

TEACHING COMPETENCE OF PROSPECTIVE TEACHERS IN RELATION TO TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING

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Abstract

The Study was intended to find out the relation of teaching competence of prospective teachers in relation to teaching aptitude and attitude towards teaching. 100 prospective teachers from colleges of Education. General teaching competence Scale by Passi and Lalitha (2009), Teaching aptitude test (TAT) by Gakhar and Rajnish (2009), and teacher attitude inventory by Ahluwalia, (2006) were used to collect the data. The results of the study showed significant positive relation between teaching competence and teaching aptitude and between teaching competence and attitude towards teaching.

Key words: Teaching competence, teaching aptitude, attitude towards teaching

The education system revolves around the personality of the teacher. The teacher is considered as a future nation builder, especially when the country like India is at crucial stage of development and instrumental in bringing about a revolution in various fields of human life. This work is done only when the teacher is competent. Barr (1952) opined that, "Teacher basic competencies imply his role (a) as a director of learning (b) as a friend and counsellor of pupils (c) as a member of group professional workers (d) as a citizens participating in various community activities". Snyder and Drummand (1988) defined competency as a complex set of relationship between one's intent and performances. Shukla (2000), "In the content of teaching, competency means the right way of conveying unit of knowledge, application and skills of students". Singh (2002), "Competence is a personal trait or "set" of habits that leads to more effective and superior job performance." Goods' Dictionary of Education (1959) defined teaching aptitude as a person's potential capacity for success in teaching profession. A person may be said to possess teaching aptitude. If he has good proportion of characteristics required for effective teaching. Bingham (1937), "Aptitude refers to those qualities characteristic a person's way of behaviour which server to indicate how he will can learn to meet & solve a certain specified kinds of problems." Lohithakshan (2002), "Aptitude is a set of characteristics which is indicating of the capacity to develop proficiency in some skills or subjects, after adequate training".

"The most important factor in the contemplated educational reconstruction is the teacher, his personal

equalities, his educational qualification, his professional training and the place he occupies in community." remarks The Secondary Education Commission (1952-53). Mutha (1980), Buch (1987), Bhasin (1988), More (1988), Shah (1991) Farah (2002), Sharma (2006), Srivastava & Pratibha (2009), and Sunpreet (2010) found relation between teaching aptitude and teaching effectiveness. Vyas (1982), Kukreti (1991) found relation between teaching aptitude and teaching success. Partap (1982) studied eight teaching skills, Sharma (2006) studied teaching skills and teaching aptitude, Ehindro and Ajibabe (2000) studied relation between teaching skills and academic performance, Thamilmani (2000) found relation between teaching competence, attitude towards teaching and personality of teachers; Lloyd (1990), Chahar (2005), Gultekin (2006) Spickard et al (2007) studied relation between teaching skills and attitude towards teaching. Only one study (Kaur, 2011) has been found by the investigator that studied the relationship of teaching aptitude and attitude towards teaching with respect to teaching skills among prospective teachers. The study was conducted with following objectives.

Objectives

1. To investigate the significance of relation between teaching competency and teaching aptitude of prospective teachers.
2. To investigate the significance of relation between teaching competency and teaching attitude of prospective teachers.

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Method

Sample

Random sampling technique was applied to select the sample. 100 prospective teachers from Government aided colleges of education of Ludhiana district were selected for this study.

Procedure

The study was conducted on 100 B.Ed. students

from the Government aided colleges of education of Ludhiana district. Data was collected by using (a) General teaching competence Scale by Passi and Lalitha (2009), (b) Teaching aptitude test (TAT) by Gakhar and Rajnish (2009), and (c) Teacher attitude inventory by Ahluwalia (2006). Karl Pearson's coefficient of correlation technique was used to find the relation between the dependent variable (Teaching Skills) and independent variables (Teaching aptitude and attitude towards teaching).

Results and discussion

Table 1 : Relation between Teaching competence and teaching aptitude of prospective teachers (N=100)

Sr. No	Variables	Correlation
1	Skill of writing instructional objectives and teaching aptitude	0.344**
2	Skill of introducing a lesson and teaching aptitude	0.252*
3	Skill of fluency in questioning and teaching aptitude	0.270**
4	Skill of probing questions and teaching aptitude	0.305**
5	Skill of explaining and teaching aptitude	0.199*
6	Skill of illustrating with Example and teaching aptitude	0.276**
7	Skill of stimulus variation and teaching aptitude	0.198*
8	Skill of silence and non verbal cues and teaching aptitude	0.243**
9	Skill of reinforcement and teaching aptitude	0.360**
10	Skill of increasing pupil participation and teaching aptitude	0.246**
11	Skill of using blackboard and teaching aptitude	0.393**
12	Skill of achieving closure and teaching aptitude	0.357**
13	Skill of recognizing attending behaviour and teaching aptitude	0.257**

*Correlation is significant at 0.05 level (0.197)

**Correlation is significant at 0.01 level (0.256)

Table 1 reveals that for prospective teachers the values of correlation between skill of writing instructional objectives and teaching aptitude, skill of Introducing a Lesson and teaching aptitude, skill of fluency in questioning and teaching aptitude, skill of probing questions and teaching aptitude, skill of explaining and teaching aptitude, skill of illustrating with example and teaching aptitude, skill of stimulus variation and teaching aptitude, skill of silence and non verbal cues and teaching aptitude, skill of reinforcement and teaching aptitude, skill of increasing pupil participation and teaching aptitude, skill of using blackboard and teaching aptitude, skill of achieving closure and teaching aptitude, and skill of recognizing attending behaviour and teaching aptitude are 0.344, 0.252, 0.270, 0.305, 0.199, 0.276, 0.198, 0.243, 0.360, 0.246, 0.393, 0.357 and 0.257 respectively. All these values are positive and significant. Teaching competence thus has significant positive relation with

teaching aptitude of prospective teachers. It leads to the rejection of hypothesis 1, which states that "There will be no significant relation between teaching competency and teaching aptitude of prospective teachers." The findings of the study are in consonance with the findings of study by Sharma (2006), Srivastava and Pratibha (2009) and Sunpreet (2010). This may be justified by the study of Carroll (1963) who proposed that the time needed by students to learn academic content is contingent upon aptitude (the most often used measure is IQ), ability to understand the instruction presented (the extent to which they possessed prerequisite knowledge), and the quality of instruction students receive in the process of learning. Bloom (1971), a colleague of Carroll's, also observed that in traditional schooling a student's aptitude for learning academic material (IQ) is one of the best predictor's of school achievement.

Table 2 : Relation between teaching competence and attitude towards teaching of prospective teachers (N=100)

Sr. No	Variables	Correlation
1	Skill of writing instructional objectives and attitude towards teaching	0.224*
2	Skill of introducing a lesson and attitude towards teaching	0.198*
3	Skill of fluency in questioning and attitude towards teaching	0.203*
4	Skill of probing questions and attitude towards teaching	0.199*
5	Skill of explaining and attitude towards teaching	0.197*
6	Skill of illustrating with example and attitude towards teaching	0.215*
7	Skill of stimulus variation and attitude towards teaching	0.217*
8	Skill of silence and non verbal cues and attitude towards teaching	0.199*
9	Skill of reinforcement and attitude towards teaching	0.256**
10	Skill of increasing pupil participation and attitude towards teaching	0.217*
11	Skill of using blackboard and attitude towards teaching	0.228*
12	Skill of achieving closure and attitude towards teaching	0.289**
13	Skill of recognizing attending behaviour and attitude towards teaching	0.232*

*Correlation is significant at 0.05 level (0.197)

**Correlation is significant at 0.01 level (0.256) (Table given in Appendices II)

Table 2 reveals that the for prospective teachers the values of correlation between skill of writing instructional objectives and attitude towards teaching, skill of introducing a lesson and attitude towards teaching, skill of fluency in questioning and attitude towards teaching, skill of probing questions and attitude towards teaching, skill of explaining and attitude towards teaching, skill of illustrating with example and attitude towards teaching, skill of stimulus variation and attitude towards teaching, skill of silence and non verbal cues and attitude towards teaching, skill of reinforcement and attitude towards teaching, skill of increasing pupil participation and attitude towards teaching, skill of using blackboard and attitude towards teaching, skill of achieving closure and attitude towards teaching, and skill of Recognizing Attending Behaviour and attitude towards teaching are 0.224, 0.198, 0.203, 0.199, 0.197, 0.215, 0.217, 0.199, 0.256, 0.217, 0.228, 0.289 and 0.232 respectively. All these values are positive and significant. Teaching competence thus has significant positive relation with attitude towards teaching of prospective teachers. It leads to the rejection of hypothesis 2, which states that "There will be no significant relation between teaching competency and teaching attitude of prospective teachers." This finding is well supported by the study earlier conducted by Thamilmani (2000).

Implications

This Study showed a significant positive relationship between teaching competence and teaching aptitude and

also between teaching competence and attitude towards teaching, so a proper testing scheme should be made essential to measure teaching aptitude and attitude towards teaching in the admission to pre-service training. The study thus supports a comprehensive written test for teacher trainees. In this test items should be utilized to know candidates teaching aptitude and attitude towards teaching, children, This test will help to select competent individuals and will help to check the misfits in the teaching profession.

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