

TEACHING APTITUDE OF B.ED. STUDENT TEACHERS

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Abstract

The present study examined the teaching aptitude of B.Ed. student teachers in Chittoor District, Andhra Pradesh. A sample of 300 student teachers was selected through stratified random sampling. The Teaching Aptitude Test developed by Gakhar and Rajnish (2010) was used for data collection. Mean, Standard Deviation, and Critical Ratio were employed for data analysis. The results revealed a significant difference in teaching aptitude with respect to gender, while no significant differences were found with respect to locality and type of management.

Keywords: *Teaching Aptitude, B.Ed. Student Teachers, Gender, Locality, Management.*

Introduction

Education is a powerful instrument for individual and social development, and teachers play a pivotal role in the success of the educational process. The quality of education largely depends upon the competence, commitment, and professional aptitude of teachers. In the modern educational system, teacher education programmes such as the Bachelor of Education (B.Ed.) are designed to prepare prospective teachers with the necessary knowledge, skills, attitudes, and competencies required for effective teaching. Teaching aptitude refers to an individual's potential and suitability for the teaching profession. It encompasses qualities such as interest in teaching, ability to communicate effectively, classroom management skills, emotional stability, creativity, adaptability, and a positive attitude towards learners. A high level of teaching aptitude enables teachers to understand students' needs, employ appropriate teaching methods, and create a conducive learning environment.

B.Ed. student teachers are the future educators who will shape the academic, social, and moral development of students. Therefore, assessing their teaching aptitude is essential for ensuring the effectiveness of teacher education programmes. Understanding the teaching aptitude of student teachers helps teacher educators identify strengths and weaknesses,

provide appropriate guidance, and develop professional competencies among prospective teachers. In recent years, rapid changes in educational practices, technological advancements, and diverse classroom environments have increased the demand for teachers who possess strong teaching aptitude along with subject knowledge. Hence, the study of teaching aptitude among B.Ed. student teachers has gained considerable importance in educational research. It provides valuable insights into the preparedness of future teachers and contributes to improving the quality of teacher education and school education.

The present study focuses on examining the teaching aptitude of B.Ed. student teachers and understanding the factors that influence their readiness and suitability for the teaching profession.

Need and Importance of the Study

Education is regarded as one of the most effective means of human development, and teachers are the key contributors to the achievement of educational goals. The quality of teaching and learning in schools largely depends on the aptitude, commitment, and professional competence of teachers. Therefore, understanding the teaching aptitude of prospective teachers is essential for ensuring the effectiveness of the educational system. The Bachelor of Education (B.Ed.) programme is intended to prepare student teachers for the challenges and responsibilities of the teaching profession. Although teacher education institutions provide pedagogical knowledge and practical training, the success of these efforts is influenced by the teaching aptitude of the student teachers. Individuals with a strong teaching aptitude are generally more enthusiastic, adaptable, and effective in handling classroom situations, while those with lower aptitude may experience difficulties in teaching and professional adjustment.

The study is important because it helps identify the strengths and areas for improvement among prospective teachers. The findings can assist teacher educators in designing appropriate training programmes, guidance services, and professional development activities to enhance teaching effectiveness. The study also provides valuable information to educational administrators and policymakers for improving the quality of teacher education programmes. Therefore, the present study is significant as it provides insights into the teaching aptitude of B.Ed. student teachers and highlights its role in preparing effective educators for the future. The results of the study may contribute to strengthening teacher education practices and improving the overall quality of school education.

Review of Related Literature

Kumar and Gupta (2013) conducted a study on the mental health, intelligence, and teaching aptitude of pupil teachers. A sample of 100 B.Ed. student teachers was selected through random sampling. The findings revealed that there was no significant relationship between mental health and teaching aptitude. The study emphasized that teaching aptitude is an independent factor influencing teaching effectiveness and professional competence.

Borthakur and Gogoi (2014) investigated the teaching aptitude of B.Ed. students studying in teacher education institutions affiliated with Dibrugarh University. The study found no significant differences in teaching aptitude with respect to gender, academic stream (Arts and Science), and educational qualification (Graduate and Postgraduate). The researchers concluded that teaching aptitude is an important determinant of future success in the teaching profession.

Title of the Study

“Teaching Aptitude of B.Ed. Student Teachers ”

Objectives

- To study the teaching aptitude of B.Ed. student teachers with respect to gender.
- To study the teaching aptitude of B.Ed. student teachers with respect to locality.
- To study the teaching aptitude of B.Ed. student teachers with respect to their management.

Hypotheses

- There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to gender.
- There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to locality.
- There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to management.

Methodology

The present study employed the survey method of research. The sample consisted of 300 B.Ed. student teachers drawn from various colleges in Chittoor District, Andhra Pradesh. A stratified random sampling technique was used to select the participants, ensuring adequate representation of different strata within the population and enhancing the reliability of the

findings. The Teaching Aptitude Test developed by Gakhar and Rajnish (2010) was used for the present study. The test consists of 35 items covering six dimensions: teaching profession, interest towards students, social contacts, innovations in school activities, professional ethics, teaching potentiality, and current knowledge. Each correct answer carries one mark, while an incorrect answer receives zero marks. The total score ranges from 0 to 35. The reliability of the test was established through the test–retest method on a sample of 40 trainee teachers, and the reliability coefficient was found to be 0.76.

Statistical Techniques Used

The data collected for the present investigation were analyzed using appropriate statistical techniques, namely Mean, Standard Deviation, and Critical Ratio .

Analysis of Data

Table 1: Gender-wise Comparison of Teaching Aptitude of B.Ed. Student Teachers

Variable	Sample	N	Mean	S.D.	C.R.
Gender	Male	150	27.83	3.54	5.14 **
	Female	150	30.27	4.61	

**Significant at 0.01 level

The obtained C.R. value (5.14) is greater than the table value (2.58) at the 0.01 level of significance. Hence, the null hypothesis is rejected. There is a significant difference in teaching aptitude between male and female B.Ed. student teachers. Female B.Ed. student teachers have higher teaching aptitude scores than their male counterparts.

Table 2: Locality-wise Comparison of Teaching Aptitude of B.Ed. Student Teachers

Variable	Sample	N	Mean	S.D.	C.R.
Locality	Rural	150	28.83	4.47	0.48 #
	Urban	150	29.12	5.74	

Not Significant at 0 .05 level

The obtained C.R. value (0.48) is less than the table value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to locality.

Table 3: Management-wise Comparison of Teaching Aptitude of B.Ed. Student Teachers

Variable	Sample	N	Mean	S.D.	C.R.
Management	Govt	150	27.96	5.47	1.16#
	Private	150	28.78	6.68	

Not Significant at 0 .05 level

The obtained C.R. value (1.16) is less than the table value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to the type of management.

Findings of the Study

- There is a significant difference in the teaching aptitude of B.Ed. student teachers with respect to gender. Female B.Ed. student teachers exhibit higher teaching aptitude than male B.Ed. student teachers.
- There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to locality.
- There is no significant difference in the teaching aptitude of B.Ed. student teachers with respect to the type of management.

Educational Implications

Teacher education institutions should organize various activities, seminars, and training programmes to enhance the teaching aptitude of B.Ed. student teachers. Innovative teaching practices, workshops, demonstrations, and practical teaching experiences should be incorporated into teacher education programmes to strengthen the professional competencies and instructional skills of student teachers. Such initiatives can help them develop confidence, creativity, and effectiveness in the teaching-learning process.

The study found that female student teachers exhibited higher teaching aptitude than their male counterparts. Therefore, teacher educators should identify the factors that contribute to effective teaching aptitude and create opportunities for all student teachers to develop these qualities. Encouraging active participation, reflective practices, and professional commitment can help improve teaching aptitude among both male and female student teachers.

Since locality and type of management did not significantly influence teaching aptitude, equal opportunities for professional growth and development should be provided to all student teachers irrespective of their background. The teacher education curriculum should emphasize professional ethics, teaching skills, classroom management, and current educational knowledge to strengthen teaching aptitude. Furthermore, regular assessment, mentoring, and guidance programmes should be conducted to help student teachers continuously improve their teaching competencies and professional commitment.

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