

# Role of teachers' aptitude in enhancing teaching effectiveness: An Empirical study

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## Abstract

Teachers serve the education that is an efficient instrument of mankind. The teachers adapt this art with the help of a preservice teacher training program. Teaching is considered to be a reflective procedure from the beginning. Reflection is something that's used in different sectors of education of teachers, which includes adult education and vocational education for various years. Despite several articles, there's a lot of empirical evidence which supports the view that it might result in superior teachers practices amongst the elementary teacher candidates. Research studies focus on the orientation of different processes to capture the reflection. It even considers the development of the teaching skills of the pre-service teachers across their practicum. These studies reveal that the strategy of reflective teaching has a prominent impact on developing teaching skills. No significant impact of teachers' aptitude has been noticed for developing the teaching skills through the interaction of the reflective teacher's strategy and the aptitude of the teachers.

**Keywords:** Reflective Teacher's Training, Teacher's Aptitude, Teaching Skills.

## INTRODUCTION

In the last decade, the business and policy leaders have considered what the parents have known already. They have known that teachers have an important role in the achievements of students. With the latest analytical and statistical methods which are used by several researchers, the proof has been gathered that the quality of the teachers may account for the biggest share of the variance in the test scores of the students. The proof on the distribution of effective and qualified teachers has also been quite clear and findings of the same aren't very good. The teachers who meet the standards of demand of the board certification and the ones who generate high value-added gains of students'

achievements are less likely to train the economically disadvantaged as well as minority students (Ranjith and Achari, 2017).

Resultantly, high-poverty schools are mostly beset with teacher vacancies in special education as well as mathematics. They are more likely to the staff classes with out-of-the-field, less prepared, and inexperienced teachers. In simple words, the quality gap in teaching explains the gap in the achievements of the students. While most of the researchers as well as the policy analysts also agree about the main role which the teacher's role in the advancement of students' achievements. They are at the odds over best means for identifying efficient teachers and for improving the effectiveness of the teachers.

Despite the rising complexity of the teachers in the 21st century, some of the journalists have even gone far for proposing that effective teachers and instructors are born and not made. The key for reforming schools is to attract more of the right people for teaching and judge them once they have entered the teaching domain based on how well the students score as per the standard tests.

For them, a mark of the effective teachers is whether their students and trainees achieve the years' worth of academic gains or not on the externally developed tests.

The right teacher's education as well as certification matters for the effectiveness of teachers. However, researches show that there's a lot of variation within the traditional programs or the short cut alternates than what's there between them, which suggests that the right type means something a lot different as compared to traditionalists and the pundits suggest. The issue of policy on which focus should be there isn't about the way of choosing the 2 pathways. Rather, it is important to figure out the best practices for the programs of preparation. Any kind of preparation program and through either of the pathways ensure that the teachers are ready to teach effectively, mainly in the high need schools. Additionally, there's also no question that a lot of state license rules serve as barriers to recruiting talented teachers and instructors. However, the biggest challenge for the policymakers is opening the pathways of the profession of teaching without making any sacrifices about the quality of the professional preparation. The issue is quite major because in the past few years, the total number of alternate certification entrants of teaching doubled and almost one in 3 recruits enter the domain of teaching through the non-traditional path.

However, a good percentage of such programs do not need any kind of mentoring, the component which researchers find crucial for the development of efficient teaching skills. Out of these which do, just a small percentage of recruits stated that they mainly work with the mentors more than one time a week, and just a small percentage work with the mentors regularly. The quality counts significantly when the training of professionals working with kids and it's evident that shortcuts with not just quantity of the time but even quality of the time

are considered in a lot of such programs (Guru, 2020).

## Literature Review

The performance of the students and the accountability of the teachers are focused on in most of the publications. In a lot of papers, the rapidly declining achievements of the students have also been mentioned. It has been observed that 5 decades ago, the students used to rank at top of the world in terms of education while the present ranking amongst the advanced nations is still at the bottom. The rate of graduation in the schools reflects the underperformance of the students (Mangamma and Vijaya, 2017).

Researchers also state that there're a lot of good performing schools across the world and a few years back, some researchers also need that a lot of positive changes happened in the learning of students in the schools. They also state that in this era itself, a lot of efforts for educational reforms haven't lived up to the expectations. Additionally, researchers also state that money is allocated to the inefficient reforms efforts and change is possible (Alfonso, et.al., 2021).

The prerequisite for the school reforms is something that states that changes are possible. This conviction needs to be coupled with the clear-cut framework as well as practical tools. The perspective of some researchers about such reforms is aligned with the perspectives of the previous papers. They state that it would take persistence as well as will. They even offer explanations about the lack of success of reforms (Ruhban, et.al, 2020).

They suggest that the school reforms haven't lived up to the expectations for several reasons. The changes need to be systematic, the changes should be guided by the shared vision with measurable benchmarks and goals, and the change should include all the key stakeholders. It is also important for the change to be incremental as well as planned, the change should address the responsibilities and needs of the stakeholders and it should also be continuous which is an evolving procedure guided by the empirical data. For raising and improving the test scores of all the students, researchers have asserted that the nature of reforms should be fragmented too. They emphasize the requirement for positive change in the schools

through proper data analysis which may be linked to the need's assessment with a special focus on the promotion of positivism in the climate of the schools. In recent publications, researchers also state that time is a crucial element of change. It has also been noted in several papers (Brinkley-Etzkorn,2018). They state that almost 7 years go into bringing positive changes in the schools. The educators need to concentrate on the essential things and ignore the rest of the things. It is quite obvious that the issues related to the performance of the students, underperformance, and the reforms are the matters which are discussed by a lot of researchers. Further, there are certain other researchers as well who consider the implications as well as the legislation linked to the reforms and accountability (Allison, 2015).

Most recent accountability legislation comprises of the nation at risk and no children left behind. At present, the state boards for education apply for a waiver for being exempted from the mandates of the reauthorization of the no child left behind. The rising attention and awareness on the performance of the students, accountability, and the reforms have caused greater discourse amongst the researchers and the educators for the role of principals and the teachers (Malar and Hazita,2020). The researchers state that an efficient teacher is also an efficient leader and an efficient leader is considered to be a great teacher or the other indicators of growth of the students. That is, good teachers have efficient leadership skills. Great leaders are also efficient teachers (Simin and Wan, 2015).

About half of the evaluations of the teachers are based on the learnings of the students which is measured by the model of value addition or the other growth measures of the students. The researches mainly focus on efficient teachers from the viewpoint of teaching as the process as well as methods and means for evaluating efficient teaching. The characteristics and the competencies of efficient teachings have been discussed from different viewpoints that are as the perspective which has evolved historically (Rustam and Sahat, 2019). Apart from providing the historical perspective of efficient teachings from the research, authors have even surveyed the teachers in graduation classes for the perspectives of efficient teaching. The focus group has also been conducted with graduate

classes that have been discussed in these studies. A lot of states have adopted common core recently as a curriculum for Mathematics and the English language. The instrument and tool for the evaluation of teachers that is considered to be an indicator of the effectiveness of teachers would be adjusted ultimately in a lot of states and districts (Valiandes,2015).

Several factors go along with the aptitude of teachers and depend on some of the personal traits, temperamental and intellectual and they often enable the teachers in getting over the drastic restrictions which are imposed on the performance of the teacher. The related studies reveal that a lot of factors are there that have a dominant role in the aptitude of the teachers. In one of the studies, it has been established that the academic achievements, the aptitude of the teachers, and traits of personality of the teacher are the main predictors for success in the elementary teachers' training (Yen and Halili, 2015).

The profession of teaching requires 3 main qualities. Knowledge is considered to be the first one, communication skills are second and aptitude is the last one. Poor teachers tell good teachers to teach, excellent teachers demonstrate, outstanding teachers motivate. We often hear such kind of proverbial sayings from different sources on different occasions. The abilities of teachers are decided in the classrooms during their presentations (Emerson, Leyland and Hudson, 2017). Sitting in the classroom of a good teacher who has the right kind of aptitude, always probes if they are capable of teaching like this. They believe that they can. The aptitude of the students is influenced quite well by the classes that they sit into and the teachers teaching them. The way teachers identify them as teachers having the right attitude is something that needs to be ascertained. Efficient teaching may look completely effortless since the knowledge of the teachers and their experience are also invisible (Kaendler, Wiedmann, and Rummel, 2015).

Teaching is considered to be a very tricky mix of action, the way to contextualize knowledge, etc. Efficient teaching is, challenging as well as complex and even the best of teachers witnesses a lot of difficulties in translating the formal knowledge into efficient practices. Teaching should be a dialogue and not a monologue. Teachers need to look for effective and

innovative technologies for presenting new concepts for the motivation of children. The classes should be interactive along with dialogue as well as sufficient learning material. A teacher who has a good attitude should be aware of some essentials like planning for lessons, motivating the students, the statements related to curricula, learning material, etc. (Whitworth, Chiu, 2015)

Objectives of the study:

1. To find the role of teachers' aptitude in enhancing teaching effectiveness

2. To ascertain the role of teachers' aptitude in enhancing teaching effectiveness

### Research methodology:

The present study is descriptive in nature wherein the role of teachers' aptitude in enhancing teaching effectiveness was analyzed. The sample taken for the study is 200. The information was gathered with the assistance of an organized poll on a five-point scale and investigated with the assistance of the mean qualities and t test.

Table1 *Demographic profile of the respondents*

Variables	Number of respondents	% age
<b>Gender</b>		
Males	105	53%
Females	95	47%
<b>Total</b>	<b>200</b>	<b>100%</b>
<b>Profession</b>		
Businessman	41	21%
Teacher	96	48%
Housewife	19	9%
Student	44	22%
<b>Total</b>	<b>200</b>	<b>100%</b>
<b>Age</b>		
20-35	78	39%
35-50	86	43%
50-65	36	18%
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 1 presents demographic profile of the respondents on role of teachers' aptitude in

enhancing teaching effectiveness. There are 53% males and 47% females in the study.

Among the respondents 21% are into business, 48% are teachers, 9% are housewives and 22% are students. The 39% of the respondents are

20-35 years of age, 43% are 35-50 years of age, and 18% are 50-65 years of age.

Table 2 Mean Value of role of teachers' aptitude in enhancing teaching effectiveness

Sr. No.	Statements	Mean Score
1.	Teachers play an important role in the achievements of students	4.14
2.	If teachers find new and innovative ways of teaching, the students would have more interest in attending the classes	4.10
3.	Teachers can help students get better scores and grades	4.02
4.	Teachers need to keep themselves updated about new ways of teaching	4.09
5.	The quality of education system can be improved only by improving the teacher's performance	4.08
6.	Education plays a very important role in regional as well as global growth	4.11
7.	Education is considered to be the founding stone of the intellectual power of a nation	4.12
8.	Teacher is one of the most important pillars in the entire system of education	4.05
9.	Training is one of the techniques which is used frequently for building the skills, attitude and knowledge of teachers and is an important part of the growth of the teacher's professional life	4.15
10.	Regular trainings are most important for teachers	4.06

Table 2 shows the opinions of the respondents. It is observed Training is one of the techniques which is used frequently for building the skills, attitude and knowledge of teachers and is an important part of the growth of the teacher's professional life is the most significant statement with the mean value of 4.15. It is followed by Teachers play an important role in the achievements of students (4.14), Education is considered to be the founding stone of the intellectual power of a nation (4.12), and Education plays a very important role in regional as well as global growth (4.11). If teachers find

new and innovative ways of teaching, the students would have more interest in attending the classes (4.10), Teachers need to keep themselves updated about new ways of teaching (4.09), The quality of education system can be improved only by improving the teacher's performance (4.08), Regular trainings are most important for teachers (4.06) and Teacher is one of the most important pillars in the entire system of education (4.05) were also considered important. Reasons like Teachers can help students get better scores and grades (4.02) were also viewed as important.

Table 3. *Role of teachers' aptitude in enhancing teaching effectiveness*

Sr. No.	Statements	Mean Score	t-Value	Sig
1.	Teachers play an important role in the achievements of students	4.14	9.210	0.000
2.	If teachers find new and innovative ways of teaching, the students would have more interest in attending the classes	4.10	8.689	0.000
3.	Teachers can help students get better scores and grades	4.02	7.651	0.000
4.	Teachers need to keep themselves updated about new ways of teaching	4.09	8.505	0.000
5.	The quality of education system can be improved only by improving the teacher's performance	4.08	8.498	0.000
6.	Education plays a very important role in regional as well as global growth	4.11	8.787	0.000
7.	Education is considered to be the founding stone of the intellectual power of a nation	4.12	9.016	0.000
8.	Teacher is one of the most important pillars in the entire system of education	4.05	8.033	0.000
9.	Training is one of the techniques which is used frequently for building the skills, attitude and knowledge of teachers and is an important part of the growth of the teacher's professional life	4.15	9.380	0.000
10.	Regular trainings are most important for teachers	4.06	8.222	0.000

Table 3 shows the results of t-test. It is found from the table that the significance value for all the statements is below 0.05, hence all the statements regarding role of teachers' aptitude in enhancing teaching effectiveness are significant.

### Conclusion

On reviewing the literature on reflective teaching, it suggested that the practice of reflective teaching is important in all professionals since it helps have a deep understanding of an individual through self-evaluation and for improving it in that particular field as well. In the era, where the reflection in the education of teachers is considered to be an efficient approach for teachers' education, the study offers a close and comprehensive

assessment on the phenomena of reflection in the education of pre-service teachers. Additionally, these studies conduct an in-depth analysis on the development process of the reflective thinking of the pre-service teaching staff. Within the process, it highlights the way different methods like the written account of the experience through diary or journal writing.

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