



A Study on the Teaching Aptitude of B.Ed. Trainees of Upper Assam, India

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Abstract

Teaching Aptitude is the innate ability or the interest of a person to acquire the required skills towards teaching through proper training. Studies reveal that there is a significant positive correlation between teaching aptitude and success in teaching and teaching effectiveness. It has been observed in recent times that a large number of students get themselves enrolled in a Bachelor of Education (B.Ed.) course without having any interest or aptitude towards the profession. So, the present paper is an attempt to study on the Teaching Aptitude of B.Ed Trainees of Upper Assam. Teaching Aptitude Test developed by S.C Gakhar and Rajnish is used for the study. Descriptive and Inferential statistics is used for analysing the data. The study found that majority of the B.Ed. trainees' fall in the category of above average teaching aptitude; female B.Ed. trainees are found to have higher teaching aptitude than male teacher trainees. Both arts and science background B.Ed. trainees and graduate and post graduate B.Ed. trainees have the same aptitude towards teaching.

Keywords: Teacher Education, Teaching Aptitude, B.Ed. Trainees

Introduction

The teacher occupies a very important place in the society because he or she brings about the transfer of intellectual tradition from one generation to the next (Saxena et al., 2005). Teaching is considered as the noblest of all professions as it builds the future citizens of a nation. So, it is very important for the teachers to be well-qualified having proper aptitude and attitude towards the profession. Kanti (2013) states that the teaching

profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies and therefore it should attract the brightest minds, finest personality and most committed personality. As a profession, it requires people who have the right type of aptitude towards the profession.

It is observed that a teacher without teaching aptitude finds it difficult to give his or her best in the teaching profession which adversely affects pupil's learning. Even the NCTE suggested use of Teaching Aptitude Test for the selection of teacher trainees. Studies show that teaching aptitude is one of the major determinants of teaching effectiveness and there is a positive relationship between aptitude and success in teaching. It can be observed in recent times that a large number of students get themselves enrolled in a teacher training course without having any interest or aptitude towards the profession or just for the sake of getting the degree. Some take teaching as the last resort after not being successful in other professions. Therefore, it is very important to have a teaching aptitude test for selecting student teachers in teacher training institutions and accordingly they should be properly trained to hone up their teaching skills.

Review of the Literature

Review of related studies on teaching aptitude of B.Ed. trainees' shows that it is associated with several aptitudes which are related to teaching profession. Some studies show gender difference in teaching aptitude, while some studies show no gender difference. Some studies show that teaching aptitude is capable of predicting teacher effectiveness. Some of the studies are discussed below:

In another study conducted by Sajan (2010) on the teaching aptitude of student teachers of Malabar area of Kerala found that majority of students have ample teaching aptitude. The female students were found to be significantly better than their male counterparts in teaching aptitude test.

Chugh (2012) found that teacher trainees of Gurgaon have average teaching aptitude, even though students scored significantly low on mental ability and adaptability components of the test. No significant difference was found between the teaching aptitude of male and female student teachers, though the females mean was slightly higher than that for males.

Kanti (2013) found that there is a significant positive correlation between teacher attitude and teaching aptitude. The investigator states that if candidates entering into teaching profession are chosen based on their teaching aptitude, they continue to have positive attitude towards the profession during the training as well as after the completion of the training.

Singh (2015) studied on the teaching aptitude of B.Ed trainees of Himachal Pradesh and found that there is no significant difference in the teaching aptitude of male and female B.Ed teacher trainees and also between science and arts teacher trainees.

Rana & singh (2015) found that most of the B.Ed trainees of Jammu City were having average teaching aptitude and significant differences in teaching aptitude were observed with respect to academic achievement.

Sharma & Bedi (2016) studied on the secondary school teachers aptitude about teaching profession and the results shows that in urban area, both male and female teachers have the same aptitude but in rural area there is significant difference between male and female teachers.

In another study conducted by Jabeen (2017), found that there is no significant difference between the prospective teachers of both distance and regular modes in accordance with their teaching aptitude and academic achievement. All the necessary academic skills and teaching aptitude depends on the learners efforts and interest

Srivastava & Gupta (2018) did a comparative study of the teaching aptitude of fresh categories of student teachers with those of in-service teachers and the result shows that the fresh categories student teachers and in-service categories do not differ significantly in their teaching aptitude.

Singh, K. (2020) found no significant difference in the teaching aptitude of male and female B.Ed. teacher trainees, but significant difference was found in the teaching aptitude of arts and science stream teacher trainees.

Sen et al (2022) found that female students of West Bengal have comparatively higher teaching aptitude than male students. Science students have comparatively higher teaching aptitude than arts students.

In a study conducted in Assam by Sonawal & Kumar (2022) found the B.Ed. trainees aptitude for teaching does not differ significantly by gender and across all subject specialities.

In another study conducted by Vansiya & Shah (2022) found that teaching aptitude of student teachers of science stream is more than teaching aptitude of general stream. Male and female students have equal teaching aptitude.

Operational Definition of the Key terms

Teaching Aptitude: It is the capacity of an individual to acquire a required degree of proficiency or achievement in the teaching profession.

B.Ed. Trainees: Students who are enrolled in a B.Ed. Course

Objectives of the Study

1. To find out the level of teaching aptitude of B.Ed. teacher trainees.
2. To find out the differences in teaching aptitude between male and female B.Ed. teacher trainees.
3. To find out the differences in teaching aptitude between arts and science stream B.Ed. teacher trainees.
4. To find out the differences in teaching aptitude between graduate and post graduate teacher B.Ed. trainees.

Hypotheses of the Study

1. There is no significant difference in teaching aptitude between male and female B.Ed. teacher trainees.

2. There is no significant difference in teaching aptitude between arts and science stream B.Ed. teacher trainees
3. There is no significant difference in teaching aptitude between graduate and post graduate B.Ed. teacher trainees.

Materials and Method: Normative survey method was used for the present study. Using random sampling, 52 B.Ed. trainees (24 male and 28 female) undergoing B.Ed. course from two teacher training institutions of Lakhimpur District of Upper Assam was selected for the study. Teaching Aptitude Test developed by Gakhar and Rajnish (2010), consisting of 35 items was administered to the above sample. The data was analysed using percentages, mean, SD and t-test.

Results and Discussions

Objective 1. To find out the level of teaching aptitude of B.Ed. teacher trainees

The following table shows the classification of teaching aptitude in percentages.

Table 1
Teaching Aptitude of B.Ed. trainees towards teaching

Raw Score Range	Z-Score range	B.Ed. Trainees		Teaching Aptitude Status
		No.	%	
33 and more	+2.01 and above	0	0	Very high teaching aptitude
29-32	+1.26 to +2.00	5	9.62	High teaching aptitude
25-28	+0.51 to +1.25	24	46.15	Above average teaching aptitude
21-24	-0.50 to +0.50	14	26.92	Average teaching aptitude
17-20	-0.51 to -1.25	5	9.62	Below average teaching aptitude
13-16	-1.26 to -2.00	4	7.69	Low teaching aptitude
12 and less	-2.01 and below	0	0	Very low teaching aptitude

**As per manual*

The above table shows that majority of the students' falls in the category of above average teaching aptitude (i.e. 46.15%), and 9.62 % students falls in the category of high teaching aptitude which is a good sign. Whereas, 7.69 % students were found to have low teaching aptitude and 9.62 % were found to have below average teaching aptitude, which should be taken note by the authorities concerned and take some remedial measures to increase the prospective teachers interest and aptitude towards the teaching profession.

Objective 2. To find out the differences in teaching aptitude between Male and Female B.Ed. teacher trainees

In order to find out the significant difference in teaching aptitude between male and female teacher trainees, the data has been analysed and interpreted using inferential statistics namely-'t-test', the result of which is shown below:

Table 2

Comparison between male and female B.Ed. trainees on Teaching Aptitude

Gender	N	M	SD	Mean Difference	Computed t-value	Table t-value	Significance level
Male	24	22.92	5.05	2.51	2.15	2.01	0.05
Female	28	25.43	3.29				

The above table reveals that the mean score of male is 22.92 and the mean score of female is 25.43. It is observed that the computed 't' value is 2.15, which is higher than the table value of 2.01, which is significant at 0.05 level. In the light of this result it could be interpreted that there is a significant difference between the means scores of the male and female teacher trainees on teaching aptitude. Female teacher trainees were found to have higher teaching aptitude than male teacher trainees and these finding goes in consonant with the findings of Sajan (2010). Therefore the null hypothesis "There is no significant difference in teaching aptitude between male and female B.Ed. teacher trainees" is rejected.

Objective 3. To find out the differences in teaching aptitude between arts and science stream teacher trainees.

To find out the differences in teaching aptitude between arts and science stream teacher trainees t-test was employed, the result of which is shown in table 3 below

Table 3

Comparison between arts and science stream B.Ed. trainees on teaching aptitude

Stream	N	M	SD	Mean Difference	Computed t-value	Table t-value	Significance level
Arts	27	23.44	4.67	1.72	1.43	2.01	Not significant
Science	25	25.16	3.86				

The above table shows that the mean score of arts B.Ed. trainees is 23.44 and the mean score of science B.Ed. trainees is 25.16. It is observed that the computed 't' value is 1.43, which is smaller than the table value of 2.01 and hence it is not significant. In the light of this result it could be interpreted that there is no significant difference between the mean scores of the arts and science teacher trainees on teaching aptitude, indicating that both arts and science background teacher trainees have the same aptitude towards teaching. The educational background of the students does not influence their aptitude towards teaching. Therefore the null hypothesis "There is no significant difference in teaching aptitude between arts and science stream teacher trainees" is accepted.

Objective 4. To find out the differences in teaching aptitude between graduate and post graduate teacher trainees.

In order to find out significant difference, the data has been analysed and interpreted using inferential statistics namely-‘t-test’, the result of which is shown below:

Table 4

Comparison between graduate and post graduate B.Ed. trainees on teaching aptitude

Qualification	N	M	SD	Mean Difference	Computed t-value	Table t-value	Significance level
Graduate	21	22.90	4.99	2.29	1.91	2.01	Not significant
Post Graduate	31	25.19	3.63				

The above table shows that the mean score of graduate B.Ed. trainees is 22.90 and the mean score of postgraduate B.Ed. trainees is 25.19. It is observed that the computed ‘t’ value is 1.91, which is smaller than the table value of 2.01 and hence it is not significant. In the light of this result it could be interpreted that there is no significant difference between the mean scores of graduate and post graduate teacher trainees on teaching aptitude, indicating that both graduate and post graduate teacher trainees have the same aptitude towards teaching. The educational qualifications of the students do not influence their aptitude towards teaching. Therefore the null hypothesis “There is no significant difference in teaching aptitude between graduate and post graduate teacher trainees” is accepted.

Major Findings

1. Majority of the B.Ed. trainees’ fall in the category of above average teaching aptitude (i.e.46.15%).
2. Female B.Ed. trainees are found to have higher teaching aptitude than male teacher trainees.
3. Both arts and science background B.Ed. trainees have the same aptitude towards teaching.
4. Both graduate and post graduate B.Ed. trainees have the same aptitude towards teaching.

Implications of the study and suggestions

From the study it can be observed that a good number of B.Ed. trainees of Lakhimpur district of Upper Assam have above average teaching aptitude which is a good sign. The study has implications for teacher training institutions, policy makers, curriculum framers and other stakeholders to take into consideration the teaching aptitude of prospective teacher trainees before getting them enrolled into the teacher training course. Conducting teaching aptitude test may help in improving the efficiency of teacher education programs. The curriculum of the teacher training courses should also be updated keeping in line with the present needs of the teaching-learning situation. The course should more practical oriented than theory.

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