



A STUDY ON TEACHING APTITUDE OF B.ED. TEACHER TRAINEES

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Abstract

The present study attempts to study on teaching aptitude of teacher trainees . Normative Survey Method was adopted for this this study. The sample for the study was 100 teacher trainees from Krishna district of Andhra Pradesh. Teaching Aptitude Test developed and standardized by Gakhar, S. C. and Rajnish (2010) was used in this study. Reliability coefficient was found to be 0.76. The findings revealed that the teacher trainees make a significant difference in their teaching aptitude due to variation in their gender and academic quaification, and the teacher trainees don't make a significant difference in their teaching aptitude due to variation in their locality and management.

Key words : Teaching, Aptitude, Teacher trainees

Introduction

Education is the process of bringing about desired changes in human behaviour. Each country conducts a program of education to equip them for the future of its younger generation. But upon completion of education, young people become more selfish, hanker after personal interests and do not care about social and moral improvements. Physically we lost peace of mind even though we were wealthy. Life seems incomplete with all the benefits of the modern scientific age. The character's crises as well as values are expected to be human life today. When we look at the home situation, there are no good models for children to follow. Parents do not idealize themselves as children learn good habits. Teachers at school tend to focus more on completing the curriculum than on the child's character or personality development. Students are more motivated to achieve higher percentage of marks in exams than to excel in human life. Modern science and scientific ideologies such as behaviourism, individualism, moral relativism, cultural pluralism, and moral scepticism have led to positive education. As a result they have reduced conscience, character, ideals and truth. It is the

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moral basis and moral basis for our students and teachers, without a rule or moral conscience. This is because modern youth are international in schools and colleges. The result is the moral bankruptcy of human society. This is the malaise of our current educational system.

Teaching is one of the tools of education and its special task is to give understanding and expertise. Teaching is the relationship between the three focal points in education, the teacher, the child and the subject. Teaching is the process of bringing the child and the subject together. The teacher and instructor are active, the latter in teaching and the latter in learning. Aptitude is a special ability in a particular field of performance. Aptitude refers to special ability. Aptitude must be understood as the ability to learn certain skills and abilities necessary for success in a particular task. Teaching aptitude is the ability or ability to excel in the teaching under appropriate circumstances (Suri Naidu, K. 2017, p.30).

Review of Related Literature

Usha (2010) revealed a significant difference between teaching aptitude of effective and ineffective male and female teachers.

Rajasekar and Seetharaman (2013) found that B.Ed. student teachers were below average in their teaching aptitude.

Need and Justification of the Study

The effectiveness of the education depends upon quality of teachers working in an institution. The quality of teacher's depends upon the quality of training received by them in different training institutions. Further, it is quite evident from the various studies that most of the people join teacher education when not get job anywhere. For any change, every nation has expectation from its teachers and the citizens. Obviously schools and teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this they have to attain the attitude, aptitude, interest, values and certain competences of teaching profession to ensure the fulfillment of expected assignments.

Teacher education is going much significance and relevance in the present scenario where teacher trainees presently need proper guidance and counseling on various issues pertaining to their profession. Teacher trainees have teaching aptitude but have been expected from them. It is not only to improve the knowledge and teaching competency of the teacher trainees but also to inculcate in them desirable teaching qualities. It was in this

context that teacher education has gaining momentum. The present study is a humble effort to assess to which extent the teacher trainees

has teaching aptitude towards teaching profession in relation to certain variables associated with teaching. Further, the review of the related literature also reveals that he studies of this nature are very rare. Hence, to study the teaching aptitude among teacher trainees on certain variables in the proposed study is very much needed and is quite justified.

Statement of the Problem

The title of the current research is “ *A Study on Teaching Aptitude of B.ED Teacher trainees* ”

Objectives of the study

- To study the teaching aptitude of Teacher trainees due to variation in their gender.
- To study the teaching aptitude of Teacher trainees due to variation in their locality.
- To study the teaching aptitude of Teacher trainees due to variation in their management .
- To study the teaching aptitude of Teacher trainees due to variation in their academic
- qualification.

Hypotheses of the study

The following hypotheses are based on objectives.

- Gender of Teacher trainees don't make a significant difference in their teaching aptitude”
- Locality of Teacher trainees don't make a significant difference in their teaching aptitude”
- Management of Teacher trainees don't make a significant difference in their teaching aptitude”
- Academic stream of Teacher trainees don't make a significant difference in their teaching aptitude”

Methodology

Sample:

This study followed the usual survey method. The sample for this study was 100 Teacher trainees from Krishna district of Andhra Pradesh. The sample for the present study is selected by a simple random technique.

Tools used

The Teaching Aptitude Test developed and standardized by Gakhar, S. C. and Rajnish (2010) was used in this study. The test consists of 35 statements divided into six categories such as teaching profession, interest towards students, social contacts, Innovations regarding activities of the school, professional ethics and teaching potentiality and current knowledge. There are four alternative answers to each statement. Each correct answer has one mark and the wrong answer has zero marks. Scores range from 0 to 35.

Reliability: The test-retest method was used to find reliability on a sample of 40 trainees. Reliability co-efficacy was found to be 0.76 (Gakhar, S. C. and Rajnish, 2010, p.5).

Statistical Techniques Used

The researchers used the following statistical methods to analyse the data, namely, Mean, Standard Deviation and Critical Ratio.

Analysis of Data and Interpretation

Table 1: Teaching Aptitude of Teacher trainees - Gender - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	50	22.87	3.72	2.09 *
	Female	50	24.60	4.51	

*Significant at 0.05 level

The C.R. value (3.93) is higher than 2.58 at the 0.01 level of significance. Therefore, the null hypothesis is rejected. The gender of Teacher trainees differ significantly in their aptitude towards teaching. Female teacher trainees shows better teaching aptitude in comparison to male teacher trainees. Hence the formulated hypothesis that “there is no significance difference in their teaching aptitude of male and female teacher trainees” is rejected.

Table 2: Teaching Aptitude of Teacher trainees - Locality of living - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	50	25.42	4.48	1.21 #
	Urban	50	26.67	5.71	

Not Significant at 0.05 level

The C.R. value (1.21) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The locality of teacher trainees do not make a significant difference in their teaching aptitude. Hence it is concluded that the formulated hypothesis “Locality

of Teacher trainees don't make a significant difference in their teaching aptitude" was accepted .

Table 3: Teaching Aptitude of Teacher trainees - Type of Managaement- Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Management	Govt	50	24.69	4.45	0.74 #
	Private	50	25.37	4.62	

Not Significant at 0 .05 level

The C.R. value (0.29) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The type of managaement of teacher trainees do not make a significant difference in their teaching aptitude. Hence it is concluded that that the formulated hypothesis "management of Teacher trainees don't make a significant difference in their teaching aptitude" accepted .

Table 4: Teaching Aptitude of Teacher trainees - Academic qualification - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Academic qualification	Post Graduation	50	27.95	3.46	1.99 *
	Graduation	50	26.28	4.81	

*Significant at 0 .05 level

The C.R. value (1.99) is greater than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The Academic qualification of teacher trainees do not make a significant difference in their teaching aptitude. Hence it is concluded that that the formulated hypothesis "academic qualifications of Teacher trainees don't make a significant difference in their teaching aptitude" was rejected .

Major findings of the study were

- Gender of Teacher trainees make a significant difference in their teaching aptitude.
- Locality , type of management of Teacher trainees do not make a significant difference in their teaching aptitude.

- Academic qualification of teacher trainees make a significant difference in their teaching aptitude.

Suggestions for further Research

The following suggestions are made for further research in this area.

- A similar study is conducted in a large sample of thirteen districts in Andhra Pradesh.
- A comparative study may be undertaken to study the teaching aptitude of secondary school teachers / junior college lectures / degree college lectures / university teachers.
- A study can be undertaken on the teaching aptitude of women teachers.

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