

## **A STUDY OF TEACHING APTITUDE AMONG B.Sc.B.Ed STUDENT-TEACHERS**

**Dr. Manisha V. Kulkarni**

**Assistant Professor**

**Vidya Prabodhini College of Commerce, Education, Computer and Management,  
Paravri, Goa**

**manishakulkarni1976@gmail.com**

### **Abstract:**

The progress of a country is determined by the degree of education offered to its citizens, which in turn depends on the quality of teachers. The effectiveness of teachers is assessed through their work and behavior, which is based on how well-satisfied they are with themselves and their surroundings. The quality of teacher, in fact, is a very important determinant of academic performance of children. Even the Delor Commission report recognized its importance as it stated in his report, "Improving the quality of education depends on first improving the recruitment, training, social status and condition of work of teachers. They need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them" (Delor, 1996). The challenge of preparing teachers for the new society is one that our nation's teacher education programmes must meet, and to adequately tackle the challenge, the caliber of teachers must be raised. A teacher should not only be competent in his/her subject, teaching methods, understanding the learner but also has a favorable attitude as well as aptitude towards teaching profession. For this investigator took a sample of 175 student-teachers (male as well as female) from B.Sc.B.Ed stream of college of education. Purposive sampling is the method of sampling used in this study. Teaching Aptitude Test Battery (TAT-DS) by Dr. Surendra Singh Dahiya and Dr. L. C. Singh was used. It was found that no student teachers could be determined to have an extremely high level of teaching aptitude, and female student-teachers had higher mean scores of teaching aptitude than male student teachers.

### **Introduction:**

A nation is built by its citizens, and the progress of a nation is determined by the degree of education offered to its citizens. Teachers shape citizens, and teacher educators create teachers. The effectiveness of teachers is assessed through their work and behavior, which is based on how well-satisfied they are with themselves and their surroundings. Clinton stated in his Call for Action for American Education in the 21st Century (1996) that, "Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training". This demonstrates how crucial it is to prepare excellent teachers. Any nation that wants to advance must have a strong system for training teachers. The most crucial aspect of education in schools is teacher quality. The quality of teacher, in fact, is a very important determinant of academic performance of children. Even the Delor Commission report recognized its importance as it stated in his report, "Improving the quality of education depends on first improving the recruitment, training, social status and condition of work of teachers. They need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them" (Delor, 1996). The challenge of preparing teachers for the new society is one that our nation's teacher education programs must meet. UNESCO-ILO stated that "Teacher quality is an important consideration in student achievement, and although defined differently by different people, it continues to be a central concern of those responsible for teacher education. Quality teachers are products of quality teacher education programs, policies and practices." However to meet the challenge, it is necessary to improve the teachers' quality. A teacher should not only be competent in his/her subject, teaching methods, understanding the learner but also has a favorable attitude as well as aptitude towards teaching profession.

The New Dictionary of Psychology (1947) defined aptitude as a capacity in any given skill or field of knowledge, on the basis of which a prediction can be made regarding the amount of improvement which

might be affected by further training. An aptitude is a component of a competence to do a certain kind of work at a certain level (Wikipedia). According to Freeman, F.S. (1971) "An aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as ability to speak a language, to become musician, to do mechanical work." The teaching profession requires a blend of teaching aptitude and the right teaching attitude. Teaching aptitude encompasses the innate or acquired ability to effectively transmit knowledge, while the teaching attitude involves an empathetic, patient, and passionate approach to instruction. They must demonstrate a genuine interest in students' success, maintain high ethical standards, and foster a culture of continuous improvement. Cultivating these qualities in both aptitude and attitude is essential for successful teaching. The teaching profession necessitates individuals with the appropriate teaching aptitude, ensuring their potential success as future teachers. Thus, the present study is a humble attempt to gauge the teaching aptitude of student-teachers pursuing a B.Sc.B.Ed program in Goa state.

The major concern of education is that all children regardless of their diverse background and unique characteristics must

be able to achieve success in his/her school life. An effective inclusive teacher education program must impart at the Pre-

service level for understanding and appreciation of diversity. Many individuals coming to Pre-service training programs have

had limited experiences with special needs children. Exposing Pre-service teacher candidates early and often to situations

involving individuals who are uniquely abled and who have different learning styles and needs can assist with this. Teacher

trainers also need to mirror inclusive practices and accommodate for diversity in their classrooms. Most teachers have a

narrow range of diversity with which they feel comfortable. Expanding that comfort level is essential, if teachers are to be

successful in teaching to the wide range of diverse abilities present in today's classrooms. Pre-service teachers must also

become comfortable with change and they must learn early in their preparation to be flexible and creative. Pre-service teacher

preparation should address appropriate accommodations in curriculum, instructional activities and evaluation procedures,

the modification of materials, and the effective identification, development and utilization of resources. In addition, the Pre-

service program should prepare teachers to use various types of instructional arrangements such as multi-level teaching,

cooperative learning and peer tutoring.

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**1) Objectives of the Study:**

- To assess the teaching aptitude among B.Sc.B.Ed student-teachers.
- To assess the teaching aptitude among B.Sc.B.Ed male student-teachers.
- To assess the teaching aptitude among B.Sc.B.Ed female student-teachers.
- To compare the teaching aptitude among B.Sc.B.Ed male and female student-teachers.

**2) Hypothesis of the Study:**

- There is no significant difference in teaching aptitude levels among B.Sc.B.Ed student-teachers.
- There is no significant difference in the teaching aptitude among B.Sc.B.Ed male student-teachers.
- There is no significant difference in the teaching aptitude among B.Sc.B.Ed female student-teachers.
- There is no significant difference between male and female B.Sc.B.Ed. student-teachers with respect to aptitude scores towards teaching.

**3) Methodology:** The investigator employed the Descriptive Survey Method of research for the collection of data regarding on teaching aptitude of student-teachers. The field of investigation was consisted with 175 numbers of B.Sc.B.Ed student-teachers of a Teacher Education Institution.

**Sample:** Sample is relatively a small group of subjects selectively chosen from the population which represents all the characteristics of the population. In this present study, the investigator used Purposivesampling techniques. The investigator selected 175 student-teachers from a Teacher Education Institutions of Goa State as sample. The sample consisted both male and female student-teachers.

**Tool:** For the present study, the researchers have employed the following standardized tool. (i) Teaching Aptitude Test Battery (Tat - Ds) By Dr. Surendra Singh Dahiya and Dr. L. C. Singh.

**Statistical Techniques Used:** Taking the help of the research tool already described, the data were collected and tabulated. The raw scores obtained were processed. The independent t test was performed.

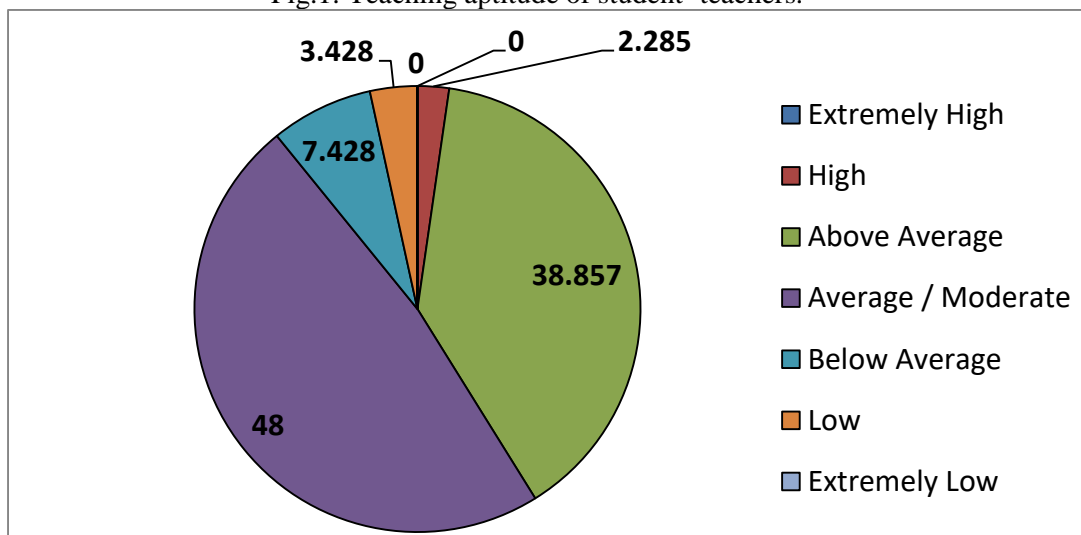
- 1) Objective-1: To assess teaching aptitude among B.Sc.B.Ed student-teachers.

Hypothesis-1: There is no significant difference in teaching aptitude levels among B.Sc.B.Ed student-teachers.

Table -1: Teaching aptitude of Student -teachers.

Sr. No	Ranges of Z score	No. Of. Students			%	Level of Attitude towards Teaching Aptitude
		Male	Female	Total		
1	+2.01 & above	00	00	00	00	Extremely High
2	+1.26 to +2.00	01	03	04	02.285	High
3	+0.51 to +1.25	12	56	68	38.857	Above Average
4	-0.50 to +0.50	12	72	84	48	Average / Moderate
5	-1.25 to -0.051	05	08	13	07.428	Below Average
6	-2.00 to -1.26	02	04	06	03.428	Low
7	-2.01 & below	00	00	00	00	Extremely Low
	Total	32	143	175	100	

Fig.1: Teaching aptitude of student -teachers.



Interpretation: The result of table-1 and Fig.1 show that 2.3 % (02.285 %) of student-teachers (04 Student-teachers) have scored between +1.26 to +2.00 which means that they have High Teaching Aptitude. 38.9% (38.857 %) of student-teachers (68 student-teachers) have scored between +0.51 to +1.25 that means they have Above Average Teaching Aptitude. 48 % of student-teachers (84 student-teachers) have been scored between -0.50 to +0.50 that means they have Average / Moderate Teaching Aptitude. 7.4 % (7.428%) of student- teachers (13 student-teachers) scored between -1.25 to -0.51 that means they have Below Average Teaching Aptitude and 3.428 % (3.428%) of student-teachers (6 student-teachers) scored between -2.00 to -1.26 that means they have Low level Teaching Aptitude. After studying the Teaching Aptitude of student-

teachers, we can say that over all there is Average Teaching Aptitude of student-teachers. It is also found that there is no student teacher falling in the category of Extremely High and Extremely Low Teaching aptitude.

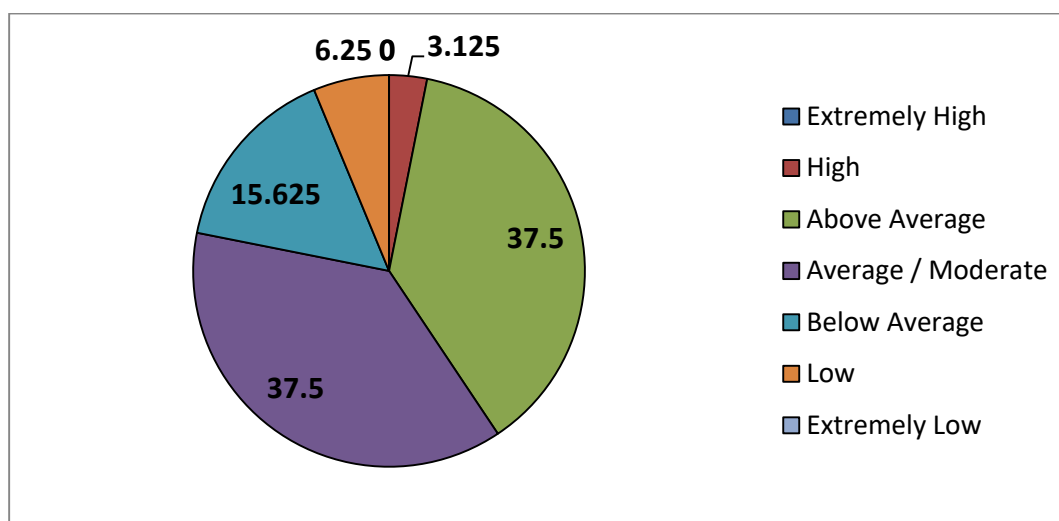
2) Objective-2: To assess teaching aptitude among Male student-teachers.

Hypothesis-2: There is no significant difference in the teaching aptitude among B.Sc.B.Ed male student-teachers.

Table -2: Teaching aptitude of Male student-teachers.

Sr. No	Ranges of Z score	No of Students <b>Male</b>	%	Level of Attitude towards Teaching Aptitude
1	+2.01 & above	00	00	Extremely High
2	+1.26 to +2.00	01	3.125	High
3	+0.51 to +1.25	12	37.5	Above Average
4	-0.50 to +0.50	12	37.5	Average / Moderate
5	-1.25 to -0.051	05	15.625	Below Average
6	-2.00 to -1.26	02	6.25	Low
7	-2.01 & below	00	00	Extremely Low
		32	100	

Fig.2: Teaching aptitude of Male student-teachers.



Interpretation: The result of table-2 and Fig.2 show that male student-teacher has scored between +2.01 and above scores that means nobody has Superior Teaching Aptitude. 3 % (3.125 %) of student-teachers (01 Student-teacher) have scored between +1.26 to +2.00 which means that they have High Teaching Aptitude. 37.5 % of student-teachers (12 student-teachers) have scored between +0.51 to +1.25 that means they have Above Average Teaching Aptitude. 37.5 % of student-teachers (12 student-teachers) have scored between -0.50 to +0.50 that means they have Average / Moderate Teaching Aptitude. 15.6 % (15.625 %) of student- teachers (05 student-teachers) scored between -1.25 to -0.51 that means they have Below Average Teaching Aptitude and 6.25 % of student-teachers (02 student-teachers) scored between -2.00 to -1.26 that means they have Low level Teaching Aptitude. Nobody scored between -2.01 to below level that

means nobody has Poor level (Extremely Low) Teaching Aptitude. After studying the Teaching Aptitude of male student-teachers, we can say that over all there is similar percentage of Above Average and Average / Moderate Teaching Aptitude of male student-teachers.

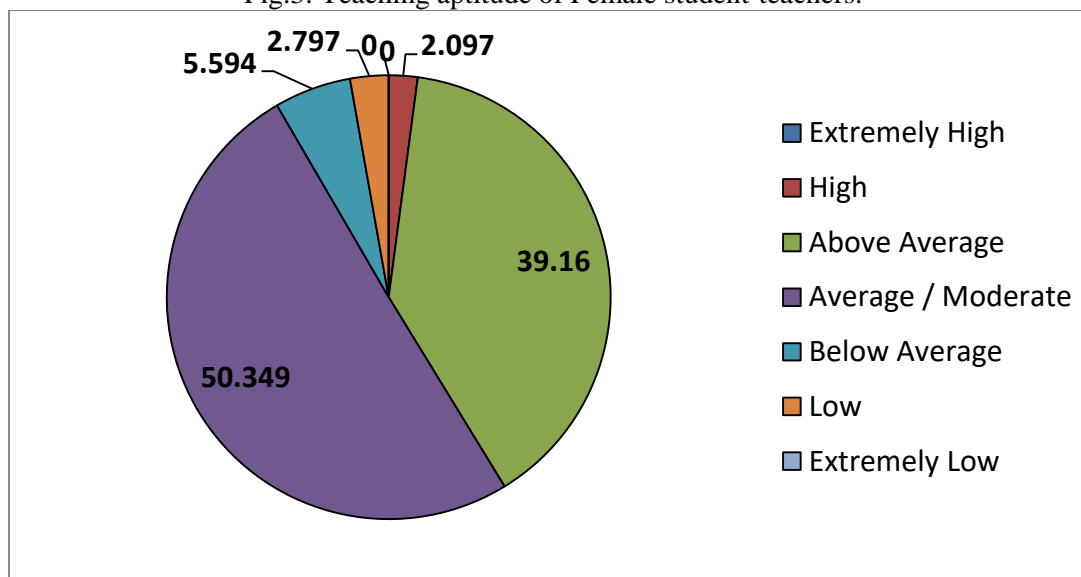
3) Objective 3: To assess Teaching Aptitude among Female student-teachers.

Hypothesis-4: There is no significant difference in the teaching aptitude among B.Sc.B.Ed female student-teachers.

Table -3: Teaching aptitude of Female student-teachers.

Sr. No	Ranges of Z score	No of Students <b>Female</b>	%	Level of Attitude towards Teaching Aptitude
1	+2.01 & above	00	00	Extremely High
2	+1.26 to +2.00	03	2.097	High
3	+0.51 to +1.25	56	39.160	Above Average
4	-0.50 to +0.50	72	50.349	Average / Moderate
5	-1.25 to -0.051	08	5.594	Below Average
6	-2.00 to -1.26	04	2.797	Low
7	-2.01 & below	00	00	Extremely Low
		143	100	

Fig.3: Teaching aptitude of Female student-teachers.



Interpretation: The result of table-3 and Fig.3 show that no Female student-teacher has scored between +2.01 and above scores that means nobody has Superior Teaching Aptitude. 2% (2.097 %) of student-teachers (03 student-teachers) have scored between +1.26 to +2.00 scores that means High Teaching Aptitude. 39 % (39.160 %) of student-teachers (56 student-teachers) have scored between +0.51 to +1.25 which means Above Average Teaching Aptitude. 50 % (50.349%) of student-teachers (72 student-teachers) have scored between -0.50 to +0.50 that means Average Teaching Aptitude. 5.6% (5.594%) of student-teachers (08 student-teachers) have been scored between -0.51 to -1.25 that means Below Average Teaching Aptitude and 2.8% (2.797%) of student-teachers (04 student-teachers) scored between -2.00 to -1.26 that means they have Low level Teaching Aptitude. Nobody scored -2.01 to below level that means nobody has Poor level (Extremely

Low) Teaching Aptitude. After studying the Teaching Aptitude of Female student-teachers, we can say that over all there is a Average / Moderate Teaching Aptitude of Female student-teachers.

4) Objective – 4: To compare the teaching aptitude among B.Sc.B.Ed male and female student-teachers.

Hypothesis - 4: There is no significant difference between male and female B.Sc. B. Ed student teachers with respect to aptitude scores towards teaching.

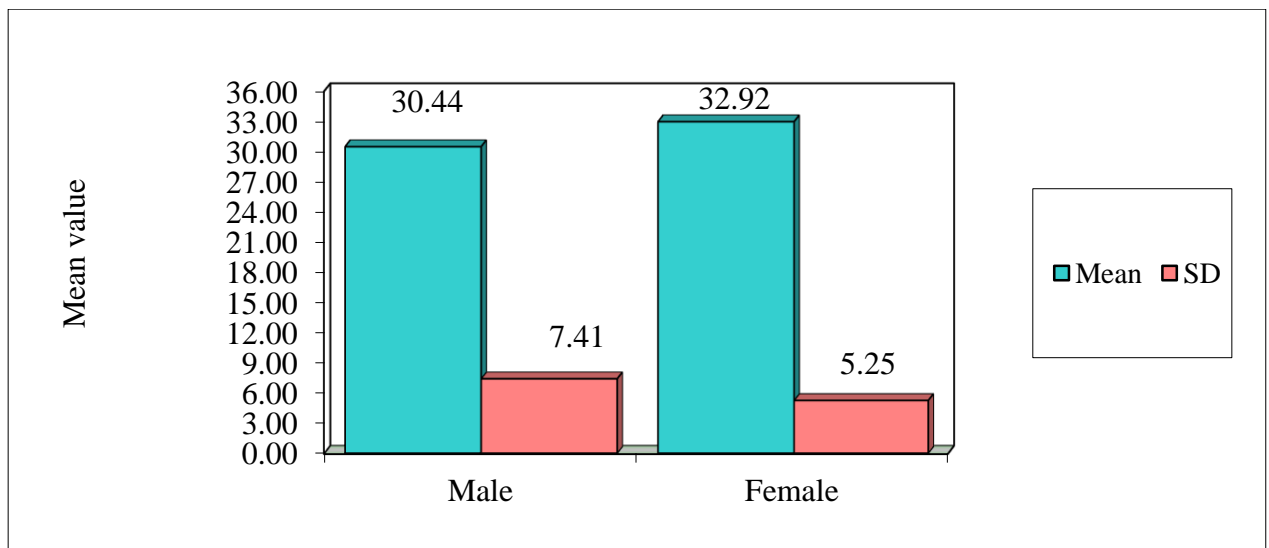
To test the above null hypothesis, the independent t test was performed and the results are presented in the following table.

Table: Results of t test between male and female B.Sc.B.Ed. student-teachers with respect to aptitude scores towards teaching.

Gender	n	Mean	SD	SE	t-value	P-value
Male	32	30.44	7.41	1.31	-2.2300	0.0270, S
Female	143	32.92	5.25	0.44		

Results of the above table, it clearly seen that, a significant difference is observed between male and female B.Sc.B.Ed. student-teachers with respect to aptitude scores towards teaching ( $t=-2.2300$ ,  $p=0.0270$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female student teachers of B.Sc.B.Ed have significant higher aptitude scores towards teaching as compared to male student teachers of B.Sc. B. Ed. The mean and SD scores are also presented in the following figure.

Figure-4: Comparison between male and female B.Sc. B. Ed. Student-teachers with respect to aptitude scores towards teaching.



• **Findings of the Study :** The findings of the study have been presented below :

- 1) The study revealed that about 2.3 percent student-teachers are having high teaching aptitude.
- 2) About 39.16 percent Female student-teachers are having above average teaching aptitude, whereas only about 37.5 percent male student-teachers are qualified for this group.
- 3) About 50 Percent Female student-teachers and 37.5 percent Male student-teachers are having average teaching aptitude.
- 4) About 5.6 percent Female and 15.6 percent Male student-teachers are having below average teaching aptitude.
- 5) In Above Average and Average levels of teaching aptitude, Female student-teachers are better than male student-teachers.

- 6) No single student-teacher is having extremely high and extremely low teaching aptitude.
- 7) There exists significant difference in teaching aptitude between the male and female B.Sc.B.Ed. Student-teachers. The female student-teachers possess better teaching aptitude than male student-teachers.
- 8) The mean value of teaching aptitude scores of female student- teachers is more than the mean value of male student-teachers.

### **Conclusion:**

Prioritizing the excellence of teacher preparation is crucial. Emphasizing the importance of teacher preparation quality should take precedence. The prioritization of teacher education quality is a fundamental concern. It's essential to understand that the quality of teacher education is intricately linked to the caliber of teacher preparation. Teaching is a profession in which individuals are not just born to be teachers; they can also be developed. The perpetuation and enhancement of quality within this profession necessitate the deliberate recruitment of teachers who possess exceptional aptitude and abilities significantly above the norm. It is impacted by a multitude of elements, encompassing teaching aptitude, teaching disposition, and various facets associated with values. This study provides insight into the teaching aptitude of B.Sc.B.Ed student-teachers in Goa, revealing that merely two percent of these individuals achieved a high level of teaching aptitude. The study made it evident that teaching aptitude is a blend of inherent traits and acquired skills. Therefore, it is imperative to contemplate strategies for elevating the teaching aptitude of student-teachers, as it stands as a paramount attribute of excellence in teaching.

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