

TO EXAMINE THE LEVEL OF TEACHER APTITUDE AND TEACHER EFFECTIVENESS IN PRACTICE TEACHING AMONG PRE-SERVICE TEACHERS OF AIDED AND UNAIDED D.T.EDCOLLEGES AND TO SUGGEST MEASURES TO ENHANCE THEM

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Abstract

The aim of this research was to examine the level of Teacher Aptitude and Teacher Effectiveness in Practice Teaching among Pre-service Teachers of Aided and Unaided D.T.Ed colleges of education and to suggest measures to enhance Teacher Aptitude and Teacher Effectiveness in Practice Teaching among pre-service teachers. A self-structured questionnaire consisting of 42 positive and negative statements on Teacher Aptitude in Practice Teaching and 43 positive and negative statements on Teacher Effectiveness in Practice Teaching were constructed. The responses were based on likert scale ranging from Strongly Agree to Strongly Disagree. The validity and reliability of the tools were established, and were distributed among the target population and primary data gathered through questionnaire were analysed and discussed in accordance with the objectives and hypothesis of the study. There is significant difference in the level of Teacher Aptitude in Practice Teaching among aided and unaided D.T.ED junior colleges of education of total sample. The reasons for this result may be that the Teacher Aptitude in Practice Teaching depends upon the Mental Ability, Professional interest, Adaptability, Management skills/Subject Knowledge, Motivation, Communication and Interaction of the Pre-service Teacher. The result of the study showed that there is significant difference in the level of Teacher Effectiveness in Practice Teaching among the pre-service teachers in aided and unaided D.T.ED junior colleges of education. The reasons for Teacher Effectiveness in Practice Teaching may be due to the colleges giving proper training to students and the Micro Teaching skill lessons among the peer group help them to gain confidence and that results in the effectiveness in teaching.

Keywords: D.T.ED, Pre-service teachers, Teacher Aptitude, Teacher Effectiveness.



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Introduction

Teachers are the largest professional group engaged in human development activities. Only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training is important characteristic of teaching profession. Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become

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socialized into the profession. Performance during practice teaching provides some basis for predicting the future success of the teacher.

To improve the quality of education is through the improvement in teacher's performance therefore it is needed to identify the factors influencing teacher's performance. Teacher Aptitude is considered as the determinant factor of effective teaching. Teacher Aptitude leads to Teacher Effectiveness. To evaluate the efforts which are being made by the training institution to achieve the desired goals, and to find whether Teacher Aptitude and Teacher Effectiveness is similar among Pre-service Teachers of both Aided and Unaided D.T.ED colleges the researchers have taken up this study. By obtaining the knowledge about the Teacher Aptitude and Teacher Effectiveness of D.T.ED teacher trainees it would help in future references and to predict the degree of attainment or success of teacher trainees in teaching.

Objectives of the study:

- The main objectives of the present study are as follows:
- To find if there is significant difference in the level of Teacher Aptitude in Practice Teaching among Aided college and Unaided D.T.ED colleges of total sample.
- To find if there is significant difference in the level of Teacher Effectiveness in Practice teaching among Aided and Unaided D.T.ED colleges of total sample.

Hypothesis of the study:

- There is no significant difference in the level of Teacher Aptitude in Practice Teaching among Aided and Unaided D.T.ED colleges of total sample.
- There is no significant difference in the level of Teacher Effectiveness in Practice Teaching among Aided and Unaided D.T.ED colleges of total sample.

Methodology of the study:

For the present study the researchers adopted following methodologies:

Descriptive statistics

Mean, Median, SD, Skewness and kurtosis.

Inferential statistics

In the present study the researchers used the inferential statistical techniques for testing the hypotheses i.e. the 't' test.

Sample of the study:

For the purpose of this study, the researcher delimited herself to the Pre-service Teachers of one Aided and three Unaided Colleges of Education in central and harbor line of Mumbai.

College Selected for Pilot Study

TABLE: 1.1

Sr.no.	Name of the colleges
1.	Comprehensive Junior D.T.ED College,Chembur Naka
2.	Somaiya Vidya Vihar Junior College, Vidhya Vihar
3.	Saraswathi Junior college,Bhandup
4.	Mahatma Junior college, Chembur Naka

List of colleges for the study:

TABLE: 1.2

Name of the College	No. of Students	Total
Mahatma Junior College of Teacher Education,Chembur	30	30

Tools Used for the Study:As regards the tool for the study, there was no tool available to measure the level of Teacher Aptitude and Teacher effectiveness in practice teaching of the D.T.ED student teachers. The researcher had to prepare the tool on Teacher Aptitude and Teacher Effectiveness in Practice Teaching.

The following tools were constructed by the investigators:

- 1.A questionnaire to find the Teacher Aptitude in practice teaching.
- 2.A questionnaire to find the Teacher Effectiveness in practice teaching.

Descriptive Analysis of the level of Teacher Aptitude among the Aided and Unaided D.T.ED College Pre-service Teachers for total sample.

Table 1.3 Descriptive Statistics Of Teacher Aptitude Among The Aided And Unaided D.T.Ed College Pre- Service Teachers For Total Sample .

N	MEAN	MEDIAN	MODE	SD	SKEWNESS	KURTOSIS
306	178	179	181	13.14	-0.76	40.6

The Mean of the distribution is 178 and the Median is 179. This shows that the Mean is lower than the Median. The Mode of the distribution is 181 which is higher than the Mean. This indicates that the difference between Mode and Median is marginally different whereas

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difference between Mean, Median and Mode is substantially different and hence the distribution is near to normal. Thus the sample selected is representative of the population. The Skewness of the distribution is -0.76 i.e. the distribution is negatively skewed. The Kurtosis of the distribution is 40.6 which is more than 0. Hence the distribution curve is leptokurtic.

Descriptive Analysis of the level of Teacher Effectiveness among the Aided and Unaided D.T.ED College Pre-service teachers for total sample.

Table 1. 4 Descriptive Statistics Of Teacher Effectiveness Among The Aided And Unaided D.T.Ed College Pre-Service Teachers For Total Sample .

N	MEAN	MEDIAN	MODE	SD	SKEWNESS	KURTOSIS
306	172.5	177	186	14.8	-0.68	0.39

The Mean of the distribution is 172.5 and the Median is 177. This shows that the Mean is lower than the Median. The Mode of the distribution is 186 which is higher than the Mean. This indicates that the difference between Mode and Median is marginally different whereas difference between Mean, Median and Mode is substantially different and hence the distribution is near to normal. Thus the sample selected is representative of the population. The Skewness of the distribution is -0.68 i.e. the distribution is negatively skewed. The Kurtosis of the distribution is 0.03 which is more than 0. Hence the distribution curve is leptokurtic.

Testing of Hypothesis 1

There is no significant difference in the level of Teacher Aptitude in Practice Teaching among the Pre-service Teachers of Aided and Unaided D.T.ED Colleges for total sample.

TABLE 1.5

Variable	Group	N	Df	Mean	SD	Table Evaluation .05	t value	Level of Significance .05
Teacher Aptitude	Aided	76	304	173	13.39	1.97	2.08	S
	Unaided	230		177	17.6			

S- significant

From the table 5.1 it can be seen that for df = 304, the table value at .05 level of significance is 1.97 at .01 level of significance it is 2.59. The obtained value of t is 2.08 which is more than the tabulated values at 0.05 level of significance. Hence the null hypothesis is rejected at 0.05 level of significance.

Conclusion:

There is significant difference in the level of Teacher Aptitude among the student teachers in aided and unaided D.T.ED Colleges.

Testing of Hypothesis 2

There is no significant difference in the level of Teacher Effectiveness in Practice Teaching among Pre-service Teachers of Aided and Unaided D.T.ED Colleges for total sample.

TABLE 1.6

Variable	Group	N	Df	Mean	SD	Table Evaluation		t value	Level of Significance	
						.05	.01		.05	.01
Teacher Effectiveness	Aided	76	304	170.6	17.07	1.97	2.59	3.77	S	S
	Unaided	230		179.2	17.94					

S-Significant

From the table 5.1 it can be seen that for df = 304, the table value at .05 level of significance is 1.97 at .01 level of significance it is 2.59. The obtained value of t is 3.77 which is more than the tabulated values at both level of significance. Hence the null hypothesis is rejected at both 0.05 and 0.01 level of significance.

Conclusion:

There is significant difference in the level of Teacher Effectiveness among the Pre-service Teachers of Aided and Unaided D.T.ED Colleges.

Major findings of the study:

Following findings were found through this study:

1. There is significant difference in the level of Teacher Aptitude among the Pre-service Teachers in Aided and Unaided D.T.ED Colleges for total sample.
2. There is significant difference in the level of Teacher Effectiveness among the Pre-service Teachers in Aided and Unaided D.T.ED Colleges for total sample.

Discussion:

The mean value of Teacher Aptitude in Practice Teaching of Unaided D.T.ED colleges is more than the mean value of Teacher Aptitude in Practice Teaching of Aided D.T.ED college, the reasons for this result may be that the Teacher Aptitude depends upon the Mental Ability, Professional interest, Adaptability, Management skills / Subject Knowledge, Motivation, Communication and Interaction of the student. There is a high possibility that the transaction of curriculum in unaided D.T.ED colleges may be more rigorous as compared to Aided D.T.ED colleges and thus helping in development of Teacher Aptitude more effectively than in Aided D.T.ED colleges.

The mean value of Teacher Effectiveness in Practice Teaching of Unaided D.T.ED colleges is more than the mean value of Teacher Effectiveness in Practice Teaching of Aided D.T.ED college, the reasons for this result may be that the Unaided D.T.ED colleges may be more rigorous in their training programmes as compared to Aided D.T.ED Colleges and may be guiding them effectively in taking micro teaching skill lessons among the peer group, Practice Teaching lessons as well as providing constructive feedback which helps them to gain confidence and that results in the effectiveness in teaching.

Suggestions and Recommendations:

The findings of the present study have the important implications for educational practice. By the present study following implications came out for educational practice;

1. In order to minimize these differences between Aided and Unaided D.T.ED Colleges adequate provisions and changes in the curricula should be made and effectively implemented.
2. Seminars, Workshops should be organized for the D.T.ED teacher trainees, so that their aptitude for teaching and effectiveness in teaching can be enhanced.
3. More emphasis should be given on practical work to enhance their Teacher aptitude for teaching as well for Teacher Effectiveness in classroom.

4. The duration of their Practice Teaching need be increased to enhance their Teacher Effectiveness as they get more hands on experience which will enhance the classroom management skills.
5. Lesson guidance should be under the method master so that they get appropriate guidance.
6. Groups for guidance should be arranged according to their streams to gain the maximum advantage of the subject expertise.
7. Different type of activities and competitions should be organized time to time to enhance the Teacher aptitude and Teacher effectiveness of D.T.ED. Pre-service Teachers.
8. The teacher training programmes should aim at improving the Teacher Aptitude And Teacher Effectiveness among Pre-service teachers as they are shouldered the responsibility of Nation building.

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