

TEACHING APTITUDE OF PROSPECTIVE TEACHERS

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Abstract

The present study attempts to study on teaching aptitude of prospective teachers. Normative Survey Method was adopted for this study. The sample for the study was 250 prospective teachers from Prakasam district of Andhra Pradesh. Teaching Aptitude Test developed and standardized by Gakhar, S. C. and Rajnish (2010) was used in this study. Reliability co-efficient was found to be 0.76. The findings revealed that the prospective teachers make a significant difference in their teaching aptitude due to variation in their gender. Prospective teacher teachers don't make a significant difference in their teaching aptitude due to variation in their locality, management, and academic stream

Key words : Teaching Aptitude, Training , Prospective Teacher

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 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.

Amit Singh (2017) revealed that there is no significant difference in their teaching aptitude between male and female senior secondary school teachers.

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 prospective teachers presently need proper guidance and counseling on various issues pertaining to their profession. Prospective teachers have teaching aptitude but have been expected from them. It is not only to improve the knowledge and teaching competency of the prospective teachers 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 prospective teachers 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 prospective teachers 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 *“Teaching Aptitude of Prospective Teachers”*

Objectives of the study

- To study the teaching aptitude of Prospective teachers due to variation in their gender.
- To study the teaching aptitude of Prospective teachers due to variation in their locality.
- To study the teaching aptitude of Prospective teachers due to variation in their mangement .
- To study the teaching aptitude of Prospective teachers due to variation in their academic stream.

Hypotheses of the study

The following hypotheses are based on objectives.

- Gender of Prospective teachers don't make a significant difference in their teaching aptitude"
- Locality of Prospective teachers don't make a significant difference in their teaching aptitude"
- Management of Prospective teachers don't make a significant difference in their teaching aptitude"
- Academis stream of Prospective teachers 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 250 Prospective teachers from Prakasam 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 Prospective Teachers- Gender - Mean - SD - C.R.

| Variable | Sample | Sample size (N) | Mean | S.D. | C.R. |
|----------|--------|-----------------|-------|------|---------|
| Gender | Male | 125 | 24.78 | 3.75 | 3.93 ** |
| | Female | 125 | 26.86 | 4.56 | |

**Significant at 0.01 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 Prospective teachers differ significantly in their aptitude towards teaching. Female prospective teachers shows better teaching aptitude in comparison to male prospective teachers. Hence the formulated hypothesis that "there is no significance difference in their teaching aptitude of male and female prospective teachers" is rejected.

Table 2:**Teaching Aptitude of Prospective Teachers- Locality of living - Mean - SD - C.R.**

| Variable | Sample | Sample size (N) | Mean | S.D. | C.R. |
|----------|--------|-----------------|-------|------|--------|
| Locality | Rural | 116 | 26.24 | 4.84 | 0.75 # |
| | Urban | 134 | 25.76 | 5.17 | |

Not Significant at 0.05 level

The C.R. value (0.75) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The locality of prospective teachers do not make a significant difference in their teaching aptitude. Hence it is concluded that the formulated hypothesis “Locality of Prospective teachers don’t make a significant difference in their teaching aptitude” was rejected.

Table 3:**Teaching Aptitude of Prospective Teachers- Type of Management- Mean - SD - C.R.**

| Variable | Sample | Sample size (N) | Mean | S.D. | C.R. |
|------------|---------|-----------------|-------|------|--------|
| Management | Govt | 77 | 25.96 | 4.54 | 1.29 # |
| | Private | 173 | 26.73 | 4.26 | |

Not Significant at 0.05 level

The C.R. value (1.29) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The type of management of prospective teachers do not make a significant difference in their teaching aptitude. Hence it is concluded that the formulated hypothesis “management of Prospective teachers don’t make a significant difference in their teaching aptitude” was rejected.

Table 4:**Teaching Aptitude of Prospective Teachers- Academic qualification - Mean - SD - C.R.**

| Variable | Sample | Sample size (N) | Mean | S.D. | C.R. |
|------------------------|-----------------|-----------------|-------|------|--------|
| Academic qualification | Post Graduation | 88 | 28.59 | 3.64 | 1.45 # |
| | Graduation | 162 | 27.82 | 4.18 | |

Not Significant at 0.05 level

The C.R. value (1.45) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The Academic qualification of prospective teachers do not make a significant difference in their teaching aptitude. Hence it is concluded that the formulated hypothesis “academic qualifications of Prospective teachers don’t make a significant difference in their teaching aptitude” was rejected.

Major findings of the study were

- Gender of Prospective teachers make a significant difference in their teaching aptitude.
- Locality, type of management and academic stream of Prospective teachers do not 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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