SYNOPSIS

RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY TEACHER TRAINEES OF KERALA

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Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers.

For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education.

Although an educational system has excellent resources, or if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful.

Several studies had provided substantial evidence favouring teacher aptitude, for quality education. Complexity and multi dimensional nature of teacher aptitude warrants a comprehensive study of the factors related with it.
VARIABLES

The study is designed with Teacher Aptitude and its select four constructs viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability as criterion variable and Academic Achievement in Teacher Education and the select four psychological teacher variables viz., Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching as predictor variables.

The major hypothesis of the study is that, Teacher Aptitude can be significantly predicted by one or more of the psychological teacher variables selected for the study.

It was further hypothesised that this will be evidenced by each of the following:

1. The existence of significant correlations of the criterion variables Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and for the subsamples studied.

2. Efficiency of each of the predictor variables to predict significantly Teacher Aptitude and its four constructs.

   As the sample drawn for the study was stratified and the two strata considered were locale and type of management of institution, it was also hypothesised that,

3. Significant difference exists in the nature of relationship of the criterion variables with the predictor variables between relevant subsamples studied.

4. There exists significant locale wise and management wise difference in Teacher Aptitude and its four constructs.

5. There exists significant locale wise and management wise difference in each of the five predictor variables.
The hypotheses stated earlier made the investigator to fix the objectives of the study as follows:

1. To estimate the extent of relationship of Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and sub samples.

2. To derive the multiple regression equation of Teacher Aptitude and its four constructs in terms of the predictor variables and to estimate the relative efficiency of the predictor variables in predicting Teacher Aptitude and each of its constructs.

3. To test whether there exists significant difference in the nature of relationship of the criterion variables with the predictor variables between relevant subsamples studied.

4. To test locale wise and school management wise difference in Teacher Aptitude and its four constructs.

5. To test locale wise and school management wise difference in the five predictor variables.

METHODOLOGY

Methodology adopted for carrying out the investigation is described as follows:

Sample

Population for the study is senior TTC students studying in the Primary Teacher Training Institutions of Kerala. Stratified random sampling was the technique used for sampling. In drawing the sample, representation was given to locale and type of management of the institutions. Thus 506 senior student teachers belonging to government, aided and unaided Primary Teacher Training Institutions formed the sample of the study.
Tools Used

Necessary data for the study were collected using the following tools:

1. Test of Teacher Aptitude (Sumangala and Usha, 2001)
2. Teaching Interest Inventory (Mumtas and Suja, 2006)
3. Scale of Attitude towards Teaching Profession (Mumtas and Hafsath, 2003)
4. Scale of Teacher Perception of Teacher Effectiveness (Sumangala and Kurian T., 1994)
5. Self Concept Scale for Teachers (Pillai, 1989).

Statistical Techniques used

Statistical Techniques used in the analysis of data are the following:

1. Pearson's Product Moment Coefficient of Correlation ‘r’ followed by
   (a) Test of significance of ‘r’s.
   (b) 0.95 Confidence Interval of ‘r’s.
   (c) Coefficient of determination, \( r^2 \times 100 \)
2. Step wise Multiple Regression Analysis (ANOVA approach)
3. Test of significance of the Difference between two Correlation Coefficient for Independent samples
4. Two tailed Test of Significance of Mean Difference for large independent samples.
5. One-way Analysis of Variance

CONCLUSIONS

Among the five predictor variables of the study, *Attitude towards Teaching Profession is the single variable* having significant relationship with Teacher Aptitude and all of its four constructs, viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability. So also, *Attitude towards Teaching Profession is the single variable capable of predicting* significantly Teacher Aptitude and its four constructs.
Again, it is the only relationship between Teacher Aptitude and Attitude towards Teaching Profession which differ significantly between sub samples like rural with urban and unaided with aided.

The second predictor variables that comes to this line is, Achievement in Teacher Education.

Achievement in Teacher Education has significant relation with Teacher Aptitude, but not a predicting variable. Achievement in Teacher Education is related with two constructs of Teacher Aptitude viz., Instructional Awareness and Mental Ability and in these two cases, Achievement in Teacher Education becomes a predicting variable.

Thus the study has found Attitude towards Teaching Profession as the major variable having relation with Teacher Aptitude and capable of predicting Teacher Aptitude and its four constructs. The second in this position is Achievement in Teacher Education which is related with Teacher Aptitude but not capable of predicting.