



A STUDY OF TEACHING APTITUDE OF B.ED. TRAINEES IN RELATION TO THEIR STREAM AND GENDER

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ABSTRACT

Aptitude is often related to suitability for particular tasks or fields based on inherent strengths and inclinations. Aptitude tests are sometimes used to assess a person's potential or suitability for particular educational or vocational pursuits based on their inherent abilities. We have conducted a quantitative study on teaching aptitude and it encompasses a range of qualities and attributes that contribute to one's ability to convey information, engage learners, and create a conducive learning environment. We have found that in the test of significance between male and female individuals, it was found that there were no significant differences in the teaching aptitude of the two genders as the calculated value-0.796 is less than the tabulated 't' value and that the B.Ed. students regard their teaching aptitude. the test of significance between arts and Science individuals, it was found that there were no significant differences in the teaching aptitude of the two streams as the calculated value-0.178 is less than the tabulated 't' value and that the B.Ed. trainees regard their teaching aptitude.

Keywords: Teaching Aptitude, Gender, Stream, B.Ed. Trainees.

INTRODUCTION

Teaching refers to the process of imparting knowledge, skills and understanding to others, typically in a structured and intentional manner. It involves a knowledgeable and skilled individual, often referred to as a teacher or educator, sharing information, concepts and ideas with learners to help them gain a deeper

understanding of a subject, develop new skills or acquire specific competencies. Teaching can take place in various formal and informal settings such as classrooms, online platforms, workshops, mentorship programs and more.

Teaching aptitude refers to a person's natural or inherent ability, inclination and potential to effectively teach and facilitate learning for others. It encompasses a range of qualities and attributes that contribute to one's ability to convey information, engage learners and create a conducive learning environment. In the late 19th and early 20th centuries, the field of educational psychology emerged, focusing on understanding how people learn and how teaching methods can be optimized. This field contributed to the systematic study of teaching aptitude and the identification of qualities that effective teachers possess. In the 20th century as education systems became more structured and standardized, the importance of teaching quality became increasingly recognized. Teacher training programs and professional development initiatives started to emphasize the development of teaching aptitude alongside subject expertise. The mid-20th century witnessed the development of psychometric assessments, including tests specifically designed to evaluate teaching aptitude. These assessments aimed to identify individuals with the potential to become successful educators.

Now-a-days, teaching aptitude is understood as a combination of skills, qualities, and attributes that enable educators to effectively transmit knowledge, engage learners, and foster a positive learning environment. Research and educational theories continue to evolve the understanding of teaching aptitude and its role in modern educational contexts. **Ranganathan, V. (2008)** found that there is a significant positive relationship between high self-esteem and teaching aptitude and there is no significant difference between males and females and the level of self-esteem and teaching aptitude. **Usha, R. (2010)** revealed a significant difference between teaching aptitude of effective and ineffective male and female teachers. **Rajasekar, S. and Seetharaman, D. (2013)** found that B.Ed. student teachers were below average in their teaching aptitude. **Rani, S. (2021)** In this study, the investigator explored the teaching aptitude among B.Ed. student teachers because they are the future teachers and most of the time, they become role models for their pupils. A representative sample of 60 (32 boys and 28 girls) student teachers was taken and a self-prepared questionnaire (in Google form) was used to collect data virtually. It usually signifies the main three domains cognitive, affective, and psycho-motor domains in teaching. An investigator was mainly instructed to tick the all questions within 20 minutes to complete the test. **Vansiya, S.A. & Shah, A.D. (2022)** that the explored teaching aptitude of student teachers of urban area is more than teaching aptitude of student teachers of rural area, the teaching aptitude of student teachers of science stream is more than teaching aptitude of student teachers of general stream or male and female student teachers have same teaching aptitude. At last, after the collection or analysis of the data investigator found there is no significant difference in teaching.

STATEMENT OF THE PROBLEM:

A Study of Teaching Aptitude of B.Ed. Trainees in Relation to Their Stream and Gender

OBJECTIVES OF THE STUDY:

1. To compare the teaching aptitude of B.Ed. trainees based on their stream (Science & Art).
2. To compare the teaching aptitude of B.Ed. trainees based on their gender (Male & Female).

HYPOTHESIS OF THE STUDY:

1. There is no significant difference in the teaching aptitude of the B.Ed. trainees based on the stream (Science & Art).
2. There is no significant difference in the teaching aptitude of the B.Ed. trainees based on gender (Male & Female).

OPERATIONAL DEFINITION OF THE WORD:

- **B.Ed. Trainees:** The term "B.Ed. Trainees" operationally refers to individuals who are enrolled in a Bachelor of Education (B.Ed.) in two years program for the session-2022-24.
- **Teacher Aptitude:** Teacher aptitude refers to a set of quantifiable attributes and skills demonstrated by an individual, indicating their suitability and potential for success in the field of education.
- **Stream:** A 'stream' within an educational context refers to a specialized and coherent grouping of different subjects, courses or disciplines that pupil teachers select to pursue based on their academic interests and career aspirations.
- **Gender:** Gender, within a specific cultural or societal context is a social construct that classifies individual based on perceived differences in roles, behaviors and identities.

METHOD OF STUDY:

The study has been confined to a survey method was used. The relevant tool was used for the collection of data related to gender and stream bases of B.Ed. trainees. This tool was administered to a sample of about 100 B.Ed. trainees of the regular stream. The results were compiled and the statistical analysis was done for all the Males & females B.Ed. trainees. The method has been employed in the present investigation to survey the population under the study. The present study is designed to get information from the data to compare the teaching aptitude of B.Ed. trainees of Education department. The present study of the teaching aptitude of both streams could only be identified and analyzed by employing the descriptive study.

SAMPLE AND DATA:

There research work is carried out on the Departments of Education from the two below-mentioned institutions.

- i. S.R.T. Campus, Badshahithaul Tehri Garhwal.
- ii. Birla Campus, Srinagar Garhwal.

The table below shows the sample selection of B.Ed. Trainees.

Table -1

Distribution of Sample (Stream wise)	
Types of Streams	
Science	46
Arts	54
Total	100

Table- 2

Distribution of Sample (Gender wise)	
Types of Gender	
Male	52
Female	48
Total	100

For the completion of this study, the teaching aptitude test TAT- DS inventory was used. This inventory was constructed by **Dr. Surendra Singh Dahiya** and **Dr. L.C. Singh**. It is a standardized inventory. This has a total of 50 items. This is a questionnaire based on 4 multiple choices. attempted by the individuals on Google form submission. Those 50 questions are derived from the inventory of teaching aptitude. The score in the table is the response attempted through submission by the Google form MCQ-based responses.

This table shows the Mean, SD, and t-value of teaching aptitude of B.Ed. students based on their gender.

Table-3

Value of Sample (Gender wise)					
S.No.	Gender	Total No.	Mean	SD	t-test
1	Female	48	31.27	7.51	0.0796
2	Male	52	31.41	7.18	

This table shows the Mean, SD, and t-value of teaching aptitude of B.Ed. students based on their stream.

Table- 4

Value of Sample (stream-wise)					
S.No.	Stream	Total No.	Mean	SD	t-test

1	Arts	54	31.66	7.32	0.178
2	Science	46	31.48	7.52	

STATISTICAL TECHNIQUES USED IN THE STUDY- In the present investigation various statistical techniques were employed, as per the nature of the data and variables, for testing various hypotheses. The main techniques employed included- Mean, Standard Deviation, and t-test.

DATA ANALYSIS AND INTERPRETATION-

Hypothesis-1: There is no significant difference between the B.Ed. trainees regarding their teaching aptitude based on their gender.

This table -5 shows the Mean, SD, and t-value of teaching aptitude of B.Ed. trainees based on their gender

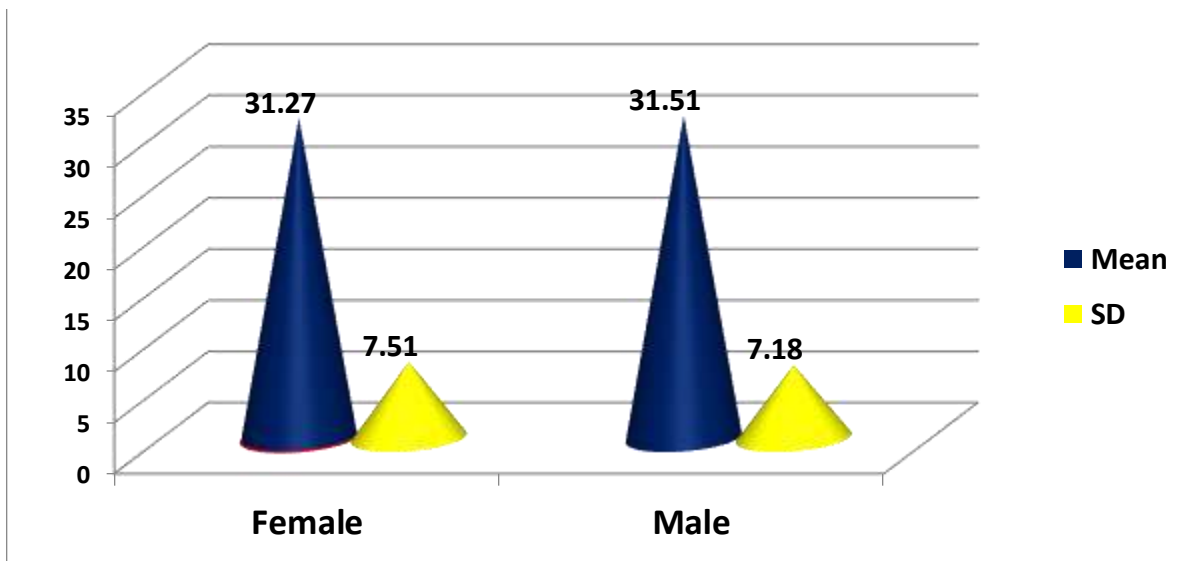
Table-5

S.No.	Gender	Total No.	Mean	SD	t-test	Level of significance	Remark
1	Female	48	31.27	7.51	0.0796	0.05	Not Significant
2	Male	52	31.41	7.18			

The above table reveals that the mean. value of female individuals is higher than that of male individuals. But in the case of SD values, there is incensement in males as compared to females. As far as the t-value is concerned it is 0.079, which is lower than the tabulated t-value at the 0.05 level of significance. Therefore, we can say that there is no significant difference in the level of teaching aptitude of the B.Ed. trainees based on gender. Hence the null hypothesis “there is no significant difference between male and female B.Ed. trainees about their teaching aptitude is accepted”.

Below mentioned Figure-1 shows the comparative mean values of male and female individuals related to their teaching aptitude analysis:

Graph – 01



Hypothesis-2: There is no significant difference in the mean values of the arts and science stream students of the B.Ed. regarding the aspect of teaching aptitude.

This table-6 shows the Mean, SD, and t-value of teaching aptitude of B.Ed. trainees based on their stream.

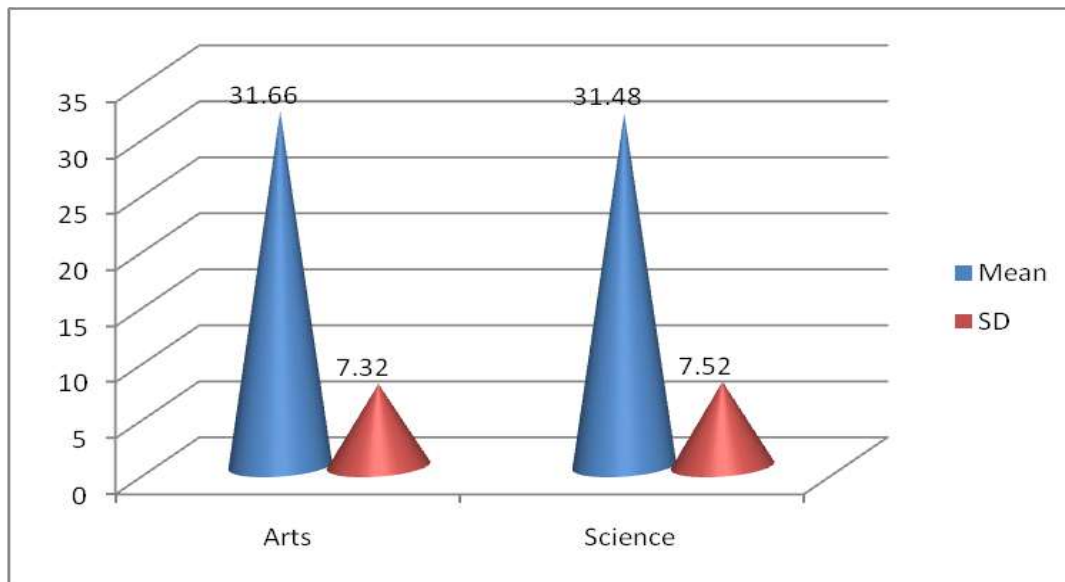
Table -6

S. No	Stream	Total No.	Mean	SD	t-test	Level of significance	Remark
1	Arts	54	31.66	7.32	0.178	0.05	Not significant
2	Science	46	31.48	7.52			

The above-given table-6 of hypothesis 2 depicts the average mean value of the B.Ed. trainees in the science stream is slightly higher than the mean average value of arts stream B.Ed. trainees regarding their views about teaching aptitude. As far as the t-value is concerned it is 0.178, which is lower than the tabulated t-value at the 0.05 level of significance and also low at the 0.01 level of significance. Therefore, we can say that there is no significant difference in the level of teaching aptitude of the B.Ed. students based on stream Hence the null hypothesis of “there is no significant difference between arts and science stream B.Ed. trainees concerning their teaching aptitude is accepted”. The below-mentioned graph-2 shows the comparative mean values of arts and science stream students of B.Ed. related to their teaching aptitude analysis:

Graph -02

Research Through Innovation



FINDING OF THE STUDY:

- By calculating the 't' test i.e. the test of significance between male and female individuals, it was found that there were no significant differences in the teaching aptitude of the two genders as the calculated t-value 0.796 is less than the tabulated 't' value and that the B.Ed. trainees regard their teaching aptitude.
- By calculating the 't' test i.e. the test of significance between arts and Science individuals, it was found that there were no significant differences in the teaching aptitude of the two streams as the calculated 'value0.178 is less than the tabulated 't' value and that the B.Ed. trainees regard their teaching aptitude.

EDUCATIONAL IMPLICATION:

1. By this teaching aptitude test we can choose quality teachers for teaching.
2. By this teaching aptitude test we know that the pupil teachers teaching aptitude test scores were very high, average or low. Based on that we can take many steps to increase the teaching aptitude of pupil teachers in the future.

SUGGESTIONS FOR THE FURTHER STUDIES-

1. The longitudinal research may be conducted to determine various problems related to B.Ed. students.
2. Research may be conducted based on various variables like - students' interests, interpersonal skills, personal attitude, physical challenge, and parental support.
3. Further research can be conducted on students' perceptions related to government and private schools.
4. It can be based on interviews, in-depth studies and case studies in which a researcher can gather data from the students, teachers and principals in comprehensive related to the problem.

5. Researchers can investigate gender and cultural differences which provide greater understanding related to individual differences.

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Google form

<https://docs.google.com/forms/>

