



A study of Teaching Aptitude of In-service B.Ed. Pupil Teachers of Kashmir Division in relation to Sex

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Abstract

An attempt has been made to assess and compare the Teaching Aptitude of In-service Male and In-service Female B.Ed. Pupil Teachers of Kashmir division. A sample of 120 In-service B.Ed. Pupil Teachers (60 Male and 60 Female) was drawn from Govt., college of education, M.A. Road, Srinagar and Directorate of Distance Education University of Kashmir (J&K). The data was collected by administering Dr. S.C. Gakhar and Dr. Rajnish Teaching Aptitude Inventory (TAT-GR). "t" test was used to find out the significant differences on Teaching Aptitude between In-service Female and In-service Male B.Ed. Pupil Teachers. The result revealed that the In-service Male and In-service female B.Ed. Pupil Teachers have same Teaching Aptitude on composite score. However, on factors wise analysis Male In-service B.Ed. Pupil Teachers have better Teaching Aptitude on factors Innovations Regarding Activities of the School and on factor professional ethics than the Female In-service B.Ed. Pupil teachers but on other factors of teaching Aptitude viz. Teaching Profession, Interest towards Students, Social Contacts, and Teaching Potentiality and Current Knowledge have same teaching aptitude.

Keywords: *Teaching aptitude, In-service B.Ed. Pupil Teachers, Male and Female teachers.*

INTRODUCTION:

Teachers are regarded as backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of cognitive development. The university education commission emphasized the importance of the teacher and his responsibility. Secondary Education Commission (1952-53) remarks with respect to educational reconstruction. Most important factor in the contemplated educational reconstruction is teacher, his personal qualities, his educational qualification, his professional training and the place, he occupies in the community. The education commission (1964-66) has very aptly observed that the future of the nation is shaped in her classrooms; it is the teacher who moulds the most precious material of land viz. boys and the girls in their most crucial period of development in required shapes. National Policy on Education (1986) remarks that the status of the teachers has direct bearing on the quality of education. The teacher has a powerful and abiding influence in the formation of the character of every future citizen.

Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Aptitude tests measure ability to succeed in a particular kind of training. For constructing an aptitude test in music, for example, one has to consider the factors which enter into good musical performance, like, ability to remember between differences in pitch, rhythm, pattern, intensity, etc. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future. As a teacher, we should enrich ourselves with different teaching methodologies in order to change the behavior of learners keeping in view their individual differences. The purpose of present study is to study the teaching aptitude of in-service pupil teachers both male and female deputed to B.Ed. college for teacher training programme, so the investigator finds it relevant to study such a topic which has great significance in our present education system. Freeman (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 the ability to speak a language, to become a musician, to do mechanical work.” In this way, by taking note of one’s present abilities and capacities we may come to know that one has an aptitude for learning and becoming successful in a particular area. Perveen (2006) in her study revealed that discipline and sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of pupil teacher was significantly correlated with their general teaching competence professional interest and academic Achievements. General teaching competence and professional interest of the pupil’s teachers significantly affect their teaching aptitude. Dushyant kaur (2007) academic achievement of student teacher on teaching aptitude of the pupil’s teachers +2 levels has high correlation as positive but not significant at acceptable level of confidence with all the indicators of success in the elementary teacher education course expect with school teacher rating. It contributed 23% in the predicting success of external examination of ETE. Basu, S. (2007) has found that 26% of teacher trainees are above average in teaching aptitude, 49% are average and 25% of teacher trainees are below average in teaching aptitude. Usha (2010) in her study revealed that there was a significant difference between teaching aptitude of effective and in effective male and female teachers. Sajan (2010) found that a dimension wise teaching aptitude reveals that the highest scoring dimension is the professional information (75%) and the exact scoring one is the professional interest (50.21%). It has been also reported that the female student teachers are found to score significantly high on teaching aptitude compare to their male counterpart. M. Umender(2015) was found between teaching aptitude and intelligence of rural male B. Ed. Pupil teachers. Similar results were found out for rural female B.Ed. pupil teachers. However results were reversed for urban male and female B.Ed. pupil teachers for the same comparison of teaching aptitude and intelligence. Nishta Rana (2015) has found that the B.Ed. trainees were having average teaching aptitude. Significant differences in teaching aptitude of B.Ed. trainees were observed with respect to their academic achievement. No significant difference was found on teaching aptitude of B.Ed. trainees with respect to their residential background and stream. A Mudasar et.al(2021) found that trained secondary school teachers possess better teaching aptitude than un-trained secondary school teachers.

However, it is important to note that no study on in-service male and in-service female B.Ed. pupil teachers has been reported from Jammu And Kashmir State so far. With this background the present investigator made a humble attempt in this direction.

THE STATEMENT OF THE PROBLEM

A study of Teaching Aptitude of In-service B.Ed. Pupil Teachers of Kashmir Division in relation to Sex

OPERATIONAL DEFINITION OF VARIABLES

Aptitude: Aptitude refers to a natural or acquired disposition or capacity for a particular purpose or tendency to a particular action or effect. Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Jones was of the view that, ‘aptitude is more than potential ability or ability expectancy. It implies fitness for job, we call it success expectancy. Basically, it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of these.’”

For the present study the scores gained by sample subjects on teaching aptitude test (TAT-GR) by Dr. S.C. Gakhar Dr. Rajnish. The inventory has six categories; viz.,

- i) Teaching profession, ii) Interest towards students, iii) Social contacts, iv) Innovations regarding activities in the school, v) Professional ethics, and vi) Teaching potentiality and current knowledge.

In-service B.ed. Pupil Teachers: The present study is conducted on in-service B.Ed. pupil teachers of Kashmir Division. The B.Ed. Pupil teachers comprise of two sub- groups.

1. The In-service (Employed) Male pupil teacher is deputed by the Govt. for B.Ed. programme to Govt. College of Education, Srinagar and Directorate of Distance Education, University of Kashmir.
2. The In-service (Employed) Female pupil teacher is deputed by the Govt. for B.Ed. programme to Govt. College of Education, Srinagar and directorate of Distance Education, University of Kashmir.

OBJECTIVES OF THE STUDY:

1. To compare teaching aptitude of In-service Male and Female B.Ed. pupil teachers (composite score).
2. To compare teaching aptitude of In-service Male and In-service Female B.Ed. pupil teachers (factor wise).

NULL HYPOTHESES:

1. There are no significant differences between Male and Female in-service B.Ed. pupil teachers on teaching aptitude (composite score)
2. There are no significant differences between Male and Female in-service B.Ed. pupil teachers on teaching aptitude (factor wise).

PROCEDURE:

Sample:-The sample for the present study was randomly selected. The total sample selected was 120 (one hundred and twenty) 60 Male and 60 female in-service B.Ed. pupil teachers from the Govt. College of Education, M.A. Road Srinagar and Department of Education, University of Kashmir.

Tools:- For the measurement of Teaching aptitude of In-service male and In-service female B.Ed. pupil teachers Teaching Aptitude Test (TAT-GR) by Dr. S.C. Gakhar and Dr. Rajnish was administered.

ANALYSIS AND INTERPRETATION OF DATA:

The data collected through the administration of teaching aptitude test (TAT-GR) by Dr. S.C. Gakhar and Dr. Rajnish on six factors of teaching aptitude was statistically analyzed by applying ‘t’-test. The analysis & interpretation of data was arranged in a tabular form. The information is presented in tables 01 and 07.

Table:-01 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude (composite score).

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	26	2.44	1.09
In-service Male B.Ed. pupil Teachers	60	25.33	2.35	

Note:- NS → Not Significant

Table:- 02 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor one *Teaching profession*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	3.4	2.04	1.39
In-service Male B.Ed. pupil Teachers	60	4.6	1.01	

Note:- NS → Not Significant

Table:- 03 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor two *Interest towards students.*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	2.96	1.92	1.72
In-service Male B.Ed. pupil Teachers	60	2.3	0.9	

Note :- NS → Not Significant

Table :-04 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor three *Social contacts.*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	2.9	4.7	1.64
In-service Male B.Ed. pupil Teachers	60	1.44	0.42	

Note :- NS → Not Significant

Table :- 05 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor four *Innovations regarding activities of the school.*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	3.8	1.46	2.66**
In-service Male B.Ed. pupil Teachers	60	4.6	0.87	

Note :- **→significant at 0.01 level.

Table :- 06 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor five *Professional ethics and Teachers.*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	3.8	2.16	4.2**
In-service Male B.Ed. pupil Teachers	60	5.7	1.23	

Note :- **→significant at 0.01 level.

Table:-07 Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor six *Teaching potentiality and current knowledge.*

Group	N	\bar{X}	σ	t-value
In-service Female B.Ed. pupil Teachers	60	6.33	2.35	1.44
In-service Male B.Ed. pupil Teachers	60	5.7	0.9	

Note :- **→significant at 0.01 level.

DISCUSSION AND INTERPRETATION:-

The perusal of table 01 makes it obvious, that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude composite score. Therefore, no decisive decision can be made about composite score of teaching aptitude.

The perusal of table 02 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *teaching profession*. This means that In-service female and In-service male B.Ed. pupil teachers have same teaching aptitude towards teaching profession.

The perusal of table 03 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *interest towards students*. This means that in-service female and in-service male B.Ed. pupil teachers have same teaching aptitude on factor *interest towards students*.

The perusal of table 04 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *social contacts*. This means that in-service female and in-service male B.Ed. pupil teachers have same teaching aptitude on factor *social contact*. Both the groups have same teaching aptitude towards social contacts with students.

The perusal of table 05 makes it clear that the In-service male B.Ed. pupil teachers have higher mean score than the In-service female B.Ed. pupil teachers which shows significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *innovation regarding activities of the school*. This means that in-service male B.Ed. pupil teachers have high teaching aptitude on Factor innovation regarding activities of the school. In-service male B.Ed. pupil teachers have reported that they will develop attitude and skill of co-curricular activities and will take part in the function if annual day, national education day or some other educational activity celebration in the school and will not criticize it or work at home.

The perusal of table 06 makes it clear that the In-service Male B.Ed. pupil teachers have higher mean score than the In-service female B.Ed. pupil teachers which shows significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *professional ethics*. This means that in-service male B.Ed. pupil teachers have high teaching aptitude on factor *professional ethics*. In-service male B.Ed. pupil teachers have reported that if there is no teaching aid available in the school for teaching a particular lesson they will prepare themselves in order to make lesson easier and which facilitates learning also. They also reported that they like to attend orientation courses, workshops, seminars and others related programs which enable them to have good power of innovation related to different teaching aids and tools for motivation of the students.

The perusal of table 07 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor *teaching potential and current knowledge*. This means that In-service female and In-service male B.Ed. pupil teachers have same teaching aptitude towards teaching potential and current knowledge.

Keeping in view the results of all the studies mentioned above, it can be asserted with confidence that In-service female and In-service male B.Ed. pupil teachers significantly differ from each other on some teaching aptitude factors. The results of the present study are in expected direction. Therefore, the null hypothesis:

1. There are no significant differences between In-service male and in-service female B.Ed. pupil teachers on teaching aptitude (composite score) is accepted.
2. There are no significant differences between In-service male and in-service female B.Ed. pupil teachers on teaching aptitude (factor wise) are partially accepted.

CONCLUSION:-

The present study through the different stages of investigation arrived to the following conclusions which were the result of systematic statistical method as well as qualitative analysis of data.

1. Female in-service B.Ed. pupil teachers and male in-service B.Ed. pupil teachers have same overall teaching aptitude.
2. Female in-service B.Ed. pupil teachers and male B.Ed. pupil teachers differ on some factors of teaching aptitude.
3. Male in-service B.Ed. pupil teachers have high teaching aptitude towards innovation regarding activities of the school and professional ethics than in-service female B.Ed. pupil teachers but on other factors their teaching aptitude is almost same.

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