

Demystifying the Relationship between Teaching Aptitude and Aggressive Behavior among Pre-Service Teachers for Quality Education

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ABSTRACT

The ever-evolving and ever-adapting nature of human behavior assists humans in evolving and adapting to new civilizations and also helps to expand horizon of knowledge and intellect, paving way to reach the pinnacle of various professions. Right from the Vedic era (c. 1500 – c. 500 BCE) to date teachers equip us with all necessary skills and knowledge required to adapt to the dynamic professional world and evolve as a person. Learning is life itself, during this course of lifelong learning, few things learned are from our own experience and the rest is taught by parents, teachers and others. A teacher is a role model for every student their personality, aptitude, and attitude mold the child as desired. Teachers' aptitude for teaching decides a teacher's success as a professional and learners' development as a whole. Teachers' aptitude for teaching might be innate ability but it can be manifested with appropriate and adequate practices such as behavioral grooming apt for the profession. There are many behavioral issues that make a person unfit for the teaching profession, aggression is one of them. As a human we all have a fair chance to show aggressive behavior at some junctures in our life, the degree may vary. The same goes for the teachers as well. Teaching aptitude is though innate, and aggressive behavior might be unavoidable. In this paper, the researcher based upon empirical evidence has tried to explore the relationship between teaching aptitude and aggressive behavior among pre-service teachers for quality education.

Keywords: Teaching aptitude, aggressive behavior, pre-service teacher

1. INTRODUCTION

Teaching is not just a word or profession but a philosophy guiding us to live a well-contented life. We all are striving to live a successful life with utmost satisfaction and bliss. Teachers are the ones who mend the way for the students to reach that ultimate bliss. Ancient Indian literature also talks about someone mature counseling and mentoring the young ones with parental warmth in a homely environment. In Vedic text, this mature person is addressed as "Guru". In the word "Guru" the syllable 'gu' means darkness, and the syllable 'ru' means one who dispels darkness. Thus, the guru is the one who dispels the darkness of ignorance. — (Advayatarak Upanishad verse 16) Suci, Sorin (2010). They help us to attain the knowledge that matters and develop insight that leads to self-knowledge

From the Vedic era till the current scenario teachers are shouldering the responsibility for awakening the body, mind, and soul which is a prerequisite for human survival and evolution as a person (Dhal Pravat Kumar, 2014). For shouldering such roles and responsibilities there is a need to bring the right person with the right aptitude in the way towards the acquisition of knowledge and wisdom. We generally perceive aptitude as innate capacities and propensities to be successful in any profession. By assessing the aptitude of any person, we always try to gaze at the possibility of excelling in the profession. Aptitude is not just a tool to anticipate professional success, but rather a comprehensive term encompassing the human persona which mends the way to live a blissful life.

“Aptitude is a condition, a quality or a set of qualities which is indicative of the probable extent to which an individual may be able to acquire, under suitable training, some knowledge, understanding, or skill” (Traxler 1957). Aptitude is governed by heredity and environment; we can certainly not interfere with innate abilities but surely provide the environment necessary for developing specific aptitude needed for any profession (Burns, 1980)

Teaching as a profession aims to nurture young minds with all the necessary skills, knowledge, and expertise required to enter into the professional arena and live a satisfied, peaceful life. “Teaching is a disciplined social process in which teacher Influences the behavior of the less experienced pupil and helps the child develop according to the needs and ideas of the society” (Morrison). In this social process of teaching and learning, teachers are aiming to bring desirable change in learners’ behavior according to the need of society, they play an important role in supporting other developmental areas as well which is beyond the core academic skills (Blazar & Kraft, 2017). Teachers’ being the role model for their students are bound to behave in an idealist way i.e., free from any behavioral issue or maladjustment. Such expectations by the teachers to behave in an idealistic manner is a tough task to achieve. Behavioral issues such as anger, aggression, rage, etc. are part of our life we can never stop them or get rid of them, but surely can devise ways to manage them. There is an immense need for behavioral grooming as per the demand of the profession. Pre-service teachers are aspiring teachers learning all the nitty-gritty of teaching under guided supervision. Teacher educators are responsible for preparing the young aspiring teachers with all the necessary skills and expertise for understanding the classroom dynamics for optimal learning outcomes. Classroom dynamics is a comprehensive term including student behavior, emotions, and imagination it also includes teacher and students’ interaction, student -student interaction for creating a positive classroom environment (Mmasi & Thinguri, 2017). Teachers’ behavior is the driving force for a positive classroom environment. A positive classroom environment provides a learner with a plethora of opportunities to grow and develop, leading to the all-around development of personality (Fleming & Younger, 2012). Teachers’ behavior not only affects the classroom environment it also influences the learners’ behavior. Imitation is the first stage in learning where learners simply imitate acts and deeds of the mature person without thinking about the pros and cons of the act, the only rationale they have is to follow in their footsteps. They start behaving in a manner their teacher behaves or conducts themselves, for example, Teachers’ aggressive behavior instigates aggression among young learners.

Aggressive behavior is a hindrance in the way to being a successful teacher; it affects the social process of teaching-learning by acting as an obstacle to the manifestation of appropriate teaching aptitude. The pre-service teacher training program helps the budding teachers to harness their innate teaching aptitude making teaching their talent, not just a profession. Spaulding, Angela. (2005) in the study Impact of High School Teacher Behaviors on Student Aggression explored the ways how teachers might modify their behavior and react in a way that might reduce student aggression. Panayiotou et al. (2014) also study the impact of teachers’ behavior on learning outcomes; they came up with the conclusion that teachers’ behavior occupies an important place in the dynamic model of teaching effectiveness which is in concurrence with previous studies. Appropriate teachers’ behavior is the pivot for efficient teaching and effective learning. To fulfill such requisites of appropriate teacher behavior there is a need for well-planned and structured pre-service training aiming for modification of innate teaching aptitude.

2. THEORETICAL FRAMEWORK AND BACKGROUND LITERATURE

2.1 Aptitude:

Aptitude is derived from the Latin word ‘Aptus’ joined or fitted meaning quality of being fit (for the purpose of the position). Aptitude is the natural tendency or talent, in other words, the ability to learn something (Merriam Webster). Van Dunsen describes aptitude as a “measure of probable rate of learning resulting in interest and satisfaction and is relatively narrow and specific”. Schneider Benjamin et al. (1982) in the study of aptitude requirements and reward attributes of the task found that there is a positive correlation between verbal and numerical aptitude with attributes of work satisfaction. Work satisfaction motivates individuals to progress in the profession and contributes toward the best-fit society at large. Every profession is unique in its way requiring a different type of aptitude and abilities. Different types of aptitude are required for different professions, for example, if you have a strong aptitude for mechanics and technology you may excel in a career

involving machines and technology like engineers. Similarly, strong teaching aptitude helps the teacher to excel in the teaching profession (Metz, A.J. & Jones, Janice.,2013).

2.2 Teaching Aptitude:

“Teaching aptitude means the innate ability to teach which can be manifested by providing an appropriate environment and training”. The prime objective of teaching is to bring desirable changes in learners’ behavior. Delors’ commission 1996 in their report titled “Learning: The Treasure Within” has given four pillars of education (i) Learning to know (ii) Learning to do (iii) Learning to live together (iv) Learning to be. These four pillars emphasize learning how to learn throughout life thereby developing learners as a whole to meet the universal standards and expectations. Teachers are the ways and means for providing education adhering to four pillars of education. Commission has also given direction for “Teachers in search of new perspective”, teachers should learn how and why of teaching thereby making them competent enough to meet the expectations and responsibilities. For teachers to learn throughout their life and work efficiently, along with content clarity teachers need the right teaching aptitude to learn new things and adapt to new situations. (Delor’s report -1996)

2.3 Teachers’ behavior:

The classroom is a place for mutual exchange of ideas and thought between teacher and learner where the teacher leads the communication process intended to bring desirable change in learners’ behavior. Teachers being the facilitator of the teaching-learning process influence the learners’ behavior; at the same time, it is being observed that students’ behavior also influences teachers’ behavior. This cyclic effect assists in the creation of a favorable classroom environment. In the teaching-learning process teacher is the mature person who initiates the classroom interaction for transacting the curriculum and imparting knowledge to bring the desired change in learners’ behavior (Kumar T. P, 2013). Ryan (1969) defined teachers’ behavior as “activities of the teacher that are done as and when for guiding and directing students’ learning”. L. Kyriakides et al. (2009)in their study “Teacher behavior and student outcomes: Suggestions for research on teacher training and professional development” reveals that teaching skills can be grouped into five types of teacher behavior which are distinct from each other, moving gradually from direct teaching to advance skills needed for new teaching approaches. L. Kyriakides et al. (2009) also concluded that teachers having advanced teaching behavior have better student outcomes.

2.4 Aggressive behavior:

Aggressive behavior is the observable manifestation of aggression, which is defined as the act of behavior intended to harm others (Zirpoli, 2008, Liu Jianghong et al 2012). Aggressive behavior takes a number of forms such as physical, verbal, social, psychological aggression, and many more. It affects the physical as well as psychological health of the individuals thereby reducing their work efficiency. Aggression at the workplace influences the psychological environment of the place thereby affecting job performance in many ways (Aaron C.H. Schat & Michael R. Frone, 2011). Though aggressive behavior is an inevitable part of our life it needs to be managed properly for better personal and professional life. To manage aggression very first step is to identify the causes so that timely interventions can be introduced to minimize the risk associated with it (Domitrovich, Celene E. &Greenberg, Mark T. 2003).

Aggressive behavior is not limited to any particular age group rather it manifests throughout the life span from attention-deficit hyperactivity disorder (ADHD) in children and adolescents, to domestic violence in adults, to dementia in older adults (Liu, J., Lewis, G., & Ee vans, L. 2013) personally or professionally aggressive behavior is affecting our life throughout the developmental spectrum. Johnson et al. (2018) in their study reveals that workplace aggression causes great damage to individuals, families, and society as a whole. Studies have also found that individuals affected by workplace aggression experience reduced affective commitment, increased intentions to leave (Barling et al., 2001), and reduced individual job performance (Barling et al., 2001; Schat and Kelloway, 2000) and individual productivity (Budd et al., 1996). Workplace aggression is not limited to any particular profession rather it is prevalent across different professions and almost affects all the personnel involved in the organization. Aggression and aggressive behavior in the school setting are also being considered a cause of concern by many researchers, Zysberg, L., & Sabbag, E. (2021) systematically studied the mediating role of stress, verbal aggression, and physical aggression in the school setting leading to teachers’ attrition. They also reveal that aggression in schools instigates the teachers to leave the profession. In the school

setting, teachers can be the victim, bystanders, or perpetrators of aggression. So, before a teacher becomes either of three i.e., victim, bystander, or perpetrator of aggression there is a need train to the teachers for appropriate teacher behavior leading to the manifestation of teaching aptitude promoting holistic development of teacher and taught. Within this realm, this paper is trying to explore the relationship between teaching aptitude and aggressive behavior of pre-service teachers.

3) STATEMENT OF THE PROBLEM

The purpose of the study is to explore the relationship between teaching aptitude and aggressive behavior among pre-service teachers along with how aggressive behavior is affecting teaching aptitude.

Based on the research problem following major objectives were formulated:

Objectives:

- i) To study the level of aggression among pre-service teachers.
- ii) To study the level of teaching aptitude among pre-service teachers.
- iii) To study the relationship between teaching aptitude and aggressive behavior among pre-service teachers.
- iv) To study effect of the level of aggression on teaching aptitude pre-service teachers.

Hypothesis:

H₀₁: There is no significant relationship between the level of teaching aptitude and level of aggression among pre-service teachers.

4) RESEARCH METHODOLOGY AND DESIGN

4.1) *Research paradigm and method:*

The present study fits into the positivist paradigm of research, the positivist paradigm of research relies on empirical evidence to give answers to any research problem under this paradigm reality and knowledge can be validated with factual proofs. The empirical method is one of the research methods which falls under the positivistic paradigm of research. For conducting the present research researcher used an empirical research design with a mixed-method approach.

4.2) *Participants:*

Non-probability sampling was used for collecting data from 50 pre-service teachers from the teacher training colleges running bachelor in education and master's in the education program. Out of 50 pre-service teachers, 90 % were female rest 10 % were male. All the pre-service teachers were in their final stages of two years Bachelor of Education program, teacher trainees from this stage were chosen specifically with the assumption that they must have mastered their skills and expertise accounting for the desired manifestation of teaching aptitude.

4.3) *Variables and instruments:*

4.3.1) *Variables:*

For conducting the present study researcher focused on two variables i.e., teaching aptitude and aggressive behavior, exploring the relationship between the two. In the present context, aggressive behavior was considered an independent variable whereas teaching aptitude was considered the dependent variable.

4.3.2) *Instruments:*

i) *Buss and Perry aggression questionnaire (BPAQ):*

Buss and Perry aggression questionnaire (BPAQ) is a comprehensive tool for measuring aggression useful for normal population starting from the age of 9 years till 88 years. It consists of 29 self-administrated items rated on a five-point Likert scale, the 5-point continuum ranges from extremely uncharacteristic of me to extremely characteristic of me. BPAQ has four subscales i.e., physical aggression (9 items), verbal aggression (5 items), anger (8 items), and hostility (8 items). The scoring of each scale is the ratings of the items included in the scale. The total score is the sum of all the scales (items). The total score can range from 29 to 145. A higher score indicates higher aggressive behavior Buss, A. H., & Perry, M. (1992). For the present study, this tool was selected as it measures different degrees and types of aggression which helps in exploring the research variable from various dimensions.

ii) Teaching aptitude test Dahiya and Singh (TAT-DS)

The teaching aptitude test (TAT) was designed by Dr. Surendra Singh Dahiya (Director State Institute of Education, Chandigarh India) and Dr. L.C. Singh (Professor Department of Teacher Education N.C.E.R.T, New Delhi India), this test was developed to measure the potentiality of graduate person who intends to take up teaching as a profession. This test consisted of 50 multiple choice questions and there was no time limit to complete this test, the average time taken to complete this test was 30 minutes. The reliability of the test using the split half method was 0.82 which is significant at a 0.01 level of significance. For the present study, TAT-DS was used to find out the teaching aptitude of pre-service teachers.

4.4) Procedure:

All the pre-service teachers constituting the sample of the study were informed about their role in the study and informed consent was taken for conducting the research. Though there were no compulsions Pre-service teachers were requested to complete both the instruments i.e., *Buss and Perry aggression questionnaire (BPAQ)* and the *Teaching aptitude test Dahiya and Singh (TAT-DS)* so that complete data can be analyzed to draw conclusions.

4.5) Ethical consideration:

In the present study ethical consideration was taken into account as per the ICSSR (*Indian council of social science research*) criterion where informed consent was taken from the participants as well as the deceptive privacy policy recommended by the council was followed throughout the research work.

5. RESULTS AND DISCUSSION

5.1 Data collection and analysis:

Data was collected from three teacher training colleges in Noida, Uttar Pradesh, India. 53 Pre-service teachers responded to the research tool, out of 53 responses, 3 responses were discarded as they were incomplete and would not suffice the purpose of the research, hence 50 responses were used for data analysis and interpretation. After data cleaning, data responses were processed using Microsoft Excel, and the level of aggression as well as teaching aptitude was calculated. Then the correlation between the two variables was deduced using Karl Pearson's correlation.

5.2 Major findings:

i) Level of aggression:

level of aggression was determined by calculating the total score of the Buss and Perry Aggression Questionnaire (BPAQ). In the present study total score for aggression ranges from 50 to 118 with average aggression of 84.28 ± 15.02 .

N(frequency)	Mean	Standard Deviation
50	84.28	15.02

Table1: Statistical Results for the level of aggression.

With 84 as the cut-off value pre-service teachers were divided into groups as aggressive and non-aggressive. Based on percentage analysis 54% of pre-service teachers were non-aggressive and 46% were aggressive.

S.no	Pre-service teachers	Frequency	Percentage
1.	Aggressive	27	54%
2.	Non-aggressive	23	46%

Table2: Percentage analysis of aggressive & non-aggressive pre-service teachers

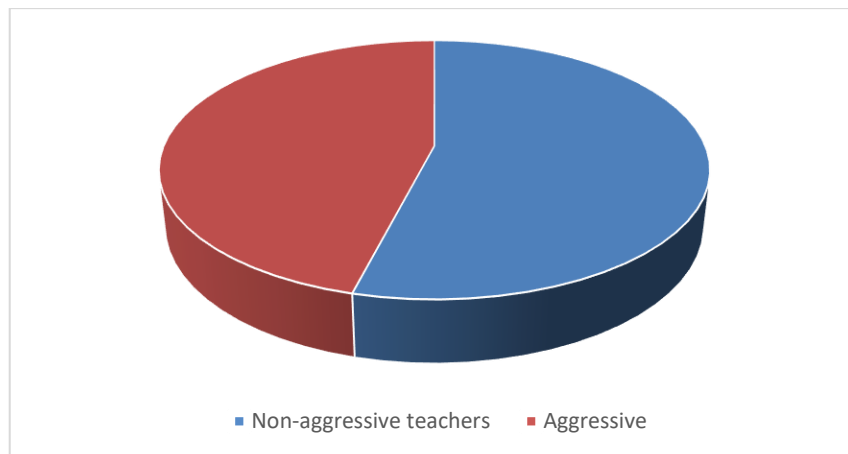


FIGURE 1: Representation of level of aggression

ii) *Teaching aptitude of pre-service teachers:*

The level of teaching aptitude of pre-service teachers was determined by the total score of TAT-DS. With a maximum value of 43, the level of teaching aptitude for the sample ranges from 8 to 43. The average level of teaching aptitude for the sample came out to be 29.33 ± 10.34 .

Mean	SD	N
29.3333	10.3434	50

Table 3: *Statistical Results on teaching aptitude of pre-service teachers*

For the purpose of interpretation Level of teaching, aptitude was divided into seven categories ranging from extremely low to extremely high (as mentioned in the test booklet).

S.no	Range of Raw Score	Grade	Level of Teaching	Frequency	Percentage
1.	49&above	A	Extremely High	0	0
2.	42 to 48	B	High	3	6
3.	35 to 41	C	Above Average	15	30
4.	27 to 34	D	Average	17	34
5.	20 to 26	E	Below Average	06	12
6.	13 to 19	F	Low	05	10
7.	12&below	G	Extremely Low	04	08

Table 4: *Level of Teaching Aptitude*

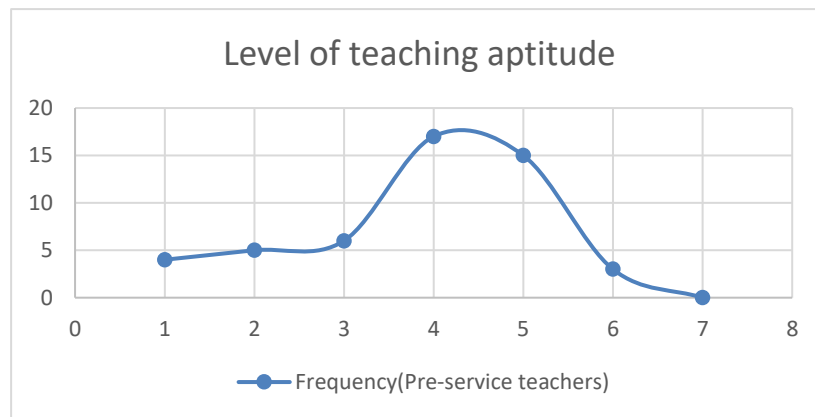


FIGURE 2: Frequency curve for the level of teaching aptitude.

Based on a close analysis of the frequency curve for Level of teaching aptitude it is quite evident that majority of pre-service teachers (34%) fall under the category of the average level of teaching aptitude with 76% of pre-service teachers clustered from below-average to above-average level of teaching aptitude.

iii) Correlation of level of aggression and teaching aptitude:

The correlation between the level of aggression and level of teaching aptitude was deduced in two ways:

a) Calculating the coefficient of correlation between two variables i.e., aggression and teaching aptitude, the resultant value for the coefficient of correlation in the present study came out to be (-0.453728) which indicates a negative correlation between the two variables.

The calculated value of the correlation coefficient (r) | -0.453728 | at $\alpha=0.01$ level of significance is more than the table value so we reject the null hypothesis H_0 stating that there is no significant relationship between the level of aggression and level of teaching aptitude. P-value for $r = (-0.453728)$ is significant for $p < 0.01$. This means there is a significant relationship between the two variables.

b) To explore how teaching aptitude is affected by the level of aggression, pre-service teachers were divided into two groups i.e., aggressive and non-aggressive. Then two groups were critically analyzed to explore the relationship between the variables. It is quite evident from the graph that for aggressive pre-service teachers' the level of aggression and teaching aptitude are inversely related i.e., a good negative correlation which indicates that high aggression level is hindering the manifestation of teaching aptitude. Zysberg, L., & Sabbag, E. (2021) in a study also pointed out that verbal aggression and physical aggression in the school setting led to teachers' attrition and increased chances of teachers leaving the job.

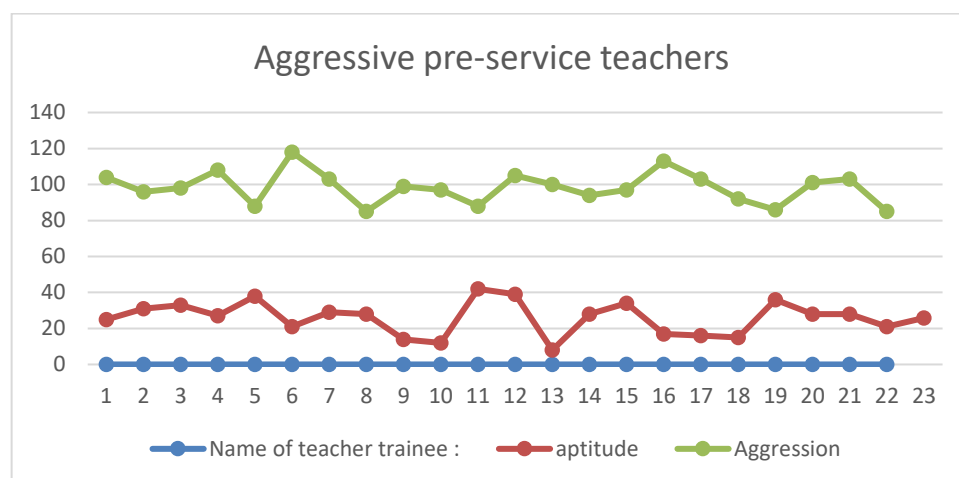


FIGURE 3: Graphical representation of the inverse relationship between aggression and teaching aptitude.

Even for the non-aggressive group, there is a negative correlation between the two variables

c) Further analysis was done by diving the pre-service teachers into two groups i.e., below-average aptitude and above-average aptitude.

For the below-average aptitude group, 90% of the pre-service teachers were aggressive and for the above-average group, only 23% were aggressive these findings are supporting the previous finding of a negative correlation between teaching aptitude and aggression.

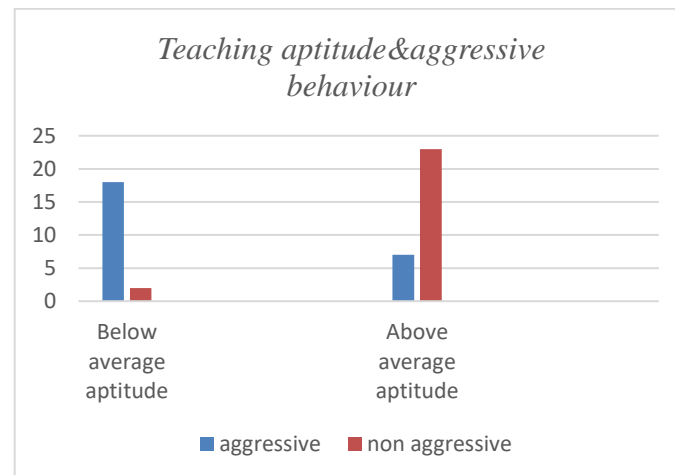


FIGURE 4: Graphical representation of teaching aptitude and aggressive behaviour.

Aptitude might be an innate quality but it can be manifested with appropriate training and environment. Various studies have elaborated on the need for an appropriate aptitude to increase the productivity of the individual and organization. Halwasiya, Sachin. (2020) in his study elaborated on the need for aptitude skill training for better performance of engineering and management students such kind of skill training helps in developing the right kind of aptitude needed for any profession. Although skill training plays a significant role in the manifestation of aptitude there are other factors like attitude, stress, behavior, etc. which affect the aptitude of the individual. These factors either directly or indirectly are acting as roadblocks to developing appropriate aptitude. Zysberg, L., & Sabbag, E. (2010) explored how verbal and physical aggression affects the level of job satisfaction among school teachers as well as increases the tendency for quitting the job. Chaudhary. Razali Ahmad et.al 2016 in their study conducted on employees of a manufacturing company concluded that personal aggression can be a predictor of job satisfaction. V. M. (2016) in her study concluded that there is a positive correlation between teaching aptitude and job satisfaction. These variables like aggression, teaching aptitude, and job satisfaction are interlinked, and affect the entire process of teaching-learning. A major finding of the present study also suggests a significant relationship between the level of aggression and level of teaching aptitude, the negative correlation of magnitude (-0.453728) also indicates how aggressive behavior is acting as a hindrance in developing appropriate teaching aptitude among pre-service teachers. Teaching aptitude not only affects the teachers but also the students as well by affecting the learning outcomes. Aggressive behavior needs to be assessed so that timely interventions can be given. Such intervention in the form of behavioral grooming will definitely help in the manifestation of teaching aptitude, which in turn will help in improving the learning outcomes. Although in the present study 34% of the pre-service teachers had an average level of aptitude there is certainly scope for improvement, in order to improve the overall education system which aims for quality education and upliftment of the teaching community. Along with the four pillars of education, Delor's commission (1996) also elaborated on the role of teachers and teacher education under the heading "Teachers in search of a new perspective". This entails, that a teacher should learn the ways and purpose of teaching. They should also adapt to the changing scenario and strive for quality education based on the four pillars of education.

6. CONCLUSION

Teachers are one of the most influential and powerful forces for equity, access, and quality in education and are key to sustainable global development. UNESCO (2021), but teachers and teacher education programs do have many complexities which need to be addressed and resolved. Right from choosing teaching as a profession and

getting trained to enter the world of work journey of a teacher is quite challenging as well as demanding. To face the challenges there is a need for the right kind of aptitude specifically teaching aptitude. Although aptitude is innate appropriate training definitely helps in its manifestation. The prime objective of any training program is to provide theoretical and practical knowledge to the trainees. Teacher training programs also give theoretical and practical knowledge to the pre-service teachers, such programs help in developing necessary skills as well as aptitude. Developing appropriate teaching aptitude is not an easy task nor does it can be done by theoretical curriculum alone, there are many obstacles such as individual behavior, environment, lack of adaptability, etc. which makes the task even more difficult. This paper also tries to address one of such obstacles i.e., aggression. Major findings of the present study like the negative value of the coefficient of correlation between the level of aggression and level of teaching aptitude indicate that aggressive behavior is acting as a hindrance to developing appropriate teaching aptitude. Barling et al., 2001 in their study also found that people experiencing workplace aggression experience reduced affective commitment, increased intentions to leave, and reduced individual job performance. Aggression anywhere or of any form is harmful to the overall productivity of the individual. The findings of the study also highlight the prevalence of aggression among pre-service teachers. As evident from the study, 46% of the pre-service teachers are aggressive in nature which itself signifies the need to address the issue of aggression among budding teachers. Also, the majority of the pre-service teachers are having average, below-average levels of teaching aptitude and are rarely in the category of the high level of teaching aptitude.

7. IMPLICATIONS

The present study provided a novel ground to prepare the pre-service teachers in the light of global needs and individual aspirations of peaceful as well as content life. It has theoretical and practical implications for different stakeholders and academia. UNESCO publication 'what makes a quality curriculum' enumerated that curriculum is the ways and means for achieving quality education (SDG-4) Stabback Philip (2016). Developing a quality curriculum is really a challenging task to accomplish. The findings of the present study assist the curriculum developer in framing a quality curriculum for teacher education which ultimately improves the quality of education and helps in achieving SDG-4 (Quality education). There are many studies that concluded that aggressive behavior is prevalent in school students Kumar Mukesh et.al. (2016), Salimi N et.al. (2019), and hardly any studies on the prevalence of aggression among pre-service teachers. The present study enumerates the presence of aggression among pre-service teachers and the finding of the study definitely help the teacher educators in devising the teaching strategy accordingly thereby minimizing the aggression among future teachers. The results of the study may help the policymakers for restructuring the entering procedure for teacher training programs where only content knowledge would not be the only criterion for selection, rather the possibility of manifestation of teaching aptitude should be considered to minimize teachers' attrition. Zysberg, L., & Sabbag, E. (2021) also concluded that stress, verbal aggression, and physical aggression in the school setting led to teachers' attrition. The present study establishes a relationship between aggression and teaching aptitude among pre-service teachers. Further research can be conducted on how the curriculum for the teacher education program shall be restructured to minimize the aggression among pre-service teachers. The study can be extended to in-service teachers with a large sample size. To achieve the goal of Quality education we need teachers who have the competencies and temperament to work in inclusive classrooms, accepting diversity with patience and perseverance. Such patience can only be expected from a well-balanced personality, and the curriculum for teacher education programs should be revamped for achieving quality education.

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