



Impact of Teacher's Teaching Competencies and Aptitude on Pupil Achievement in Govt funded and private self-finance Elementary Teacher Education Institutes of Delhi

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Abstract - The role of the teacher attains utmost importance because he shapes and molds the habits, likings, mannerism, thoughts and, therefore, the character of the students. This responsibility makes the teacher duty-bound to know the child well in all respects including the shortcomings, understand his or her psychology and also respect his feelings. The universe of present investigation is teaching aptitude in connection to teaching competency among the prospective teachers in Delhi locale. There are 9 area divisions are chosen as a unit study. These contemplations motivated the agent to take up an examination on the teacher students to search for entomb relationship between their teaching competency and Teaching Aptitude. The investigation additionally centers upon the impact of different factors viz sort of institutions, age, capability, sexual orientation, monetary and social foundation of students and their impact on their teaching competency and Teaching Aptitude. The outcome of the analysis and results in the form of their bearing on the acceptability or otherwise of various hypotheses with respect to the type of institutions whether government or self-financed, age group of the respondents, their qualifications, gender, background of the place of residence (urban or rural) and the income groups have been summarized

KEYWORD: Teachers. Teaching, Competency, Aptitude, Attitude, Private Institute

I. INTRODUCTION

Education is the fundamental instrument to make prelude certified and suggests for alluring social change. Article 1 of the Declaration of Human Rights (1948), gotten by UN says, —All people are brought into the world free and identical in regard and rights. They are enhanced with reason and internal voice and should act towards one another in a spirit of brotherhood. The essentialness of education is exceptionally clear. Education is the data of putting one's conceivable outcomes to most prominent use. One can safely say that an individual isn't in the most ideal sense till he is instructed. The nature of a nation depends on the nature of



its locals. The nature of the inhabitants settles upon the nature of their education. the nature of their education depends on the expertise, dedication and nature of school instructor sit isn't square and bond of the study hall, anyway the talked fondness and companies upheld by deeds, between the understudies and the educators, all the time making inside its four dividers can make or imperfection the destiny of the adolescents and in this manner that of the country[1-3].

This importance of education is basically for two reasons. The first is that the preparation of a human character isn't done without education. Education makes man a right engineer. It encourages man how to think and how to choose decision. The second reason behind the noteworthiness of education is that right through the accomplishment of education, man is engaged to get information from the outside world; to acquaint him with past history and get every fundamental datum concerning the present. Without education, man is similarly as in a closed room and with education he winds up in a stay with all of its windows open towards outside world. Education is thusly the starting phase of every human activity.

Competencies

Competencies are explicit and self-evident qualities or characteristics inescapable for teaching professionals to make a persuading and student benevolent environment. Competencies being worried about three areas of learner's conduct are basic for teacher to shoulder prime obligations. Other than scattering knowledge, teacher helps students: a) To create method of reasoning and logical personality. b) To anticipate progressions in all circles of life and its effect on the general public. c) To help students in saving and transmitting values supported by the general public [4-6].

Aptitude

The concept of aptitude is reproduced. Modern understanding emphasizes availability to learn specifically instructional circumstances and perceives conative and full of feeling just as intellectual sources of aptitude. Two issues make it minimal hard to give an acceptable definition of aptitude. Initially, is it acquired? Second, Is it a unitary quality or a mix of numerous characteristics? People contrast incredibly in their blessings and capacities, such contrasts being both quantitative and subjective. As a rule, there are three classes of people, contrasting quantitatively as for their general mental gear. They are the capable or talented people, the normal people, or people of medium ability and the sub ordinary.



II. OBJECTIVES

- To study the teaching competency of the teacher trainees at elementary level studying in Govt and private funded institutions.
- To find correlation between teaching competency and Teaching Aptitude of the teacher elementary level studying in public funded institutions.
- To compare the Teachers Aptitude of teacher trainees of both at elementary level studying in public and private funded institutions.

III. HYPOTHESIS

1. There is no significant correlation between teaching competency and Teaching Aptitude of teacher trainees at elementary level.
2. There is no significant difference in the Teaching Aptitude of elementary level teacher trainees with regards to Nature of the Training institution Private and Govt. Funded.
3. There is no significant difference in the Teaching Competancy of elementary level teacher trainees with regards to Nature of the Training institution and Private and Govt. Funded.

IV.METHODOLOGIES

Methodology adopted to execute the research work. As mentioned there, simple random sampling has been used by including at least 66 % of the number of trainees in a session from a particular selected institute. As mentioned there, simple random sampling has been used by including at least 66 % of the number of trainees in a session from a particular selected institute. The total sample for the study consisted of 227 teacher trainees – 51.96 % of these belonged to the public funded institutes, while the remaining 48.4 were from the private funded institutes. The different dimensions associated with the teaching competency and Attitude as used in the two inventories employed in the present investigation, the procedures for their use, the applicability as well as the validity and the reliability of the inventories (in terms of their reliability coefficients), scoring strategies and other aspects connected with the data collection and their statistical analysis have also been described.

Table 1. Background-wise Number of respondents

Background Variable					Total
Gender	Male-96	Female-131			227
Qualification	Sr Sec-101	UG-60	PG-66		227
Stream of learn	Science-52	Commerce-76	Social Sc.-99		227
H.H. Income	Upto15000-67	Upto 25000-85	Upto 40000-44	More than 40000-31	227
HH Setting	Urban-173	Rural-54			127

V. DELIMITATION

It is restricted to:(i) Teacher trainees from Delhi area only.(ii) Elementary level teacher trainees SCERT, and JamiaMilliaIslamia(iii) Training Institutes located in Delhi and are public funded or private funded.(iv) Total sample of 300 prospective teachers of both levels.

VI. NEED OF THE STUDY

Teaching competency and teaching aptitude in connection to teaching competency among the planned teachers are the significant pieces of Teacher Education program. The effect of the training projects will be showed in the manner the teacher practices the techniques educated and skills gained so their competency is uncovered, and viability is built up. The study aims at assessing the competency and effectiveness attained so far by the teacher trainees and how much of these competencies and effectiveness are needed to be developed in future. In this way, there is an unequivocal need to evaluate the teaching competency and Teaching Aptitude of teachers associated with our current education system and to survey whether there is a correlation between these two significant angles.



VII. EFFECTIVENESS AND RELATIONSHIPS

Teachers Effectiveness

Teacher held focal position in the field of education. Education is relying upon Educational way of thinking and teacher's proficiency. Teacher is the way to improve the quality of education. Teacher is basically country manufacturer. Teacher assumes significant job in molding manners, habits, character in their students. The teacher is expensive contribution to the industry called education. If an education be called an industry, all the input must be of a first rate capable of producing the desired goals, contemplated for education. In our education society there is well known proverb that teachers are born not made. If this is true then there must not be any training college for the teachers. But what we implied in that common proverb is the spirit of teachers. Spirit does flow the form the Efficiency of the teachers. A teacher's efficiency is his capacity to become an excellent teacher. The characteristic are being an unfolded in the process called training. So in the training college, teachers are prepared having right aptitude and the characteristic which are conductive to help in realizing the goal of education. If the teacher's professional efficiency measured through measuring tools, schools can recruit the right type of persons for the profession. A right person can be selected for the right profession. Restlessness in pupils, truancy and indiscipline in the both students and teachers, corruption in profession itself, are some of the evils that cause decay in education. This is one entirely because of requirement of a wrong type of persons called teachers. If we could measure the teacher's professional efficiency, the persons having less quota of proper aptitude could be recruiting in the profession. The teacher aptitude is not a thing to be isolated in vacuum. The person with right type of professional efficiency is there in society.

Relationship between Teaching Competencies and Teacher Aptitude

Teaching competencies like ability to manage classrooms, manage students, and deliver the lesson catering to each individual student and to work beyond the set time encourage students to participate actively in the classroom/school activities whereas proper management of classroom and management of students keeping in view with the trend of behaviour of students now-a-days have been observed to be all the more difficult task for teachers to teach inside the classroom by employing of new innovative practices and new designs of experiments. The use of information and communication technology has become a necessity criterion for all competent teachers .Guidance and counseling which has emerged as an important competency for a teacher at this crucial stage of schooling is yet to form an idea in most of the minds of the teachers for effective teaching. Teacher effectiveness also depends very much not only on the above aforesaid teaching

competencies but also on their age, qualification and experience of a teacher. The relationship of teaching competency and teacher effectiveness on the three subjects under this study i.e., Science, Mathematics and Social Studies for the different subject method teachers will also be explored in this study.

VIII. DATA ANALYSIS AND ITS INTERPRETATION

To examination of data, interpretation and outcomes. As announced before, the fundamental motivation behind this examination was to ponder the showing competency, and Aptitude of above educators and to contemplate the relationship among scores of males & females forthcoming instructors for Teaching competency have been contrasted and its different measurements, abilities Process Management and for absolute scores. Also, soon after this, the coefficient of connections among different factors, in particular, the showing competency, and Aptitude are figured, deciphered and talked about

Comparison of teaching competency (Content Expertise) of prospective teachers

In order to compare the teaching competency with regards to Content Expertise of the males & females prospective teachers, the mean, S.D and 't' value were computed which have been presented in Figure 1.

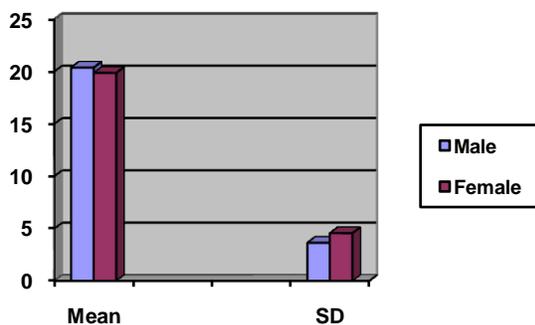


Figure 1. Mean Scores S.D and 't' value for Content Expertise of Teaching Competency of males & females prospective teachers

Hence, the hypothesis first that "there is no significant difference between the teaching prospective teachers' is accepted. It means that both the groups in other words, males & females prospective teachers were having same teaching competency with regard to Content Expertise.

Probably it is due to the same curricular and training experiences which both the groups get during the training in the teacher learning institutions.

Comparison of teaching competency (Instructional Design and Delivery) of prospective teachers

In order to compare the teaching competency with regards to Instructional Design and Delivery of the males & females prospective teachers the mean, S.D. and ‘t’ value were calculated for the obtained data. The details about the same are given in Figure 2.

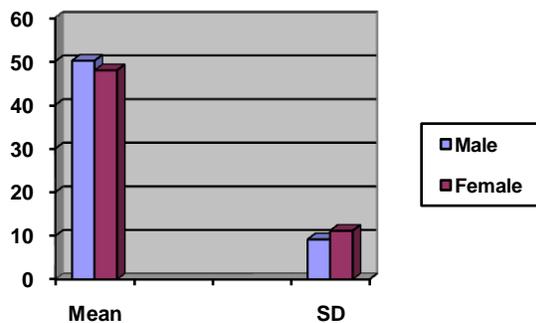


Figure2. Mean Scores and S.D. for Instructional Design and Delivery of teaching competency

Thus it can be said that males & females prospective teachers have same teaching competency with regards to Instructional Design and Delivery gained by the programme. Further, it has an implication the teacher training programme do not make any discrimination with regards to the prospective teachers. That is why, teachers of both the sexes obtained more or less same efficiency and efficacy with regards to Instructional Design and Delivery.

Comparison of teaching competency (Concluding Lesson) of prospective teachers

The computed ‘t’ value is 2.83, which is not significant at acceptable level of confidence. Hence, the hypothesis third that “ there is no significant difference between the teaching competency pertaining to Concluding Lesson of males & females prospective teachers ” is accepted.

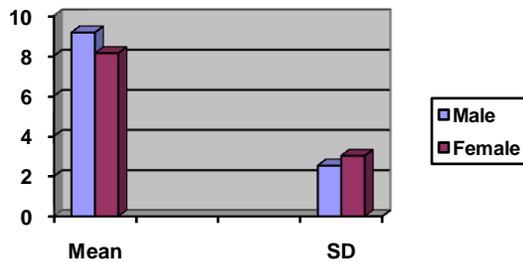


Figure: 3 Mean Scores and S.D. for Concluding Lesson of teaching competency

Comparison of dimensions of teaching competency with the Educational Background

The computed 't' value is 1.56 which is not significant at desired level of confidence. Hence, the hypothesis that "there is no significant difference dimension of Content Expertise and educational background of the teaching prospective teachers' is accepted. It means that different educational background groups of prospective teachers were having same teaching competency with regard to Content Expertise. Probably it is due to the same curricular and training experiences which both the groups get during the training in the teacher learning institutions.

Comparison of dimensions of Content Expertise competency with the stream of learning

The registered 't' value is 1.09 which isn't significant at wanted degree of confidence. Hence, the hypothesis that "there is no significant difference between the various stream of learning of prospective teachers' is accepted. It means that various groups of prospective teachers were having same teaching competency with regard to stream of learning. Probably it is due to the same curricular and training experiences which both the groups get during the training in the teacher learning institutions.

Comparison of dimensions of Aptitude between male & female respondents.(N=227)

Dimension	Male (96)		Female (131)		t-Value
	MEAN	SD	MEAN	SD	
1. Attitude towards children	62.45	10.50	72.62	8.64	5.90
2. Adaptability	13.61	3.59	15.17	2.77	** 2.79
3. Professional Information	18.26	7.42	22.33	4.95	** 3.94
4. Interest in Profession	5.81	2.46	7.09	1.94	** 3.28

Mean scores of different dimensions of Aptitude of Males & females prospective teachers . Measurement - Attitude towards children is higher among female prospective teachers (M=72.62) than male prospective teachers (M=62.45). The figured 't' value is 5.90 which isn't significant at wanted degree of confidence. Consequently, the hypothesis first that "there is no significant contrast between the males & females on Attitude towards children prospective teachers' is accepted. It implies that both the gatherings as such, males & females prospective teachers were having same Attitude towards children.

Comparison of Dimensions of Aptitude between respondents of Private and Govt. Management Colleges.

Thinks about mean scores of different dimensions of Aptitude of Private and Govt. Management Colleges of prospective teachers.Measurement - Attitude towards children is higher among Private Management of prospective teachers (M=72.15) than Government Management prospective teachers (M=70.15). The figured 't' value is 1.57 which isn't significant at wanted degree of confidence. Henceforth, the hypothesis first that "there is no significant contrast between the Private and Govt. Management Colleges on Attitude towards children prospective teachers' is accepted. It implies that both the gatherings as such, males & females prospective teachers were having same Attitude towards children.



Dimension	Private (N=123)		Govt. (N=104)		t-Value
	MEAN	SD	MEAN	SD	
1. Attitude towards children	72.15	8.95	70.15	10.17	NS 1.57
2. Adaptability	15.15	3.22	14.73	2.55	NS 1.08
3. Professional Info.	21.15	6.40	22.50	4.13	NS 1.84
4. Interest in Profession	6.80	2.36	7.05	1.63	NS .91

If there should arise an occurrence of Dimension – Adaptability, mean scores is higher among Private Management prospective teachers (M=15.15) than Government Management of prospective teachers (M=14.73). The registered 't' value is 1.08 which isn't significant at wanted degree of confidence. Subsequently, the hypothesis first that "there is no significant contrast between the Private and Govt. Management on Adaptability prospective teachers' is accepted. It implies that both the gatherings at the end of the day Private and Govt. Management prospective teachers were having same Adaptability.

If there should be an occurrence of Dimension - . Professional Information mean scores is higher among Government Managed colleges of prospective teachers (M=22.50) than Private Managed school of prospective teachers (M=21.15). The registered 't' value is 1.84 which isn't significant at wanted degree of confidence. Consequently, the hypothesis first that "there is no significant distinction between the Private and Govt. Management on . Professional Information prospective teachers' is accepted. It implies that both the gatherings at the end of the day, Private and Govt. Management prospective teachers were having same. Professional Information

If there should be an occurrence of Dimension - . Interest in Profession, mean scores of Government Managed colleges is higher of prospective teachers (M=7.05) than Private Managed school of prospective teachers (M=6.80). The registered 't' value is .91 which isn't significant at wanted degree of confidence. Subsequently, the hypothesis first that "there is no significant distinction between the Private and Govt. Management on,Interest in Profession prospective teachers' is accepted. It implies that both the Interest in Profession Information.

Dimension of Attitude towards Children (-.006) emerged with negative correlation. The hypotheses namely there is no significant Correlation on account of Government Funded



Institutes with Instructional Design and Delivery Dimensions of Teaching Competency and various Dimensions of Aptitude namely dimensions of Attitude have significant correlation with Instructional Design and Delivery Dimension of Teaching Competency, thus hypothesises that there is no significant Correlation on account of Government Funded Institutes with Instructional Design and Delivery Dimensions of Teaching Competency and various Dimensions of Aptitude are accepted.

It evident that Adaptation of Teaching Profession, getting complete information related to the profession clubbed with the interest in profession amongst the teacher trainees studying in the private self-financed institutions have positive and significant correlation with the various aspects of teaching competency.

IX. CONCLUSION

This article is devoted to a detailed introduction to the problem at hand and its various aspects. After spelling out the essential attributes of a good teacher, a judicious justification has been presented for undertaking this investigation. This is followed by the operational definitions of key terms given by renowned educationist and experts in the field. The term teaching competency has been used in the sense of an effective performance of teacher with respect to Content Expertise, Instructional Design and Delivery, Concluding Lesson, Assessment and Evaluation of Lesson and Process Management dimensions of Teaching Competency of a teacher.

The objectives of the study are enumerated. Since the investigator cannot assume *a priori* relationship between different parameters and various dimensions of Attitude as well as teaching competency therefore different relevant hypothesis are formulated related two main variables taken up for the study that is teaching competency and Attitude on the basis of different factors viz type of institution, age, qualification, gender, economic and social background of the trainees

Interpreting the result, it may be said that, it is due to the exposure and experiences gained by the prospective teachers of both the sexes during their training programme and life time. Moreover, in our society, male prospective teachers have more opportunity to expose and gain more experiences in comparison to female prospective teachers. Apart from this, male prospective teachers are extrovert in general while female prospective teachers are introvert and shy in nature. Thus, overall experiences and confidence gained during teacher training programme and life situations contribute towards their competence in teaching. The processed 't' value is 2.50 which isn't significant at .05 degree of certainty. Thus, the theory 6th that "there is no significant



contrast between the teaching competency scores of males & females prospective teachers" is acknowledged. It has an implying that the males & females prospective teachers were contrasting in their teaching competency significantly.

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