

Influence of Personality Traits through Gender and Academic Streams on Teaching Aptitude of Teacher Trainees

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Abstract: Holistic development of the students through value based ethical education is significant for the upliftment of the society. We need quality teachers who are effectively trained, morally upright, socially committed and spiritually inspired. The research survey aims at examine teaching aptitude of teacher trainees pursuing 3Yrs Integrated B.Ed.-M.Ed. programme with respect to their gender and academic streams. As the sample for this study teacher trainees were selected through stratified random sampling from the Teacher Education Institutions offering this programme in Odisha. Survey method of descriptive type of research was followed to obtain the information related to teaching aptitude through a questionnaire followed by different aspects like general reasoning ability, attitude towards learner, proficiency, accountability, ICT integration. Questions were followed by MCQs and share through Google form among the sample (teacher's trainees of Arts and Science stream). The data are analyzed by using 't' test and coefficient of correlation. Analysis of the results shows that the female students are found to be significantly better than male in teaching aptitude; the academic streams have the substantial relation with aptitude in teaching among the trainees. There are many studies have conducted in relationship of attitude towards teaching, teaching aptitude and trainee's academic achievement at various levels of education, but very less study is given importance to academic streams and gender as variables. In this study an attempt has been made by the researcher to examine the influence of gender and academic streams through the personality traits on teaching aptitude of teacher trainees.

Key terms: Teacher trainees, Teaching Aptitude, Gender and Academic Streams, Personality Traits.

Introduction

Teaching aptitude is basically mean to be skilled in teaching by receiving proficiency in training. Why Teacher must have a positive attitude towards this teaching profession? Even if an individual does have an innate ability to teach, they can be trained to acquire those skills. Because of the natural or acquired capacity or ability people are differ from each other. According to Bingham (1973), aptitude carries certain basic assumptions like i) an individual's potentialities are not same and equally strong; ii) differences are stable by nature relatively. This is why teacher training and teacher education is of utmost importance. Prior to 2014, Arts, Science and Commerce graduates and post-graduates used to join teaching as profession. The TEIs are focused on preparing teachers for general schools with theoretical knowledge. Practical practices are not given to its due respect. Because of this the pre-service teachers trainees often find themselves not trained enough. An effective and productive teaching zone can be planned by considering teacher's personalities like physical characteristics, intelligence, perception, gender, ability and learning style etc. Research also indicates that personality traits influence teaching aptitude of teachers. Personality traits reflect teacher's characteristics patterns of thoughts, feelings and behaviors. Gender differences have been documented for personality traits like Agreeableness (altruism such as empathy and kindness); Neuroticism (the tendency to experience negative emotion and related processes in response to perceived threat and punishment); Conscientiousness (self- discipline, organization, and the control of impulses); Extraversion (sociability, assertiveness, and positive emotionality); Openness/ Intellect (imagination, creativity, intellectual curiosity, and appreciation of esthetic experiences).

Need of the Study

In research on teachers and teaching aptitude, the idea that more or less effective teachers differ in terms of psychological characteristics that describe teacher attributes through its personality and academic (Klassen and Tze, 2014; Darling-Hammond et al., 2012; Barr, 1952); in a situation of shortage of teacher having a large number of applicants and a need for selection procedure that varies within the countries and world yet psychological characteristics play a vital role in the selection and recruitment of individuals into the teacher education programme and teaching profession (Ingvarson and Rowley, 2017; Klassen and Kim, 2019); a connection between intelligence and teaching aptitude work on profession among teachers (Harmeet, 2014); teaching aptitude was alsoa factor in addition to other factors of teacher effectiveness suchas academic grades, socioeconomic position, and teaching experience; teaching aptitude, academic grades, financial status, teaching experience, and age were the sound indicators of teacher effectiveness at the basiclevel (Sharma, 2017), there was a strong link between the indicators like intellect, teaching temperament, bravery, andprevious academic success (Bose, 1993); grade levels and disciplines, intellectual style and aptitude components are related to knowledge and aptitude of teacher. That had a positive impact on learner's achievement. There was a link between teacher's aptitude and his educational credentials, instructional design and learners results (Ekstorm, 1974;1978); competent

instructors had fundamentally higher results than ineffective teachers (Mutha, 1980); female teacher trainees have a favorable and larger link between teaching ability and teaching effectiveness, "Teacher's Self-Rating Measure" revealed no connection was established in between academic achievement and teaching aptitude in both the male and female teacher trainees (Vyas, 1982); there was no significant difference in teacher effectiveness based on gender (Wali, 1985); relationship between the general skill component and accomplishment factors lead aptitude and achievement as markers of execution on instructor competency (Kline and Frank, 1993); substantial differences were found in teaching skill between male and female teacher trainees, educational qualification of teacher trainees had no impact on their ability to anticipate teaching ability (Sajan, 1999) (Ranganathan, 2008); teaching is determined by educational interests, learning needs, relationships with learners, academic knowledge, teaching abilities, exercise readiness, teaching achievement, responsibility, and a sense of self-appreciation and educational credential related to teacher (Yeung and Watkins, 2000); trainee teacher's teaching skill was mostly determined by their general teaching competence, professional interests, and academic achievements (Sharma and Perveen, 2006); pre-service teachers were in the state of mind to improve their skill in teaching aptitude and they were mindful, analytical and reflective towards their teaching practices (Yeh, 2007); teacher interest is related to dimensions like cognitive, affective, motivational (Long, 2006); teaching aptitude is improved through the teacher's experience and academic excellence (Kadijevich, 2008); teaching attitude is discriminated through competence of different streams (Cornelius, 2000); teaching attitude is significantly related to course content, expected grades, recent (time), and gender (Heckert et al., 2006). The reviewed studies highlight that most of the studies show positive and significant relationship with these factors. Studies established that gender and academic stream determine teaching aptitude of teacher trainees.

Holistic development of the students through value based ethical education is significant for the upliftment of the society. We need quality teachers who are effectively trained, morally upright, socially committed and spiritually inspired. A few studies have given generous proof preferring teacher aptitude, for quality education. Intricacy and multi-dimensional nature of teacher aptitude warrants an exhaustive investigation of the variables related with it. A variety of factors influence teaching ability, including socioeconomic background, gender differences, personality traits, social acceptance, academic success, and so on. Academic accomplishment, on the other hand, is thought to be one of the most important factors influencing teaching ability. In this study an attempt has been made by the researcher to examine the influence of gender and academic streams through the personality traits on teaching aptitude of teacher trainees.

Objectives

1. To relate teaching aptitude of teacher's trainees in general and with different dimensions.
2. To scrutinize the teaching aptitude of teacher's trainees in respect to gender (Male & Female).
3. To see the significant relationship between the academic streams and teaching aptitude of teacher's trainees.

Hypothesis

1. Teacher's trainees tend to have high teaching aptitude.
2. Male and female teacher's trainees differ in their aptitude in teaching.
3. There exists a positive correlation between the academic streams and teaching aptitude of teacher's trainees.

Sample and Methodology

The sample is drawn through stratified random sampling from the Teacher Education Institutions of Odisha, offering 3 Yrs Integrated B.Ed.-M.Ed. programmes. 350 trainees have been taken as the sample of the study consisting both female and male. Survey method of descriptive type of research was followed to obtain the information related to teaching aptitude through a questionnaire followed by different aspects like general reasoning ability, attitude towards learner, proficiency, accountability, ICT integration. Questions were followed by MCQs and shared through Google form among the sample (teacher's trainees of Arts and Science stream). The data are analyzed by using 't' test and coefficient of correlation.

Analysis and Interpretation

Table 1 indicates that the mean score on teaching aptitude test is 75.96 and the percentage of the score is 64.29. The study reveals that the highest scoring aspect is the proficiency (75.81 %) and the least scoring one is the ICT integration (50.21%). A possible explanation can be drawn that teacher's trainees have more information about teaching profession. However, they are on the way to upgrade them in the aspect of information and communication technology integration. This could help them to do better in measuring them towards upliftment.

Table 1
Teaching aptitude of trainees in respect to different aspects

| Aspects | % | Mean Score | SD |
|---------------------------|--------------|--------------|--------------|
| General Reasoning Ability | 57.86 | 18.52 | 5.10 |
| Attitude towards learner | 71.24 | 14.25 | 2.41 |
| Accountability | 56.90 | 15.93 | 3.53 |
| Proficiency | 75.81 | 21.23 | 5.53 |
| ICT integration | 50.21 | 6.03 | 3.16 |
| Total | 64.29 | 75.96 | 12.65 |

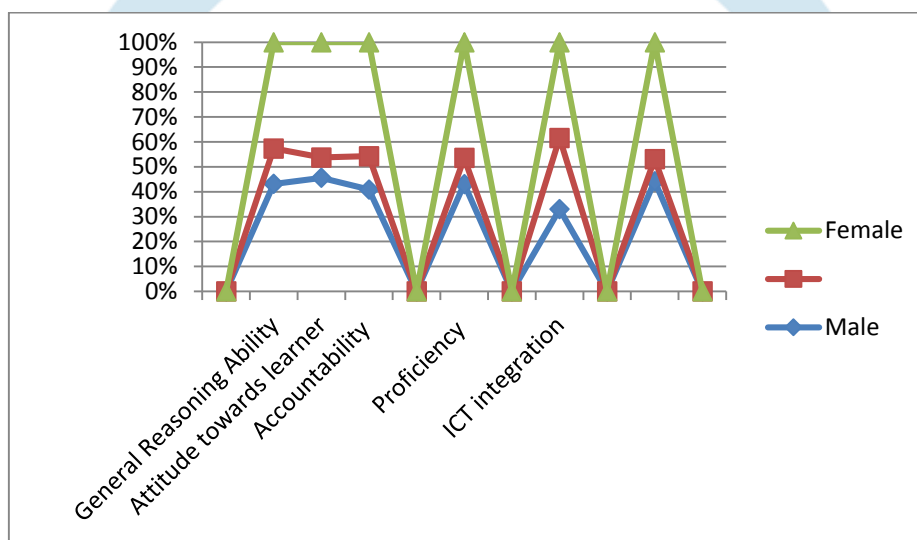


Figure 1: Teaching aptitude of trainees in respect to different aspects

We can see from Table 2 that female teacher's trainees are found to score significantly high on teaching aptitude as compared to male and also it is reflected through the high score of the female teacher's trainees on accountability aspect of this study. Female teacher's trainees are found to surpass the male teacher's trainees on accountability and proficiency. The differences in mean scores between these two groups are significant at 0.01 levels. It is compelling to note that there is no significant difference between these groups on aspects like mental ability and attitude towards learner.

Table 2
Significance of difference between mean scores teaching aptitude among male and female teacher trainees

| Aspects | Male | | Female | | t- value | Significance level |
|---------------------------|--------------|--------------|--------------|--------------|-------------|--------------------|
| | M | SD | M | SD | | |
| General Reasoning Ability | 18.68 | 6.14 | 18.46 | 4.58 | 0.51 | NS |
| Attitude towards learner | 14.09 | 2.52 | 14.30 | 2.37 | 1.23 | NS |
| Accountability | 19.48 | 6.37 | 21.81 | 5.09 | 5.49 | 0.01 |
| Proficiency | 15.04 | 3.65 | 16.23 | 3.44 | 4.74 | 0.01 |
| ICT integration | 5.36 | 4.65 | 6.25 | 2.43 | 3.03 | 0.01 |
| Total | 72.64 | 14.48 | 77.06 | 11.74 | 4.57 | 0.01 |

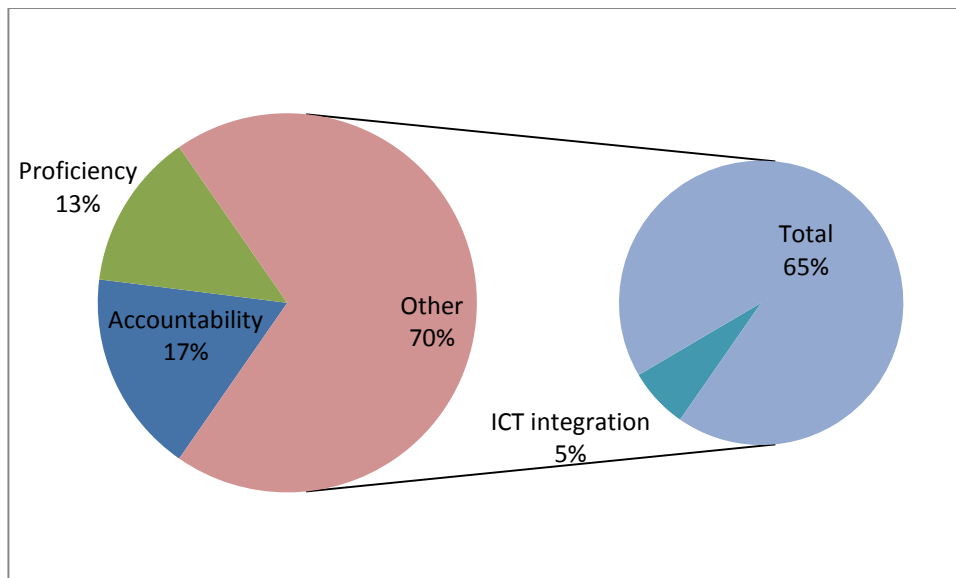


Figure 2: Significance of difference between mean scores of teaching aptitude score of male and female teacher trainees

Table 3

Significant of mean difference in the aptitude of Arts and Science graduate trainees

| Category | M | SD | t- value | Significant |
|----------|-------|------|----------|-------------|
| Arts | 13.59 | 5.29 | 4.90 | YES |
| Science | 17.62 | 0.07 | | |

Table 3 revealed that the significant correlation exists in between the teacher's trainees of Arts and Science stream.

Conclusion

From this study it is cleared that the female and male teacher trainees from Arts and Science stream don't differ significantly in every aspects related to teaching aptitude. However, they are on the way to upgrade them in the aspect of ICT integration. This could help them to do better in measuring them towards upliftment. The major findings arrived from this study are, i) teacher's trainees have more information about teaching profession. However, they are on the way to upgrade them in the aspect of information and communication technology integration; ii) female teacher's trainees are found to score significantly high on teaching aptitude as compared to male; iii) female teacher's trainees are found to surpass the male teacher's trainees on accountability and proficiency; iv) there is no significant differences between these groups on aspects like mental ability and attitude towards learner and v) significant correlation exists in between the teacher's trainees of Arts and Science stream. Students love to imagine, explore, build, and create. As a teacher, we create opportunities for them to bring their imaginations to life. Teaching aptitude is an exceptional aspect from the generally intellectual ability which helps an individual with getting the vital degree of ability or achievement in a specific field teaching profession. Without aptitude we couldn't change attitude into successful action. Having the right attitude is a kind of aptitude, considering the way that to be viable an individual should cultivate the capacity of staying aware of mental focus. Individuals having high appearance tendency and mindset if go into showing calling will become capable in teacher profession.

A review of the specific research reveals such a variety of character measures and preliminary techniques that drawing speculations is difficult. Before long, signs are that the areas of character commonly significant for support battle are manners of thinking, mental development, and an obvious worth heading of general trust-question. Contrasts in direct are also profoundly grounded among individual and between unprecedented social occasions like psychotics and customary. Contemplating the general importance for lead of personality versus situation, evidence shows that nor is a higher need than the other. A couple of conditions will as a general rule limit the differential effects of personality, but a couple of tendencies seem, by all accounts, to be invulnerable to assortments encountering exactly the same thing.

Considering everything, personality impacts genuinely seem, by all accounts, to be strong and incredibly critical in interest battle lead. It is trying to focus on these effects, nevertheless, and current assessment plans and logical techniques are required. Finally, it is suggested that even minor person impacts should not be restricted.

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