

TEACHING APTITUDE OF TRAINEE TEACHERS: AN INVESTIGATION

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Abstract: Aptitude means a natural or acquired capacity of someone to learn something. Aptitude test means to test that ability. Aptitude is very necessary for the success of any person in particular field. In the given paper researcher want to test the teaching aptitude of trainee teachers because if any one which is taking training in education college should have teaching aptitude. For this investigator took a sample of 120 trainee teachers (male as well as female) form different education college by purposive sampling. Teaching Aptitude Test Battery (TATB) by Dr. R.P. Singh and Mrs. S. N. Sharma was used. By doing analysis of the taken data investigator comes to result that maximum of trainee teachers having teaching aptitude. When investigator compares the result on the bases of gender, he comes to know that there is no significant difference between the teaching aptitude of trainee teacher.

Key Words: Aptitude, Teaching aptitude, Trainee teacher, Teacher education program.

1. INTRODUCTION:

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand (**Webster's Medical Dictionary, 2002**). It refers to part of a person's mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish. **Warren's Dictionary** says, "Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to acquire with some training, some knowledge, skills or set of responses such as ability to speak a language". When we refer to a person's aptitude for mathematics or music we are referring to his future too. But his aptitude, however, is a present condition having something to do with the future. **Bingham** makes a careful analysis of the term aptitude and confines its use to prognosis. According to Bingham, an aptitude involves:

1. Ability to acquire skills, knowledge, attitudes, etc.
2. Readiness to acquire.
3. Satisfaction in the job.

2. MEASURING APTITUDE:

Aptitude test attempts to predict the capacities or the degree of achievement that may be expected from individuals in a particular activity. It measures of potential abilities that foreshadow success on related task of some future time. It also measures describe special abilities, capacities or talents which are supposed to determine the level of achievement that can be expected from individuals in specific fields of study and activity. Aptitude, like intelligence fall under the domain of mental measurement, but it is less confused and more specific in its nature. The most common forms of aptitude tests are those used to judge scholastic promise and these are used in employment and educational counselling. Aptitude tests measure ability to succeed in a particular kind of training. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. Like that teaching aptitude test is use to measure the teaching ability or capability of any one.

3. TEACHER APTITUDE:

A range of factors seems to go along with Teacher Aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even extreme constraints imposed on his performance. Related studies also revealed that, there are so many factors which have dominant

roles on Teacher Aptitude. **Dushyant Kaur**, in a study established that Academic Achievement, Teaching Aptitude and the personality traits as the predictors of success in Elementary Teacher training. **William Cooley and Paul Lohnes**, argued that "yesterday's achievement is today's ability and tomorrow's aptitude". Teaching needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (**The Hindu, 2002, Sept. 3**). For becoming a good teacher a trainee teacher should have the teaching aptitude. It enforces a teacher to teach well according to norms and condition of teaching profession.

4. SIGNIFICANCE OF THE STUDY:

The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite nature and expert in his subject. Teacher is the main pillar in the practice of education. If he is competent, honest, achiever and confident, then we can be guaranteed of the nation's future. In case he is half hearted in doing his job, he cannot express himself and the nation cannot believe upon him. All the duties and responsibility of the teachers are limited theoretically in books. It would be the endeavour of the work to find whether the teacher feel that they are truly sincere towards their' duty. In the present study attempt has been made to observe and compare the teaching aptitude and liability feeling among the middle class teachers and to find at the extents and limits up to which they discharge their professional obligations sincerely. Improvement in the curriculum of teacher's training in order to develop the feeling of responsibility among the teacher's trainees can be one of the steps. If a person have real aptitude toward teaching then the teacher training will be helpful. So to assess the aptitude the given study was done.

5. OBJECTIVES OF THE STUDY:

- To assess the teaching aptitude among Trainee Teachers.
- To assess the teaching aptitude among male Trainee Teacher.
- To assess the teaching aptitude among female Trainee Teacher.
- To compare the teaching aptitude among male and female Trainee Teacher.

6. HYPOTHESIS OF THE STUDY:

In order to realize the objectives of the study given above, the following null hypothesis was formulated:

There exists no significant difference between Teaching Aptitude of male and female Trainee Teachers.

7. METHODOLOGY:

The investigator employed the Descriptive Survey Method of research for the collection of data regarding on teaching aptitude of Trainee teachers. Descriptive research study was designed to obtained pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

Sample:

A sample of 120 Trainee Teachers will be selected purposefully from different colleges of education. The sample consisted of both male and female students.

Tool:

Following tool was used in the study:-

- Teaching Aptitude Test Battery (TATB) by Dr. R.P. Singh and Mrs. S. N. Sharma

Description of the Tool:

The present teaching aptitude test has been designed to administer on use among trainee teachers. Items are divided in to given areas, they are – Mental ability, Attitude towards children, Adaptability Professional information and interest in profession.

Administration and Scoring:

The test was administrated to purposively randomly male and female trainee teachers. Trainee teachers were instructed to mark right or wrong on all items accordingly the instruction which were written on the front page of test book. Instruction to mark right or wrong on all the items in sub test I, II, III, IV and V and rate their view in sub test II on the five point scale namely strongly agree, Agree undecided, Disagree, Strongly disagree. In sub tests, I, II, III, IV, V each right response = I is to given and for each wrong = ‘O’. Item in sub test III the best answer is to given a credit of ‘5’ while worst answer is to be given the credit of 1. Final score on this subtest is obtained by dividing the so obtained scores on all five sub tests.

Statistical Techniques Used:

The data was analyzed statistically by using Mean, Standard deviation and t-score for Teaching Aptitude of the students. Mean is sensitive measure of sample or group. It is the most accurate measure of central tendency

Analysis and interpretation of the data:

Analysis of data is the most important and crucial steps in educational research. Analysis of data means studying organized materials in order to discover inherent facts. Interpretation calls for a careful logical and critical examination of the results attained after analysis, keeping in view Mean, Standard Deviation (S.D.) and ‘t’-test are given the results in the following section:

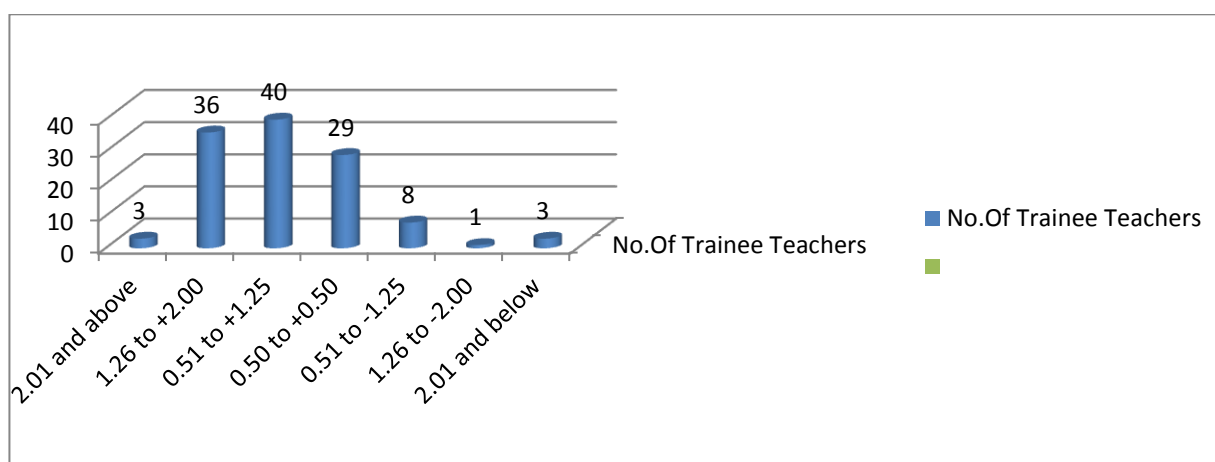
Section I: Assess the teaching aptitude among Trainee Teachers

Objective-1: To assess teaching aptitude among Trainee Teachers

Table -1

Sr.No	Range of Z Scores	No. Of Students	Level of Attitude towards Teching Aptitude
1.	+2.01 and above	3	Excellent/Superior
2.	+1.26 to +2.00	36	High
3.	+0.51 to +1.25	40	Above Average
4.	-0.50 to +0.50	29	Average/Moderate
5.	-0.51 to -1.25	8	Below Average
6.	-1.26 to -2.00	1	Low
7.	-2.01 and below	3	Poor/Inferior

Fig-1



Interpretation:

The result of **table 1 and Fig. 1** shows that **3** Trainee teachers has scored between +2.01 and above scores that mean they have **superior** Teaching Aptitude. **36** trainee teachers have scored between +1.26 to +2.00 scores that means **high** Teaching Aptitude. **40** Trainee Teachers has scored between +0.51 to +1.25 which means **above average** Teaching Aptitude. **29** trainee teachers have scored between -0.50 to +0.50 that means **average** Teaching Aptitude. **8** Trainee Teachers have been scored between -0.51 to -1.25 that means **below average** Teaching

Aptitude. **1** Trainee Teacher scored between -1.26 to -2.00 and -2.01 to below level that means 1 Trainee Teacher has **low level** Teaching Aptitude and **3** Trainee Teachers have scored between **poor level** Teaching Aptitude. After studying the teaching aptitude of Trainee Teachers, we can say that over all there is above average Teaching Aptitude of Trainee Teachers.

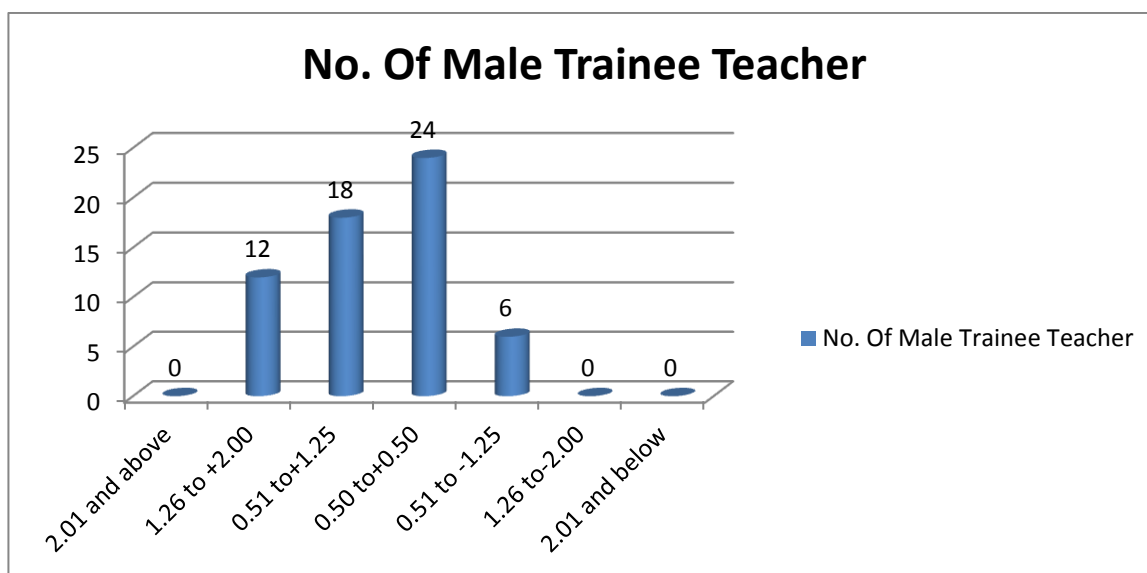
Section II: Assess teaching aptitude among male Trainee Teachers

Objective-2: To assess teaching aptitude among male Trainee Teachers

Table: 2

Sr.No	Range of Z Scores	No. Of Students	Level of Teaching Aptitude
1.	+2.01 and above	0	Excellent/Superior
2.	+1.26 to +2.00	12	High
3.	+0.51 to +1.25	18	Above Average
4.	-0.50 to +0.50	24	Average/Moderate
5.	-0.51 to -1.25	6	Below Average
6.	-1.26 to -2.00	0	Low
7.	-2.01 and below	0	Poor/Inferior

Fig-2.



Interpretation:

The result of **table 2** and **Fig. 2** shows that **no** male Trainee Teacher has scored between +2.01 and above scores that mean nobody has **superior** Teaching Aptitude. **12** trainee teachers have scored between +1.26 to +2.00 scores that means **high** Teaching Aptitude. **18** trainee teachers have scored between +0.51 to +1.25 which means **Above average** Teaching Aptitude. **24** trainee teachers have scored between -0.50 to +0.50 that means **average** Teaching Aptitude. **6** trainee teachers have been scored between -0.51 to -1.25 that means **below average** Teaching Aptitude. **Nobody** scored between -1.26 to -2.00 and -2.01 to below level that means nobody has **low and poor** level Teaching Aptitude. After studying the teaching aptitude of Trainee Teachers, we can say that over all there is a **average** Teaching Aptitude of male Trainee Teachers.

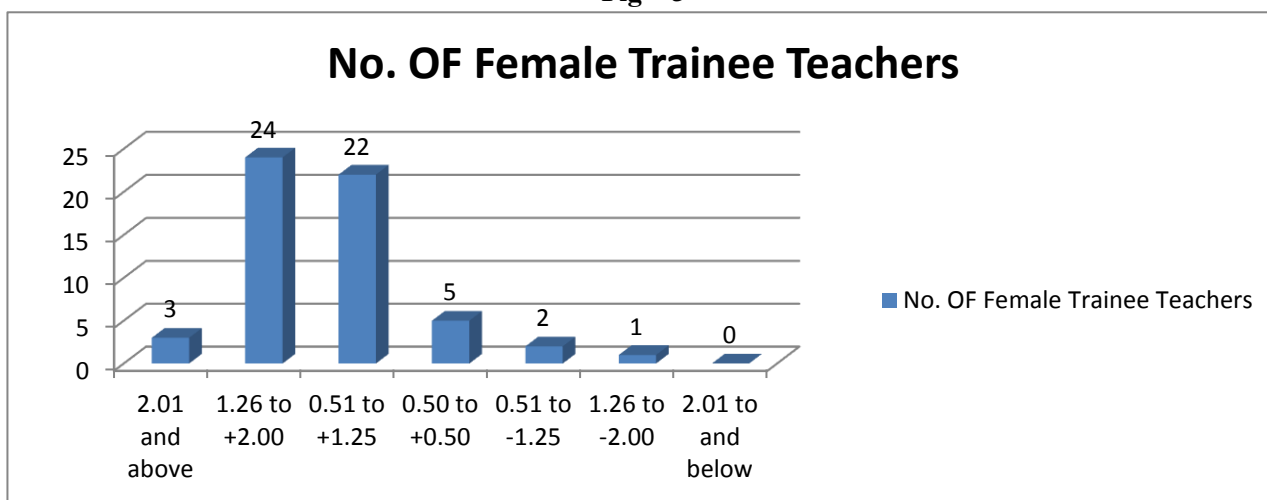
Section III: Assess teaching aptitude among female Trainee Teachers

Objective 3: To assess teaching aptitude among female Trainee Teachers

Table-3

Sr.No	Range of Z Scores	No. Of Students	Level of Teaching Aptitude
1.	+2.01 and above	3	Excellent/Superior
2.	+1.26 to +2.00	24	High
3.	+0.51 to +1.25	22	Above Average
4.	-0.50 to +0.50	5	Average/Moderate
5.	-0.51 to -1.25	2	Below Average
6.	-1.26 to -2.00	1	Low
7.	-2.01 and below	3	Poor/Inferior

Fig—3



Interpretation:

The result of **table 3 and Fig. 3** shows that **3** female trainee teachers have scored between +2.01 and above scores that mean they have **superior** Teaching Aptitude. **24** female trainee teachers have scored between +1.26 to +2.00 scores that means **high** Teaching Attitude. **22** Trainee teachers have scored between +0.51 to+1.25 which means **Above average** Teaching Aptitude.**5** Trainee Teachers have scored between -0.50 to+0.50 that means they have **average** Teaching Aptitude. **2** Trainee Teachers have been scored between -0.51 to -1.25 that means they have **below average** Teaching Aptitude. **1**Trainee Teacher has scored between -1.26 to -2.00 that means she has **low** Teaching aptitude. **3** trainee Teachers scored between -2.01 to below level that means they have **poor** level teaching aptitude. After studying the teaching aptitude of Trainee Teachers, we can say that over all there is **high** attitude of female trainee teachers towards Teaching Aptitude.

Section IV: Comparison of Teaching Aptitude of Male and Female Trainee Teachers

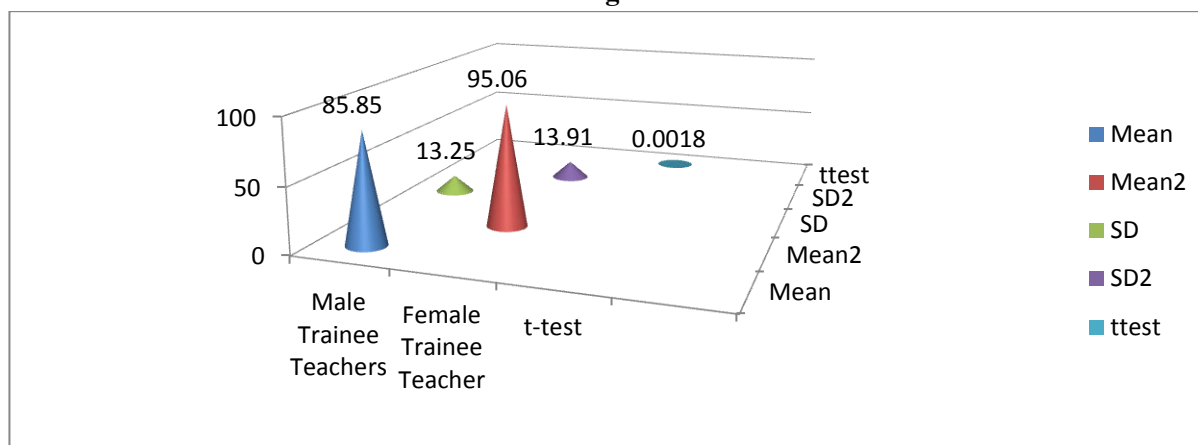
Objective-4: To compare the Teaching Aptitude of male and female Trainee teachers.

Table No. –4

Groups	N	mean	S.D	t- value	Remarks
Male Trainee Teachers	60	85.85	13.25	0.0018	Not-Significant *
Female Trainee Teachers	60	95.06	13.91		

*not significant at 0.05 level of significance with df 118.

Fig-4



Interpretation: The result of **table 4 and Fig. 4** despite that t-value is 0.0018 which is not significant at 0.05 levels (1.98). This value indicates that there is no significant difference between male and female trainee teachers attitude towards Teaching Aptitude. So our hypothesis “**There exist no significant difference between teaching aptitude of male trainee teachers and female trainee teachers**” is **accepted**. So we can say that teaching aptitude is same in both male as well as female trainee teachers.

8. RESULT AND DISCUSSION:

The study has presented that female Trainee teachers are superior to Male Trainee Teachers. But the overall result shows that there is no significant difference between the teaching aptitudes of trainee teacher on the bases of gender. The level of achievement in graduate examination has no apparent influence in predicting teaching aptitude. A person having a good teaching aptitude must be a good teacher so the introduction of the teaching aptitude test as a part of the entrance examination for teacher education program may help to improve the efficiency of the program. Measurement of degree of liability feeling can be helpful in selection of good teachers at the time of interview. The individual who scores highly in teaching aptitude should be selected for teaching profession. At the time of a teacher selection, as the qualities, desired for good teachers should be considered than the caste, creed and sex etc. Efforts should be made for inculcate the liability and favourable teaching aptitude in the teacher’s nature while conducting teachers training programme.

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