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A Study Of Teaching Aptitude Of Student Teachers In Tamil Nadu

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Abstract

The aim of the study is to find out the difference in the teaching aptitude of student teachers. Six hundred (n=600) student teachers are taken for the normative survey research technique. The results revealed that there is no significant difference between the teaching aptitude of gender of student teachers and there is no significant difference between the teaching aptitude of types of institution of student teachers with there is no significant difference between the teaching aptitude of nature of residence of student teachers.

Keywords: Teaching Aptitude, Student Teachers.

Introduction

Teaching aptitude is essential in almost every job, especially among those who want to make their holy job a success. Any teacher cannot fulfill his or her duties properly unless he or she possesses a significant level of teaching aptitude, which is the primary purpose of the teaching profession. Aptitude is measured using four characteristics: specificity, unitary, composition, facilitation of instructional activity or type activity, and constancy. So, this study was conducted to determine the teaching aptitude of secondary school teachers. The successful operation and teacher personality characteristics of education should be in sync with the times and requirements of society. The researcher intends to investigate four aspects of these student teachers' aptitudes in school and organizational health performance, secondly, adaptability, job happiness, and personality variables. The quality of education is dependent on the quality and efficiency of its teachers. The study of the problem is hoped to be useful for the teaching aptitude and performance of its teachers' administrators and research scholars in their daily work in the field of secondary education "personality as a stable and enduring combination of a person's various physical and mental aspects". Eysenk, H. J.

Statement of the Problem

A Study of Teaching Aptitude of Student Teachers in Tamil Nadu.

Operational Definition

- ❖ **Teaching Aptitude:** The term "Teaching Aptitude" refers to an interest in the teaching profession and the application of teaching ideas and procedures. Teaching talent ranks highly on the scale of teaching aptitude. In this study, the researcher employed five aspects of teaching aptitude to assess student teacher's mental ability, attitude toward children, adaptability, professional knowledge, and enthusiasm in the profession.
- ❖ **Student Teachers:** All trainees underwent the two year B.Ed. course under Tamil Nadu Teachers Education University, for the academic year 2024-2025.



Objective

To study the difference in the teaching aptitude of student teachers with respect to

- ❖ Gender (Male/Female),
- ❖ Type of Institution (Aided/Self-finance),
- ❖ Nature of Residence (Rural/Semi-Urban/Urban).

Hypotheses

- ❖ There is no significant difference between the teaching aptitude of the gender of student teachers.
- ❖ There is no significant difference between the teaching aptitude of the type of institution of student teachers.
- ❖ There is no significant difference between the teaching aptitude and of nature of residence of student teachers.

Review of Related Literature

Devendiran. G & Hema. G (2018) examined the study to find out the difference in the teaching aptitude of prospective secondary school teachers. Two hundred and fifty (n=250) prospective secondary school teachers are taken for a descriptive survey. The results revealed that there is a significant difference between the teaching aptitude of gender and stream of study and there exists no significant difference between the teaching aptitude of 1st and 2nd year prospective secondary school teachers.

Shallu Rani (2021) explored the teaching aptitude among B. Ed student teachers because they are the future teachers and most of the time they become the 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 in a virtual way. It usually signifies the main three domains cognitive, affective, and psycho-motor domains in teaching. The investigator was mainly instructed to tick the all questions within 20 minutes to complete the test. At last, after the collection or analysis of the data investigator found there is no significant difference in teaching aptitude among B.Ed student teachers gender basis.

Methodology

Depending upon the objective of the study, the normative survey research technique was deemed appropriate and suitable in the present study. The sample for the present study consisted of six hundred (n=600) student teachers. As per the convenience of the researcher, the investigator has chosen Virudhunagar, Tenkasi, Tirunelveli, Madurai, and Chennai educational districts for collecting the data. As such, the sample has been selected on the basis of the Multi-Stage Random Sampling Technique. A teaching aptitude scale was developed and standardized by Dr.R.P.Singh and Dr.S.N.Sharma (1997) and revalidated by the investigator in 2024 has been used in the present study.

Results and Discussion

Table 1: Difference between teaching aptitudes of student teachers with respect to gender

	Variable	Sample (N)	Mean	SD	t-Value	Result
Gender	Male	300	153.67	14.33	0.364	Not Significant
	Female	300	152.62	14.06		

As observed from Table 1, the calculated t-value of 0.364 is lower than the tabulated value of 1.96 at a 0.05% level of significance. Consequently, it is concluded that there is no significant difference between the teaching aptitude of gender of student teachers.

Table 2: Difference between teaching aptitudes of student teachers with respect to type of institution

Variable	Sample (N)	Mean	SD	t-Value	Result
Type of Institution	Aided 50	154.18	12.34	0.592	Not Significant
	Self-Finance 550	153.05	14.36		

As observed from Table 2, the calculated t-value of 0.592 is lower than the tabulated value of 1.96 at a 0.05% level of significance. Consequently, it is concluded that there is no significant difference between the teaching aptitude of the type of institution of student teachers.

Table 3: Difference between teaching aptitudes of student teachers with respect to nature of residence

Variables	Source of variation	Sum of squares	df	Mean Square	F value	Result
Nature of Residence	Between-group	105.400	2	52.700	0.261	Not Significant
	Within group	120669.100	597	202.126		
	Total	120774.500	599			

As observed from Table 3, the calculated F-value of 0.261 is lower than the tabulated value of 3.15 at a 0.05% level of significance. Consequently, it is concluded that there is no significant difference between the teaching aptitude and of nature of residence of student teachers.

Findings

After the careful analysis of the obtained data and interpretation of the results with regard to the formulated hypotheses, the investigator reached the following findings:

- ❖ The male and female student teachers do not differ in their teaching aptitude.
- ❖ The aided and self-finance student teachers do not differ in their teaching aptitude.
- ❖ The nature of residence student teachers do not differ in their teaching aptitude.

Conclusion

The present study concludes that the demographic variables do not significantly differ in the student teachers. The study also concludes that there is no significant difference between the teaching aptitude of gender, type of institution, and nature of residence of student teachers. Teaching is a profession in which everybody can observe dedication and hard work. As a result, the researcher advises that the Department of Higher Education and the College of Education organize seminars, workshops, symposiums, and conferences on how to build teaching aptitude.

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