

# A Study of Leadership Preference and Teaching Aptitude of Pupil Teachers

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In the Indian context there is now an evident concern for changing the school level curriculum. In 2005, the NCERT developed a National Curriculum Framework (NCF), with advocacy for a shift in the instructional designs from teacher-centeredness to learner-centeredness. This has been further supported by advancing a plea for invoking a constructivist approach to learning in which learner has been visualized as a pro-active explorer of newer frontiers of knowledge, information and skills. The role envisaged for the learner is that of a seeker of knowledge rather than the recipient as is traditionally insisted upon in our educational contexts. In order to realize this end, as also hinted in the NCF (2005), search for a new leadership style for teacher educators is urgently called for. The vision of a teacher educator has to be essentially that of a guide and facilitator by playing both manager and leader roles). In this paper, an attempt has been made to work out the basic requirements for a new paradigm orientation for teacher educators. As such certain basic theories and models advocated in respect of effective managerial and leadership roles have been considered in the context of teacher education especially for secondary school level.

We are passing through a very exciting and challenging period in teaching profession. Education today has become more complex than before. Developing cognitive ability and psychomotor skill of youth has become very complex task. The present day teacher faces more problem than earlier time. Now it becomes all the more vital to prepare teachers to meet these challenges. Schools may have excellent material resources in the form of equipment, building textbooks and although curriculum may be appropriately adapted to community requirement. If teachers are misfit or are indifferent to their responsibilities the whole program is likely to be ineffective and largely wasted. There can be no substitute for a competent teacher.

Competent teachers possess vital knowledge about students and because of their knowledge they can provide much needed leadership for the changes needed to improve public education. There is a history of teachers serving in formal leadership roles as department heads and union leaders.

Education is a noble calling that entails both challenges and responsibilities. Strong accountable leadership has always been a hallmark of successful schools. Today, schools Leaders have multiple roles to play. That is expected to uphold the highest standard in professional commitment, communication skills, interpersonal skills

classroom personality, emotional maturity and academic integrity.

Educational leadership is more difficult now than before. The Educational Leader must strive to improve human conditions through reflective study of human development, learning and diversity, employ appropriate curricular decisions to provide effective instruction, refine instruction. Building leadership capacity means using efforts to elicit efforts from others. All members of the education community play significant roles.

Teaching Aptitude is a capacity to acquire proficiency or skill with a given amount of training. Teaching Aptitude is necessary for the teachers to do their holy job a successful one without having considerable amount of teaching aptitude any teacher can not perform his/ her duty properly. Focus of testing for teaching aptitude is to determine/ select students who genuinely want to teach. They possess qualities such as open mindedness, curiosity, love for children and have some basic knowledge about teaching as a profession and people who have contributed to the field of education.

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## OPERATIONAL DEFINITIONS

1. **Leadership:** Leadership is the process of influencing others behavior from your own behavior; and supporting others to work enthusiastically towards common objectives.
2. **Teaching:** Teaching refers to activities that are designed and performed to produce change in student behavior.
3. **Aptitude:** A capacity to acquire a proficiency in a given line with a given amount of training.
4. **Pupil Teacher:** Pupil teacher is a would be teacher concerned with pre-service education, getting a set of skills and knowledge assumed to be useful for him.

**Dependent Variables:** Leadership Preference and Teaching Aptitude

**Independent Variables:** Gender, educational qualification of Pupil Teachers.

### OBJECTIVES OF THE STUDY

1. To assess the leadership preferences of Pupil teachers on gender basis (Male and Female).
2. To assess the leadership preferences of pupil teachers on the basis of education. (Graduate and Post Graduate).
3. To assess the teaching aptitude of pupil teachers on gender basis ( Male and Female).
4. To assess the teaching aptitude of pupil teachers on the level of education. (Graduate and Post Graduate).

### HYPOTHESES

1. There exists no significant difference between leadership preferences of male and female pupil teachers.
2. There exists no significant difference between leadership preference of graduate and post graduate pupil teachers.
3. There exists no significant difference between teaching aptitude of male and female pupil teacher.
4. There exists no significant difference between teaching aptitude of graduate and post graduate pupil teachers.

### DELIMITATIONS OF THE STUDY

Research being a never ending process makes the ground for more researches. That is, how, new disciplines come into being, flourish over the time and ultimately develop into more disciplines. Obviously, all studies and researches have their own limitations and this study has no exception as such. Despite of its theoretical and practical significance, the study does suffer from the following delimitations:

- At the beginning the researcher had planned for conducting survey from wide area but due to time, cost proper response constraints, it was not possible to go for desired survey and the study was limited to 2 colleges of Panipat District only.
- The Pupil teachers of LCRT and Lord Shiva College of Education were taken into consideration.
- The sample was limited to 100 pupil teachers only.
- Since the study is based on survey method where the possibilities of personal bias cannot be ruled out in the responses.
- The researcher had a very tough time while collecting the data where a good number of the respondents were hesitant in lending the desired information and many times the researchers had to convince them about the purpose of study. In spite of the researchers' repeated requests some of respondents straight forwardly refused to fill the scale.

### TOOLS USED FOR DATA COLLECTION

Like the tools of carpenter's box , each research tool is appropriate in a given situation to accomplish a particular purpose."

For every type of research , we require certain instruments to gather factual or explore new fields. The instruments thus

employed as means are called tools. Following tools were used for collection of data:

**L.P.Scale :** The LP Scale designed L.I.Bhushan contained thirty items-fifteen positively worded and fifteen negatively worded. The test reliability coefficient was found to be .79 and shows that the scale possesses construct validity. This Scale aims at measuring one's degree of preference for the under mentioned leadership styles.

- **Democratic Leadership:** A democratic leadership style seeks to evoke the maximum involvement and participation of every member in the group activities and in the determination of group objectives. The leader is fact minded and objective in his praise and criticism. He is considerate, tolerant and ready to accept his mistakes, if any.
- **Authoritarian Leadership:** As opposed to the democratic leader, the authoritarian determines policies of the group make major plans and dictates the activities of the members. He keeps the plan and policy of the group secret.

### Teaching Aptitude Test Battery:

This teaching aptitude test has been designed for the use among teachers and prospective teachers of elementary school. The test is for English knowing population. The battery is intended to serve as tool for selecting students for admission in teacher-training institution and also teachers for in elementary schools:

This test Battery designed by Dr. R.P. Singh and Dr. S.N. Sharma contained 120 items classified in five areas (1) Mental ability (2) Attitude towards children (3) Adaptability (4) Professional information, and (5) Interest in profession.

### SCORING OF THE TEST

**1. LP Scale:** L.P.Scale is a five-point Likert-type scale. There are some negative and some positive items in scale. For a positive item (i.e., an agreement with which indicated preference for democratic leadership), the scoring was done as follows:

Strongly Agree	Agree	Undecided	Disagree
	Strongly Disagree		
5	4	3	2
			1

In case of negative items (i.e., an agreement with which, indicated preference for authoritarian leadership), the scoring was reversed. The total score which an individual would get was the sum of the scores on all the statements. Higher score indicated greater preference for democratic leadership.

**2. Teaching Aptitude Scale:** All the items in sub-tests I,III,IV and V are to be marked right or wrong. For each right response 'one' is to be given and for each wrong 'zero'. Sub-test II is to be score on a 5 point scale. The best answer is to be given a credit of 'five' while the worst answer is to be given the credit of 'one'. Find a score of a teste on this sub-test is obtained by dividing the sum obtained score by 5. The

score on the whole test of a teste is obtained by adding his scores all the 5 sub-tests. The maximum score one can obtain on this test is 120. Scoring can be made with the help of scoring key.

### STATISTICAL TECHNIQUE USED FOR DATA ANALYSIS

As per the objectives of the study and nature of the collected data t-test was used:

#### MAIN FINDINGS

The main findings of the study are listed below:

1. At 0.05 level of significance and at 0.01 level of significance, 0.876 obtained  $< t$  table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the leadership preference of pupil teachers on the basis sex.
2. At 0.05 level of significance and at 0.01 level of significance, 1.24 obtained  $< t$  table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the leadership preference of pupil teachers on the basis of the level of education.
3. At 0.05 level of significance and at 0.01 level of significance, 1.01 obtained  $< t$  table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the teaching aptitude of pupil teachers on the basis of sex.
4. At 0.05 level of significance and at 0.01 level of significance, 0.781 obtained  $< t$  table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the teaching aptitude of pupil teachers on the basis of the level of education.

#### EDUCATIONAL IMPLICATIONS OF THE STUDY

The most outstanding characteristics of any research are that it must contribute something new to the development of the area concerned. So the investigator has to find out the educational implications of his study. The present study has various implications in the field of education. Education is a social process by which knowledge is transferred to students through the intermediaries, the teachers. It can be had from non-formal and formal systems of education. All formal system is based on the classroom teaching. Only effective teachers can materialize policies and plans of education in the classroom. The effectiveness of a teacher is considered to be associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent and satisfied in profession, because a teacher is the hope for an individual and the nation. Teaching is a very sensitive profession and is linked with the children. To create a good citizen the teacher has a great contribution. Teaching aptitude

of pupil teacher is important because teachers also affect the classroom situations and children. So only those individual should enter into this profession who have inherited aptitude in teaching. Strong accountable leadership has always been a hallmark of successful school. Today teachers have multiphase roles to play. They are expected to up hold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality and academic integrity. The educational leader must strive to improve human condition through reflective study of human development, learning and diversity employ appropriate curricular decisions to provide effective instruction, design, deliver, evaluate and refine instruction, serve as an example of a reflective teacher, scholar, communicator, and advocate serving the interests of students and society. The educational leaders, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their group will be more effective. Thus teaching aptitude and leadership preference, both variables are very much important for teaching profession. So efforts should be made that only persons having high degree of teaching aptitude and democratic leadership quality could be able to enter in this profession. Universities conduction entrance test for the B.Ed. course should include few questions in the entrance test paper related to leadership preference along with teaching aptitude. These questions should give weightage.

The findings of the study have their implications for the school administration. The selection committee should be more conscious about teaching aptitude and leadership preference of the person before selection.

#### SUGGESTIONS FOR FURTHER STUDIES

No empirical research can be said to be complete in itself especially in behavioural Science. Every time one tends to find out some how facts or relationship; so obviously the findings however, objective and reliable they may appear to be, are applicable to that population only at the most. But the particular population is small proportion of the larger population. So in behavioural science, replica studies on different sample are necessary in order to reach more broader and comprehensive generalizations. In this case also the present investigation cognizant of its own limitations suggests that more and more replica studies be conducted taking representative samples from different parts of the country. Some other similar studies like the following need to be conducted to broaden the ambit of the present problem.

1. In order to arrive at precise conclusions the study needs further replication on a larger sample by including the teachers of different institutions.
2. A comparative study can be conducted by taking the sample from school and college teaching faculties.
3. A similar study can be conducted in other states of the country.

4. Investigators' study was only limited to Panipat District. It may be extended to other districts of Haryana.
5. A comparative study can be conducted by taking the sample from self financed and aided college.
6. A comparative study can be conducted by different variables like teaching aptitude, emotional intelligence and leadership preference.

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