned by a person with unique determine behaviour, motivation, thinking and various situations

Conclusion

It is well known that training in every field results in improving the performance of the learner. It not only improves his/her skills but also build confidence among the person. In our daily life we always try to learn new things by getting knowledge and training in the respective field. Without getting necessary information or knowledge no one can become efficient and this efficiency can be acquired through appropriate training. The theory behind this study reiterates the predictions to become successful teachers; prospective teachers should have positive relation between their level of aspirations and teaching aptitude. By analyzing the whole results, the researcher found out that there was high significant and positive relationship between teaching aptitude and level of aspiration showing the importance of these variables during the teacher training course. The students should get admission in teacher training courses after checking their entry behaviour by administering teaching aptitude and level of aspiration scale in order to find out how much they are serious in adopting the teaching profession and so that after the completion of training, they would be able to become efficient, confident and qualified teachers. The basic principle

of teaching professionals has high teaching aptitude. A person who has high level teaching aptitude is bound to be a successful teacher further. The teaching professionals should have cooperative nature, interest in the profession, scholarly attitude fair mind and impartiality, moral values and descent behavior optimistic attitude, motivational aspect as well as dynamic personality. In intellectual work like teaching and research, the job satisfaction relies the sine - qua - none and plays an important role in attracting and retaining the right type of persons in the profession. If there is any possible to segregate the factors of dissatisfaction, attempts can be made either to change the dissatisfaction levels or reduce their intensity so as to increase the holding power of the profession.

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