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A STUDY ON EFFECT OF TEACHER EDUCATORS APTITUDE ON THEIR TEACHING PERFORMANCE

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ABSTRACT :

This paper is attempted to study the influence of types of institution on the teaching performance of the teacher educators. The study is an ex-post-facto research following survey method of research. A random sample of 109 teacher educators is selected from all the B.Ed. colleges of Kuvempu University and Davangere Universities. Data is analyzed by ANOVA. Findings revealed that the teaching performance of teacher educators working in different types of institution differs significantly in their teaching performance, and the interaction effect of the aptitude and type of institution of working of teacher educators did not have any effect on the teaching performance of teacher educators.

KEYWORDS : Teacher Educators Aptitude , Teaching Performance , producing quality teachers .

INTRODUCTION:

Teacher education in our country is facing the challenge of producing quality teachers for a new society. Needless to say that in order to meet this challenge successfully it is necessary to improve the quality of teacher educators. The wider sense of education means the process of development from birth to maturity. It includes the influences of one's vocation, home life, friendship, marriage, travel, recreation, hobbies etc. on one's personality. All these form parts of the life long process of education

In a profession like teaching, there is a need of certain skills which are very essential to be successful in the profession, more over today's knowledge explosion era and the rapid innovations in the field of ICT has enhanced the need of incorporating the timely updates. This condition applies more to the teacher educators, as they are the persons who are responsible for better teacher education. This directly prompts towards persons entering in to the profession of teacher educator of possessing aptitude in teaching. The possession of aptitude no doubt has a link with the teaching performance of a teacher in general and the teacher educator in particular.

Aptitude is a capacity to acquire proficiency, with specifying its composition. The term aptitude is used in several ways. First, it is used to denote the combination of traits and abilities, which result in a person getting qualified for some type of occupation or activities. Second, it is intended to convey the idea of a discrete unitary characteristic, which is important in varying degrees in a variety of occupations and activities.

Aptitude for teaching is a condition or set of characteristics including knowledge, understanding and attitude regarded as symptomatic or indicative of individual's ability to acquire with training abilities for teaching work.

"Teacher performance is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the college are more effectively achieved, while at

the same time benefiting teachers in terms of recognition of performance, professional development and career guidance."

OBJECTIVES OF THE STUDY

- To study the effect of teacher educators' aptitude on their teaching performance with reference to the type of institution.

HYPOTHESIS

1. There is no significant effect of teacher educators' aptitude on their teaching performance in terms of type of institution.

METHOD OF RESEARCH

The study is an ex-post-facto research following survey method of research.

SAMPLE

The researchers have taken totally 109 teacher educators randomly (47 from aided and 62 from unaided) from all the B.Ed. colleges of Kuvempu University and Davangere Universities.

TOOLS

- Teaching Aptitude Test by Dr. Surender S. Dahiya & Dr. L.C. Singh.
- Students Opinion towards Teaching Performance of Teacher Educators by the researchers.

ANALYSIS OF DATA

Table 1: Descriptive Statistics of Teacher Educators' Aptitude and Type of Institution on Teaching Performance

Teaching Performance				
Type of Institution	Aptitude Level	Mean	SD	N
Aided	Low	184.57	6.28	9
	Moderate	187.50	6.23	18
	High	182.30	4.76	20
	Total	184.73	6.01	47
Unaided	Low	176.22	8.04	18
	Moderate	181.08	5.66	37
	High	175.10	6.56	7
	Total	179.00	6.92	62
Total	Low	179.00	8.39	27
	Moderate	183.18	6.55	55
	High	180.43	6.07	27
	Total	181.47	7.11	109

Table-1 shows the teacher educator's aptitude with reference to the type of institution they are working such as aided and unaided college of education. The teachers were classified based on their scores on the scale of aptitude a High, low and Moderate. It can be observed from the above Table that the teaching performance of moderate level of aptitude was high (mean 183.18) compared to the other level of aptitude of teacher educators. This trend can be observed that irrespective of the type of institutions such as aided and unaided B.Ed. colleges. This brings into focus that the teacher educators having moderate level of aptitude have high level of teaching performance. This shows that the effect of aptitude is to a moderate extent on the teaching performance of teacher educators.

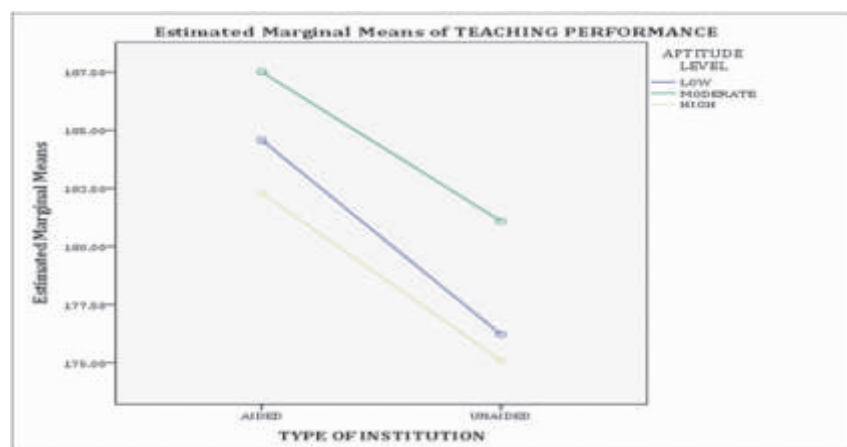
Table 2: Summary of 3 X 3 (Aptitude and Type of Institution) Factorial Design of ANOVA for Teaching Performance

Tests of Between-Subjects Effects					
Dependent Variable: Teaching Performance					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Type of Institution	1091.12	1	1091.12	28.69	0.01
Aptitude level	542.43	2	271.22	7.13	0.01
Type of Institution X Aptitude level	15.06	2	7.53	0.20	NS
Error	3917.75	103	38.04		
Total	3594856.64	109			

Table-2 depicts that the F-value for main effect of type of institution on teacher performance is found to be significant at 0.01 level of significance, this means that the null hypothesis that “there is no significant influence of main effect of type of institution on teaching performance, stands rejected.

The F-value for main effect of aptitude on teaching performance is found to be 7.13, which is also significant at 0.01 level, it means that there is a significant influence of main effect of aptitude on teaching performance among teacher educators”.

Further from the same table it is found that, the F value for interaction between type of institution and aptitude is 0.20, which is not significant. It means that mean score of teaching performance of teacher educators of different levels of aptitude having different levels of type of institution do not differ significantly. Hence, the hypothesis, which states that ‘there is no significant influence of interaction between type of institution and aptitude on teaching performance of teacher educators was accepted.

**Figure 1: Influence of Interaction between Levels of Aptitude and Type of Institution on Teaching Performance**

FINDINGS

- The teaching performance of the teacher educators with different levels of aptitude differ significantly. Teachers with moderate level of aptitude have higher level of teaching performance compared to other teacher educators.
- The teaching performance of teacher educators working in different types of institution differs significantly in their teaching performance.
- The interaction effect of the aptitude and type of institution of working of teacher educators did not have any effect on the teaching performance of teacher educators.

CONCLUSION

The study indicates that the aptitude of a teacher educator in teaching has an effect on the teaching performance of teacher educator's teaching performance, this further reveals that not that teacher educators who have high aptitude in teaching are high performers, Moderate level of aptitude is sufficient for higher level teaching performance. These findings indirectly point towards the influence of other related variables may be interest, attitude etc., which can only be confirmed on taking up a specific study. Further it has been established that the type of institution such as aided, unaided has an effect on the teaching performance of the teacher educators. It is an already established fact that the security such as job and financial enhances the confidence level of the teachers and leads to an effective teaching performance. Interestingly the interaction effect of type of institution and aptitude do not make significant difference in the teaching performance of teacher educators. Hence this study specifies that teaching aptitude upto a needed level is a must for better performance. The same is the case with the type of institution. This makes the planners and administrators to think of providing better working conditions to the teacher educators. It is the teacher educators who have a major role to play in enhancing the quality of teacher education.

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