



A STUDY OF TEACHING APTITUDE AMONG THE TRAINEE TEACHERS IN WEST BENGAL

Jharna Das

M.Phil. Scholar, Department of Education, Jadavpur University, Kolkata, India

ABSTRACT

The methodology of the research was a cross-sectional survey research. Main objective of the study was to investigate the teaching aptitude of trainee teachers with regard to gender, Training Status, caste and Stream of Education. Data were collected from 204 representatives with the help of one questionnaire. In the present study, only one tool Teaching Aptitude Test (TAT) developed by Gakhar & Rajnish (1971) was used. To study led to the following conclusions that experience can enhance inner potentialities as our findings revealed that deputed and fresher trainee teachers has statistically significant difference and deputed or in-service teachers possess higher teaching aptitude. The result of the study that gender, caste and stream of education has no significant influence on teaching aptitude of the trainee teachers.

Key words: Teaching Aptitude, Trainee Teachers.

INTRODUCTION

Teaching aptitude is a specific ability, interest, satisfaction and fitness in teaching profession. Teaching aptitude plays an important role for becoming a good teacher. According to Morrison "Teaching is a disciplined social process in which teacher influence the behavior of the less experienced pupil and helps him/ her to develop according to the needs and ideas of the society". The quality of teaching is a crucial factor in promoting effective learning in schools. Teaching is a complex act, requiring a wide range of knowledge and skills including teaching aptitude and attitude to successfully manage the demands of the classroom. Every children life will be mould in the class room. Only teacher can plays an important role in the preparation of incoming generation for vocations, home making, civic and social life, leisure - time activities, healthful living, and other related aspects of life and work of mankind. The teacher is always to be learner. The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. Pedagogical knowledge includes teaching aptitude. Teacher competence refers to "the accurate way of carrying units of knowledge, application and talents to students". According to Bingham (1937), the concept of aptitude carries with it certain basic assumptions-

- (i) An individual's potentialities are not all equally strong.
- (ii) Individuals differ one from another in their potentialities.
- (iii) Differences are relatively stable.

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. Teaching profession is one of the most important arts of guiding students through a variety of selected teaching methods and methodologies which attract the brightest minds, finest personalities and most committed young people. Teaching Aptitude Test (English) by S. C. Gakhar and Rajnish (1971), this test consists 35 items and standardized on 400 B.Ed. trainees. The test

used six areas: Teaching profession, Interest towards students, Social contexts, Innovations regarding activate standard, Professional ethics, Teaching potentialities current knowledge.

Teaching profession requires people who have right type of aptitude for teaching and bound to be a successful teacher in future.

STATEMENT OF THE PROBLEM

Hence, in view of the above research gaps and the problem of the present study can be stated as **“A Study of Teaching Aptitude among the Trainee Teachers in West Bengal.”**

OBJECTIVES OF THE STUDY

The present study has undertaken to achieve the following objectives:

1. To acquire knowledge about the overall status of teaching aptitude among the trainee teachers;
2. To study teaching aptitude of trainee teachers with regard to their gender;
3. To study teaching aptitude of trainee teachers with regard to their caste;
4. To study teaching aptitude of trainee teachers with regard to their stream of education;
5. To study teaching aptitude of trainee teachers with regard to status of training;

HYPOTHESIS OF THE STUDY

H₀1: There is no significant difference in teaching aptitude between male and female trainee teachers.

H₀2: There is no significant difference in teaching aptitude between deputed and fresher trainee teacher.

H₀3: There is no significant difference in teaching aptitude among trainee teachers belong from un-reserved, scheduled caste, scheduled tribe and other backward classes.

H₀4: There is no significant difference in teaching aptitude between trainee teachers belong from science and arts stream.

DELIMITATION OF THE STUDY

The study was delimited in the following respect:

1. The present study was delimited in the district of South 24 Pargana and Kolkata.
2. Hence actually the study was delimited to sample size of 204 trainee teachers.
3. The present study was delimited to four background or demographic variables like Gender, Training Status, caste and Stream of Education.
4. The study was conducted on trainee teachers (B.Ed students) among 2nd & 4th semester.
5. In the present study, only one tool Teaching Aptitude Test (TAT) developed by Gakhar & Rajnish (1971) was used.

RESEARCH METHODOLOGY

The present study was a cross-sectional survey research. The all trainee teachers of West Bengal constitute the population of the present study. Here total 204 trainee teachers were selected from Kolkata and South 24 Parganas District in the state of West Bengal. The total sample consists of 204 trainee teachers student were drawn on the basis of purposive and accidental sampling technique. For collection of data a Teaching Aptitude Test developed by Gakhar & Rajnish (1971) was used.

DATA ANALYSIS AND INTERPRETATION

Available data were analyzed with the help of descriptive statistics like- percentage analysis, mean and SD and inferential statistics like- t- test, ANOVA in SPSS- 21 programme.

Table: 1: Sample Distribution of the study

Level of Aptitude			
		Frequency	Percentage
Valid	Low Aptitude	10	4.9
	Moderate Aptitude	141	69.1
	High Aptitude	53	26.0
	Total	204	100.0

About 69% of the trainee teachers have moderate teaching aptitude, 26% have high teaching aptitude and only 5% trainee teachers have low level of teaching aptitude as measured by TAT

Table: 2: Gender Wise mean Comparison in T test

H₀1: There is no significant difference in teaching aptitude between male and female trainee teachers.

Group Statistics					
	Gender of the Respondents	N	Mean	Std. Deviation	Std. Error Mean
Score of teaching aptitude	Female	101	42.12	13.731	1.366
	Male	103	44.08	12.652	1.247

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score of teaching aptitude	Equal variances assumed	-1.060	202	.290	-1.959	1.848
	Equal variances not assumed	-1.059	199.948	.291	-1.959	1.850

*NS: Not Significant

Interpretation

This independent sample 't- test' analysis indicates that the 101 female trainee teacher had a mean of 42.12 and Standard Deviation (SD) of 13.731 and the 103 male trainee teacher had a mean of 44.08 and SD of 12.652. Here the computed 't- value' i.e. -1.060 is less than 1.96, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level (as $p=.290 > 0.05$). Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is no significant difference in teaching aptitude between male and female trainee teachers.

Table: 3: Training Status wise mean comparison in t test

H₀2: There is no significant difference in teaching aptitude between deputed and fresher trainee teacher.

Group Statistics					
	Status of Training	N	Mean	Std. Deviation	Std. Error Mean
Score of teaching aptitude	Deputed	42	46.71	12.477	1.925
	Freshers	162	42.17	13.260	1.042

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score of teaching aptitude	Equal variances assumed	2.001	202	.047	4.541	2.269
	Equal variances not assumed	2.075	67.062	.042	4.541	2.189

Interpretation

This independent sample 't- test' analysis indicates that the 42 Deputed trainee teacher had a mean of 46.71 and Standard Deviation (SD) of 12.477 and the 162 Freshers trainee teacher had a mean of 42.17 and SD of 13.260. Here the computed 't- value' i.e. -2.001 is greater than 1.96, the critical values required to reach 5% level of significance, and hence it is significant at 0.05 level. That indicates means differ significantly at 0.05 level (as $p=.047 < 0.05$). Consequently, the null hypothesis is rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is a significant difference in teaching aptitude between deputed and fresher trainee teachers.

Table: 4: Caste wise Comparison in ANOVA

H₀₃: There is no significant difference in teaching aptitude among trainee teachers belong from un-reserved, scheduled caste, scheduled tribe and other backward classes.

	N	Mean	Std. Deviation	Std. Error
Unreserved	112	42.63	14.208	1.343
SC	60	43.53	12.630	1.630
ST	8	41.00	10.902	3.854
OBC	24	45.00	10.567	2.157
Total	204	43.11	13.201	.924

ANOVA					
Score of teaching aptitude					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	158.444	3	52.815	.300	.825
Within Groups	35219.183	200	176.096		
Total	35377.627	203			

*NS: Not Significant

Interpretation

Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that teaching aptitude with Caste as a Unreserved mean of 42.63, S.C mean of 43.53, S.T mean of 41.00 and OBC mean of 45.00 respectively. This initial Descriptive Statistics show that differences exist among different caste. The independent variable tested here Caste with four categories namely Unreserved, S.C, S.T and OBC and dependent variable tested here is teaching aptitude among trainee teachers. They were computed and the result showed that no significant differences found in teaching aptitude among trainee teachers with regard to their Caste as here the calculated $F=.300, p > .05$ as $p = .825$. Hence, it can be concluded that there is no significant difference in teaching aptitude among trainee teachers with respect to their caste.

Table: 5: Stream wise Mean Comparison in t test

H₀₄: There is no significant difference in teaching aptitude between trainee teachers belong from science and arts stream.

Group Statistics					
	Stream of Education	N	Mean	Std. Deviation	Std. Error Mean
Score of teaching aptitude	Science	69	44.72	12.185	1.467
	Arts	135	42.28	13.662	1.176

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score of teaching aptitude	Equal variances assumed	1.252	202	.212	2.443	1.951
	Equal variances not assumed	1.300	151.678	.196	2.443	1.880

*NS: Not Significant

Interpretation

This independent sample 't- test' analysis indicates that the 69 Science trainee teacher had a mean of 44.72 and Standard Deviation (SD) of 12.185 and the 135 Arts trainee teacher had a mean of 42.28 and SD of 13.662. Here the computed 't- value' i.e. -1.252 is less than 1.96, the critical values required to reach 5% level of significance, and hence it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level (as $p=.212 > 0.05$). Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be concluded that there is no significant difference in teaching aptitude between science and arts trainee teachers.

FINDINGS AND CONCLUSION

On the basis of analyses of the data following findings and conclusions were drawn:

- I. There is no significant difference in teaching aptitude between male and female trainee teachers.
- II. There is a significant difference in teaching aptitude between deputed and fresher trainee teachers.
- III. There is no significant difference in teaching aptitude among trainee teachers belong from un-reserved, scheduled caste, scheduled tribe and other backward classes.
- IV. There is no significant difference in teaching aptitude between trainee teachers belong from science and arts stream.
- V. About 69% of the trainee teachers have moderate teaching aptitude, 26% have high teaching aptitude and only 5% trainee teachers have low level of teaching aptitude as measured by TAT.
- VI. We can conclude that experience can enhance inner potentialities as our findings revealed that deputed and fresher trainee teachers has statistically significant difference and deputed or in-service teachers possess higher teaching aptitude. It can also be concluded that gender, caste and stream of education has no significant influence on teaching aptitude of the trainee teachers.

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