Teaching aptitude of teacher educators in relation to their professional ethics

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Abstract---Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as they are adequately prepared and have a sound professional aptitude. A teacher is a well-informed person and he makes every effort to assist the student in learning, has the ability to build good human relationships, understanding and skill related to the process of interaction, those who help the student most, is said to have aptitude towards teaching. A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a favorable aptitude towards teaching. Professional ethics is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. Based on these contexts, teacher education and job performance of a teacher are used. Competencies are the requirements of ethics based teacher education, which includes knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education programme. This paper aims to study the relationship of aptitude of teacher educators towards professional competencies. By means of stratified random sampling technique, samples of 125 teacher educators are selected for the present study. Statistical techniques namely ‘t’ test and Karl Pearson’s product moment correlation are employed. The findings of the study reveal a positive substantial relationship between aptitude towards teaching and professional competencies of teacher educators.

Keywords---teaching aptitude, teacher educators, professional ethics.
Introduction

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education. Teaching should be full of ideas instead of being stuffed with facts. Teaching is an activity which goes on between two parties i.e. the giver and the receiver. Here, the giver, the teacher is a more mature person with more experience of life. He tries his best to understand students and encourages them to learn the subjects. The receiver may be an individual, a small group or a big group has less experience and immature. Teaching usually takes place in the classroom situations and is more of a formal process and it means interaction of teacher and students. They participate for their mutual benefits. Moreover, teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher with a favorable aptitude towards teaching uses different methods for giving the best of knowledge to his beloved students.

Need and significance of the study

Teaching is a challenging profession and only such teachers can shoulder the heavy responsibilities of nation building, as they are adequately prepared and have a sound professional aptitude and the teachers are expected to use the best practices and strategies to meet the challenging demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set of goals, love for the profession and obviously a favorable aptitude towards the profession. In this context, aptitude towards teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. A teacher is a well-informed person, because he is curious about many things and derives pleasure from his intellectual pursuits. The person who makes every effort to assist the student in learning, has the ability to build good human relationship, understanding and skill related to the process of interaction, those who help the student most, is said to have aptitude towards teaching. A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a ‘favorable aptitude towards teaching’.

Professional ethics this word is increasingly being used in education circles today. It is a description of one’s ability, a measure of one’s performance. Ethics is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher education and job performance of a teacher are the contexts in which this term is used. Professional ethics are the requirements of an ethics based teacher education, which includes knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education program. There may be some ethics of a teacher educator which have the same extent of knowledge, skill and aptitude. There may be some ethics involving more knowledge than skill and aptitude, whereas, some competencies may be skill/performance loaded. Nowadays there are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective
organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain aptitudes and skills. This is known as teacher educator ethics. Being a teacher professional, meaning more about the significance of professional ethics of a teacher related to their aptitude towards teaching; the investigator prepares his mind to study about the relationship between teaching aptitude of teacher educator and their professional ethics.

**Scope of the study**

On the basis of the above discussion, one can assume that favorable aptitude towards teaching and required professional ethics are extremely important for school teachers. But these are considered to be rather unexplored areas of research studies among teacher educators. Therefore, the present study is designed to explore the existing status of aptitude towards teaching and professional ethics of teacher educators. The study is helpful in establishing the importance of aptitude towards teaching and professional ethics among teacher educators. The present study is designed to study the various aspects of research variables taken with regard to background variables.

**Statement of the problem**

The problem selected for the present study is the relationship between aptitude towards teaching and professional competencies of teacher educators.

**Title of the study**

“Teaching Aptitude of Teacher Educator in relation to their Professional Ethics”

**Operational definitions**

**Aptitude**

Rammohan (1994) defines an aptitude as, "the degree of positive or negative effects associated with some psychological object".

**Teaching Profession**

Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person’s fundamental freedoms.

**Professional Ethics**

“Professional Ethics” can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions and duties for the profession.
Objectives of the study

The following are the hypotheses of the study;

1. To study teaching aptitude and professional ethics of teacher educators.
2. To find out whether there is any significant difference between the teacher educators in their teaching aptitude with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Groups (Arts, Science and Vocational), (iv) Locality (Rural and Urban), (v) Type of Institution (Boys, Girls and Co-Education), (vi) Family type (Joint and Nuclear).
3. To find out whether there is any significant difference between the teacher educators in their professional ethics with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Groups (Arts, Science and Vocational), (iv) Locality (Rural and Urban), (v) Type of Institution (Boys, Girls and Co-Education), (vi) Family type (Joint and Nuclear).
4. To find out whether there is any significant relationship between teaching aptitude and professional ethics of teacher educators.

Hypotheses of the study

The literal meaning of the term hypothesis is a tentative statement about the solution of the problem. The following are the hypotheses of the study;

1. There is no significant difference between the teacher educators in their teaching aptitude with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Groups (Arts, Science and Vocational), (iv) Locality (Rural and Urban), (v) Type of Institution (Boys, Girls and Co-Education), (vi) Family type (Joint and Nuclear).
2. There is no significant difference between the teacher educators in their professional ethics with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Groups (Arts, Science and Vocational), (iv) Locality (Rural and Urban), (v) Type of Institution (Boys, Girls and Co-Education), (vi) Family type (Joint and Nuclear).
3. There is no significant relationship between teaching aptitude and professional ethics of teacher educators.

Method used for the study

For the present study, a survey method is employed. By administering appropriate instruments like questionnaires, the data will be collected.

Sample of the present study

The teacher educators working in the colleges of education will be the population of the present study. From this population 145 teacher educators will be selected by means of stratified random sampling techniques.
**Tools used in the present study**

2. Professional Ethics Scale developed by Barjees Jeelani & Dr. R. Krishna Kumar (2015).

**Statistics used in the present study**

For analyzing the data, the investigator will use Mean, Standard Deviation, ‘t’-test and Karl Pearson’s Product Moment Correlation.

**Analysis of data**

**Null Hypothesis – 1**

There is no significant difference between the teacher educators in their teaching aptitude with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Family type (Joint and Nuclear), (iv) Locality (Rural and Urban).

Table - 1
Mean score difference between the Teacher Educators in their Teaching Aptitude

<table>
<thead>
<tr>
<th>Variable</th>
<th>Demographic Variables</th>
<th>Sub Demographic Variables</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Aptitude</td>
<td>Gender</td>
<td>Male</td>
<td>173.407</td>
<td>13.2027</td>
<td>5.423</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>178.167</td>
<td>14.1882</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium of Instruction</td>
<td>Tamil</td>
<td>176.681</td>
<td>12.4923</td>
<td>9.393</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>183.457</td>
<td>9.9858</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Type</td>
<td>Joint</td>
<td>173.056</td>
<td>12.8086</td>
<td>14.178</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nuclear</td>
<td>183.691</td>
<td>10.5834</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locality</td>
<td>Rural</td>
<td>177.039</td>
<td>14.4085</td>
<td>3.049</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>174.333</td>
<td>13.0742</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table - 1 showed that there was significant difference between male and female teacher educators in their teaching aptitude. The calculated ‘t’ value of 5.423 was greater than the table value of 1.96 at 1% level of significance.

Further the table indicates that there was significant difference between Tamil and English medium of studied teacher educators in their teaching aptitude. The calculated ‘t’ value of 9.393 was higher than the table value of 1.96 at 1% level of significance. Furthermore, the table inferred that there was significant difference between joint and nuclear family type of teacher educators in their teaching aptitude. The calculated ‘t’ value of 14.178 was above the table value of 1.96 at 1% level of significance.

Also, the above table reported that there was significant difference between rural and urban milieu teacher educators in their teaching aptitude. The calculated ‘t’ value of 3.049 was more than the table value of 1.96 at 1% level of significance.
Null Hypothesis - 1a

There is no significant difference between the teacher educators in their teaching aptitude with regard to the background variables namely, (i) Groups (Arts, Science and Vocational), (ii) Type of Institution (Boys, Girls and Co-Education).

Table - 2
Mean score difference between the Teacher Educators in their Teaching Aptitude

<table>
<thead>
<tr>
<th>Variable</th>
<th>Demographic Variables</th>
<th>Sub Demographic Variables</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>'F' value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching aptitude</td>
<td>Group of Study</td>
<td>Between Groups</td>
<td>901.348</td>
<td>450.674</td>
<td>3.216</td>
<td>.041</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within Groups</td>
<td>136070.83</td>
<td>140.135</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Type of Institution</td>
<td>Between Groups</td>
<td>2155.940</td>
<td>1077.970</td>
<td>6.506</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Within Groups</td>
<td>160874.97</td>
<td>165.680</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table - 2 showed that there was a significant difference between arts, science and vocational groups that studied teacher educators in their teaching aptitude. The calculated ‘F’ value of 3.216 was greater than the table value of 3.00 at 5% level of significance.

Also, the table indicates that there was significant difference between boys, girls and co-education college teacher educators in their teaching aptitude. The calculated ‘F’ value of 6.506 was more than the table value of 3.00 at 1% level of significance.

Null Hypothesis – 2

There is no significant difference between the teacher educators in their professional ethics with regard to the background variables namely, (i) Gender (Male and Female), (ii) Medium of study (Tamil and English), (iii) Family type (Joint and Nuclear), (iv) Locality (Rural and Urban).

Table - 3
Mean score difference between the Teacher Educators in their Professional Ethics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Demographic Variables</th>
<th>Sub Demographic Variables</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Gender</td>
<td>Male</td>
<td>181.958</td>
<td>12.9822</td>
<td>4.726</td>
<td>.000</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>Female</td>
<td>178.415</td>
<td>10.2491</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium of</td>
<td>Tamil</td>
<td>181.352</td>
<td>12.1022</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>English</td>
<td>175.769</td>
<td>11.0308</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Type</td>
<td>Joint</td>
<td>178.918</td>
<td>13.4891</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nuclear</td>
<td>177.229</td>
<td>12.3241</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locality</td>
<td>Rural</td>
<td>171.059</td>
<td>10.0301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>189.256</td>
<td>11.6260</td>
<td></td>
<td>3.159</td>
<td>.002</td>
</tr>
</tbody>
</table>
The above table - 3 showed that there was significant difference between male and female teacher educators in their professional ethics. The calculated ‘t’ value of 4.726 was greater than the table value of 1.96 at 1% level of significance. Further the table indicates that there was significant difference between Tamil and English medium of studied teacher educators in their professional ethics. The calculated ‘t’ value of 6.869 was higher than the table value of 1.96 at 1% level of significance.

Furthermore, the table inferred that there was significant difference between joint and nuclear family type of teacher educators in their professional ethics. The calculated ‘t’ value of 2.041 was above the table value of 1.96 at 5% level of significance. Also, the above table reported that there was significant difference between rural and urban milieu teacher educators in their professional ethics. The calculated ‘t’ value of 3.159 was more than the table value of 1.96 at 1% level of significance.

Null Hypothesis - 2a

There is no significant difference between the teacher educators in their professional ethics with regard to the background variables namely, (i) Groups (Arts, Science and Vocational), (ii) Type of Institution (Boys, Girls and Co-Education).

Table - 4
Mean score difference between the Teacher Educators in their Professional Ethics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Demographic Variables</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F’ value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics</td>
<td>Group of Study</td>
<td>Between Groups</td>
<td>346.355</td>
<td>173.177</td>
<td>3.607</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>46615.522</td>
<td>48.008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Type of Institution</td>
<td>Between Groups</td>
<td>2236,590</td>
<td>1118.29</td>
<td>6.753</td>
</tr>
<tr>
<td></td>
<td></td>
<td>160794.32</td>
<td>165.597</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table - 4 showed that there was a significant difference between arts, science and vocational groups that studied teacher educators in their professional ethics. The calculated ‘F’ value of 3.607 was greater than the table value of 3.00 at 5% level of significance. Also, the table indicates that there was significant difference between boys, girls and co-education college teacher educators in their professional ethics. The calculated ‘F’ value of 6.753 was more than the table value of 3.00 at 1% level of significance.

Null Hypothesis – 3

There is no significant relationship between teaching aptitude and professional ethics of teacher educators.
Table - 5
Relationship between the Teacher Educators in their Teaching Aptitude and Professional Ethics

<table>
<thead>
<tr>
<th>Variables</th>
<th>Teaching Aptitude</th>
<th>Sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics</td>
<td>0.792**</td>
<td>.000</td>
<td>High Correlation</td>
</tr>
</tbody>
</table>

The above table - 5 showed that there was significant negative correlation between teaching aptitude and professional ethics of teacher educators. The calculated ‘γ’ value of 0.792 were negatively significant at 1% level. It indicated that higher teaching aptitude significantly decreases their professional ethics.

Findings

1. There is a significant difference between male and female teacher educators in their teaching aptitude.
2. There is a significant difference between Tamil and English medium teacher educators in their teaching aptitude.
3. There is a significant difference between rural and urban teacher educators in their teaching aptitude.
4. There is a significant difference between joint and nuclear family teacher educators in their teaching aptitude.
5. There is a significant difference among arts, science and vocational subjects handled by teacher educators in their teaching aptitude.
6. There is significant difference among boys, girls and co-education college teacher educators in their teaching aptitude.
7. There is a significant difference between male and female teacher educators in their professional ethics.
8. There is a significant difference between Tamil and English medium teacher educators in their professional ethics.
9. There is a significant difference between rural and urban teacher educators in their professional ethics.
10. There is a significant difference between joint and nuclear family teacher educators in their professional ethics.
11. There is a significant difference among arts, science and vocational subjects handled by teacher educators in their professional ethics.
12. There is significant difference among boys, girls and co-education college teacher educators in their professional ethics.
13. There is a significant positive relationship between teaching aptitude and professional ethics of teacher educators.

Conclusion

Professional ethics involves the ability to solve one’s problems in a socially acceptable and constructive way. Ethics in a particular situation depends upon one’s personal characteristics and also the circumstances of the situation. In other words, both personal and environmental factors work side by side in ethics. Teaching aptitude is not just the absence of mental disorder it is the full and harmonious functioning of the whole personality. People in a state of emotional, physical and social well-being fulfill life responsibilities, function effectively in
daily life and are satisfied with their interpersonal relationships and themselves. A good ethical person feels good about herself/himself, enjoys relationships, learns confidently and overcomes her/his difficulties.

References


