

Academic Achievement, Teaching Aptitude and the Personality Traits as the predictors of success in Elementary Teacher Training – A Study.

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Objectives of the study:

1. To study academic achievement at +2 level in predicting success in elementary teacher training course in terms of achievement, teacher education rating and school teacher rating.
2. To study the teaching aptitude in predicting success in terms of achievement, teacher educator rating and school teacher rating.
3. To study personality traits as indicator of success in elementary teacher training course in terms of achievement, teacher educator's rating and schoolteacher rating.
4. To determine the relative predictive value of academic achievement, teaching aptitude and personality traits responsible for the success in elementary teacher training course.
5. **Research design of the study:**

It is a co- relational study conducted over sample of 400-teacher trainees, were selected randomly from seven District Institutes of Education and Training of NCT of Delhi. The relationships studied between the variables is given below.

Independent Variables

1. Academic achievement at +2 levels
2. Teaching aptitude
3. Personality Traits

Criterion Variables

1. Internal assessment (related to theory)
2. External assessment (theory papers foundation and pedagogy)

3. Total assessment (Internal and external) of theory papers.
4. Teacher educator rating (School experience Programme and co- curricular activities)
5. School teacher rating (School experience Programme and co- curricular activities).

Tools used in the study

In the present study, investigator selected following tools for collection of required data.

1. Percentage of marks obtained at +2, (Index of scores of ETE teacher trainees in the examination conducted by the board of Sr. Secondary Examination)
2. Teaching Aptitude Test (constructed by Dr. Jai.Prakash and Dr.R.P.Srivatava),
3. 16 PF by R.B. Cattell -Form A Hindi edition prepared by Dr. S.D. Kapoor was used.

Analyses of data

In order to analyse the data the statistical techniques namely coefficient of correlation, Multi correlation and regression were used.

Over all findings

1. Academic achievement of student teacher at +2 level has high correlation with all the indicators of success in the elementary teacher education course except with school teacher rating. It contributed 23% in the predicting success of external examination of ETE course. The findings of the present study are in agreement with the finding of Sabharwal (1999) and Debnath (1971).
2. Teaching aptitude of student teacher has high relationship with all the indicators of success in the ETE course. The findings of the study are in consonance with the findings of study by Goel (1993). The components of teaching aptitude namely 'Cooperative attitude' and 'Optimism' have contributed significantly to all the indicator of success.
3. Personality traits of student teachers have also high correlation with the entire success indicator in ETE course.

Academic achievement, teaching aptitude and personality traits, all together contributed 25% to the total assessment on indicator of success in ETE course.

Educational Implications:

The findings of the present study may be utilized in various ways. Some important implications are summarised as follows:

Selection criterion

4. Performance at +2 levels seems to be positively correlated with all the success

criterion. But as it is difficult to standardise the marks obtained at 2 level by all the candidates as their subjects, year of passing and academic qualifications may vary. It is advisable to give more weightage to subject comprehension in the admission test and fix a minimum percentage in this component as mandatory for being selected, irrespective of total score.

5. As teaching aptitude has positive correlation with almost all the success parameters, thus efforts should be made to test it more comprehensively in the admission test and its weightage may also be increased.
6. Overall personality of the teacher plays a very important role in his / her professional career as suggested by several studies [Kaul (1972), Anand (1987, Thakur (1998) Awasthy (1989)] Some of the personality traits are found to be positively correlated with success parameters in this study, thus efforts should be made to evolve a system for testing personality traits at the time of admission.
7. Personality traits of student teachers have also high correlation with the entire success indicator in ETE course, therefore while administering the entrance test for selection of candidates, personality test may be included.

Implication for ETE curriculum

- 1) Academic achievements at +2 which is an indicator of student subject comprehension plays an important role in success parameters and research studies also show that a working teacher's subject comprehension contributes positively to their performance, [Debnath (1971), & Radha Mohan (1997)], thus efforts should be made to include components which help in strengthening of subject knowledge in elementary teacher education curriculum. This can be done by integrating subject comprehension with methodology in pedagogy papers more effectively. Some special talk on key subjects' areas may also be organised.
- 2) Teacher aptitude is found to have significant and positive correlation with all the parameters of success and various studies conducted in relationship between teacher aptitude and teacher performance have also shown the same. Therefore, it is imperative that a teacher education Programme (such as elementary teacher education) curriculum should be specifically geared to contribute positively in this direction the present findings of the study are in agreement of the study of Kahlon (1989) and Patil (1993), who have found the same in relation to B.Ed. students.
- 3) Personality Traits of Teacher trainees have also high correlation with all the five success criterion and various studies conducted on relation between personality trades of successful teacher and student teacher have also shown the same. Therefore, it is imperative elementary education curriculum should be revised to contribute positively in development of personality.

Implication for evaluation

Although teaching aptitude and overall personality contribute significantly in success in Elementary Teacher Education programme, some of the components of teaching aptitude

and some personality traits are found to have no significant correlation with the success. This clearly indicates that the present evaluation system does not take these components and traits into account. Thus, efforts have to be made to evolve a comprehensive evaluation system through which these components and traits are also evaluated. As the personality traits are best reflected in teacher educator's ratings, thus its weightage may be increased. The three components of the programme: (a) Theory (b) school Experience and (c) Co-curricular activities should be evaluated separately and their marks should not be added, as success parameters in each of these are not same.

Suggestions for further Research

1. In order to validate the results, this study may be replicated by assessing the teaching aptitude personality traits with the help of other standardised tools.
2. A validation study of the entrance test conducted by state council of educational research and training for selection of elementary teacher trainee may be conducted.
3. A follow up study of student teachers who scored high on teaching aptitude test in the entrance examination may be undertaken to study their success in elementary teacher education course.
4. A comparative study of elementary teacher training course of DIETs and self-financing institutions of Delhi may be undertaken to study the success of student teachers.
5. A comparative study of Bachelor of elementary education course run by colleges affiliated to Delhi University and the elementary teacher course run by DIETs may be undertaken to study the success of student teachers.
6. A study may be undertaken to correlate the success in elementary education programme with the teaching performance and teaching ability of elementary teachers working in primary schools in NCT Delhi.
7. A study of job satisfaction and job performance of teachers working in primary schools of Delhi may be undertaken to examine the success of elementary teacher education course.
8. A study may be undertaken to compare the student teacher of arts, science and commerce stream.
9. The present study is limited to DIETs of Delhi only. It will be worth while to replicate it on a larger sample consisting Government and Private Institute.
10. A study may be undertaken about the perception of HOS, administrator, and community people about ETE course in terms of development of positive attitude and personality traits and values related to community (commitment to society) by teachers in primary school.
11. A study may be undertaken about the perception of teacher educators of DIETs in terms of selection criteria of candidates. Its curriculum and evaluation system in light of qualification at entry level, teaching aptitude and personality factors.