



# INFLUENCE OF TEACHING APTITUDE ON ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS OF COLLEGES OF EDUCATION AFFILIATED TO DAVANGERE UNIVERSITY, DAVANGERE

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## Abstract:

*The main aim of this study was to find out influence of teaching aptitude on academic achievement of student-teachers of colleges of education affiliated to Davangere university, Davangere. A descriptive survey design was used. Sample of 800 Teacher Trainees were randomly selected from different Colleges of Teacher Education affiliated to Davangere University, Davangere, Karnataka by giving due preference to Gender, types of Management and Streams of study. The tools used were Teaching Aptitude Test Battery (TATB) by R.P. Singh and S.N. Sharma and Academic Achievement by Researcher. There is no significant difference of teaching aptitude between Male and female student teacher. The result reveals that there is no significant difference of teaching aptitude between student teacher of Urban and Sub urban/Rural Colleges of Education, and there is no significant difference of teaching aptitude between student teacher studied Arts, Science and other subjects at degree level.*

**Keywords:** Teaching Aptitude, Academic Achievement Student-Teachers, Colleges of Education

## 1. Introduction:

Academic achievement has always been a crucial point and main center of educational research despite varied statement about the aim of education. Academic achievement is very important component to assess the progress of the individual in the whole educational process. Quality performance has become the key factor for personal progress. This desire for a high level achievement puts a lot of pressure on students, teachers, and general the educational system itself. In fact, it appears as if the whole system of education revolves round the Academic achievement of students through various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. In other words, academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals to have high academic achievement.

Therefore this study helps us to know the influence of teaching aptitude on academic achievement of student-teachers of colleges of education affiliated to Davangere university, Davangere

## 2. Teaching Aptitude

A more general definition of Aptitude has been proposed by Hahn and Machean. They point out that, aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills to demonstrate achievements. Aptitudes, thus, may be briefly regarded as potentialities which can be trained into

## 3. Academic Achievement

Academic achievement refers to educational performance of the students studying in schools. As defined by A. Biswas and J.C. Agarwal (1997, P.7) it is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtaining in tests. In the present study, Scholastic achievement implies the academic performance of students which is achieved by them in the test conducted by the investigator.

## 4. Objectives:

- 1) To compare gender, location, types of management and stream of study with teaching aptitude on Academic Achievement of Student-Teachers of Colleges of Education.
- 2) To assess interaction effect of influence of Teaching Aptitude, Self-Concept, and Achievement Motivation on Academic Achievement of Student-Teachers of Colleges of Education

## 5. Hypotheses:

- 1) There is no significant difference of teaching aptitude between Male and female student teacher
- 2) There is no significant difference of teaching aptitude between student teacher of Urban and Sub urban/Rural Colleges of Education
- 3) There is no significant difference of teaching aptitude between student teacher studied Arts, Science and other subjects at degree level.
- 4) There is no significant difference of teaching aptitude between student teacher of Urban and Sub urban/Rural Colleges of Education.

- 5) There is no significant difference of teaching aptitude between student teacher with respective to PG and UG qualification
- 6) There is no significant difference of Academic Achievement between Male and female student teacher
- 7) There is no significant difference of Academic Achievement between student teacher of Urban and Sub urban/Rural Colleges of Education
- 8) There is no significant difference of Academic Achievement between student teacher studied Arts, Science, Lang. and other subjects at degree level
- 9) There is no significant difference of Academic Achievement between student teacher of Urban and Sub urban/Rural Colleges of Education
- 10) There is no significant difference of Academic Achievement between student teacher with respective to PG and UG qualification
- 11) There is no significant relationship between of teaching aptitude and Academic Achievement of teacher trainees.

## 6. Review of related studies

1. **Bam (2019)** conducted a study to determine significant difference and relationship between the teaching interest and teaching aptitude in terms of gender, locality and teaching experience of teachers of Sepahijala District of Tripura. A sample of 72 secondary school teachers was chosen. Findings of the study revealed that the level of teaching interest and teaching aptitude for secondary school teachers is average and no significant difference found between teaching aptitude of teachers in terms of gender and teaching experience except locality.
2. **Patel (2020)** conducted a study on teaching aptitude of pre service teachers. A sample was selected of 228 pre-service teachers form Ahmedabad city by multistage sampling technique. t-test was calculated for testing null hypothesis. Major findings of the study were gender has no significant effect on their teaching aptitude, no significant difference found between the Teaching Aptitude of Grant- in Aid and Non - Granted College of B.Ed. Trainees of Ahmedabad City and also medium of instruction has no significant effect on their teaching aptitude.
3. **Alkhubaba (2013):** examined effect of social and economic factors on academic achievement of secondary school students and revealed that there is significant effect of socio-economic factors on student's academic achievements in their branch of education. He further found that "there is a significant effect of socio-economic factors on student's academic achievements in their gender to female."
4. **Angela et.al. (2019)** examined the role of self-control in academic achievement. We begin by defining self-control and distinguishing it from related constructs. Next, we summarize evidence that nearly all students experience conflict between academic goals that they value in the long run and non-academic goals that they find more gratifying in the moment. We then turn to longitudinal evidence relating self-control to academic attainment, course grades, and performance on standardized achievement tests. We

use the process model of self-control to illustrate how impulses are generated and regulated, emphasizing opportunities for students to deliberately strengthen impulses that are congruent with, and dampen impulses that are incongruent with, academic goals. Finally, we conclude with future directions for both science and practice.

## 7. Design of the study

A descriptive survey design was used. Sample of 800 Teacher Trainees were randomly selected from different Colleges of Teacher Education affiliated to Davangere University, Davangere, Karnataka by giving due preference to Gender, types of Management and Streams of study.

## 8. Tools used

1. Teaching Aptitude Test Battery (TATB) by R.P. Singh and S.N. Sharma
2. Academic Achievement by Researcher

## 9. Data analysis:

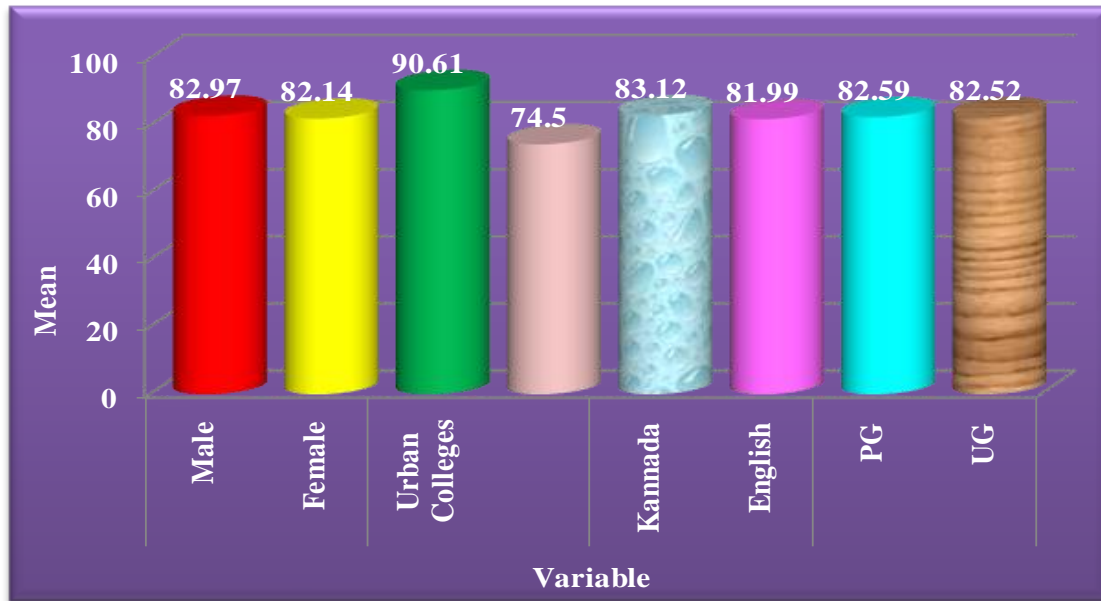
1. **There is no significant difference of teaching aptitude between gender, location, medium and qualification of study of student teacher**

**Table-2: Mean, S.D. and t-value of scores of teaching aptitude of Male and female student teachers**

Variable	Type of sample	N	Mean	SD	't' value	Significance
Gender	Male	400	82.97	21.566	18.24	Significant at 0.05
	Female	400	82.14	21.010		
Location	Urban Colleges	400	90.61	19.680	27.349	Significant at 0.05
	Sub urban/Rural Colleges	400	74.50	19.737		
Medium	Kannada	400	83.12	21.563	4.125	Significant at 0.05
	English	400	81.99	21.007		
Qualification	PG	400	82.59	20.989	7.829	Significant at 0.05
	UG	400	82.52	21.595		

(Table value of  $t = 1.960$  is at 0.05 level of significance and degree of 798)

It is evident from table-1 that there is significant difference between the Means of Male and Female, Urban Colleges and Sub urban/Rural Colleges, Kannada and English medium, PU and UG student teacher on Teaching aptitude Scale ( $t = 18.24, 24.349, 4.125, 7.829$  is significant). Hence, the above null hypotheses were rejected and alternative hypothesis accepted and concluded that the different variable student teacher differ in their level of Teaching aptitude. Further, graphical representation of Mean differences between Male and Female student teacher in Teaching aptitude is represented vide figure 1.

**Graph- 1: Comparison scores of teaching aptitude of Male and female student teachers**

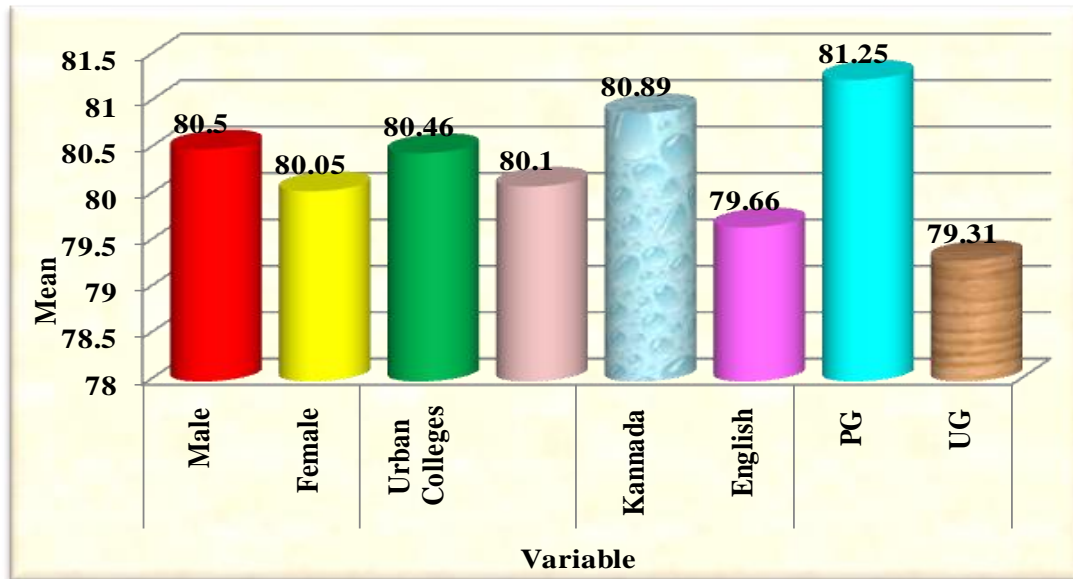
2. There is no significant difference of academic achievement between different gender, location, medium and qualification of study of student teacher

**Table-2: Mean, S.D. and t-value of scores of teaching aptitude of Male and female student teachers**

Variable	Type of sample	N	Mean	SD	't' value	Significance
Gender	Male	300	80.50	11.391	2.845	Significant at 0.05
	Female	300	80.05	11.551		
Location	Urban Colleges	300	80.46	11.419	4.59	Significant at 0.05
	Sub urban/Rural Colleges	300	80.10	11.525		
Medium	Kannada	300	80.89	11.418	6.488	Significant at 0.05
	English	300	79.66	11.496		
Qualification	PG	300	81.25	11.604	8.773	Significant at 0.05
	UG	300	79.31	11.258		

(Table value of  $t = 1.960$  is at 0.05 level of significance and degree of 798)

It is evident from table-1 that there is significant difference between the Means of Male and Female, Urban Colleges and Sub urban/Rural Colleges, Kannada and English medium, PU and UG student teacher on Teaching aptitude Scale ( $t = 2.845, 4.59, 6.488, 8.773$  is significant). Hence, the above null hypotheses were rejected and alternative hypothesis accepted and concluded that the different variable student teacher differ in their level of Academic achievement. Further, graphical representation of Mean differences between Male and Female student teacher in Teaching aptitude is represented vide figure 2.

**Graph- 2: Comparison scores of teaching aptitude of Male and female student teachers**

**3. There is no significant relationship between of Teaching aptitude and Academic Achievement of male teacher trainees.**

To explore the relationship among Teaching aptitude and Academic Achievement for total group of teacher trainees, product moment correlation was applied and table-3 clearly shows the coefficient of correlation among different variables.

**Table-3: The r-value of scores of teaching aptitude and Academic Achievement of male teacher trainees**

Type of sample	N	Mean	'r' Value	Significance
Teaching aptitude	400	82.14	0.673	Significant at 0.05
Academic Achievement	400	80.05		

(Table value of  $r = 0.1638$  is at 0.05 level of significance and degree of 798)

A significant and positive relationship was observed between Teaching aptitude and Academic Achievement of Male teacher trainees ( $r=0.673$ ,  $p<0.05$ ) at 5% level of significance. Hence, above the null hypothesis was rejected and alternative hypothesis is accepted. It means that, teaching aptitude and Academic Achievement of teacher trainees are dependent on each other. In another words, the Teaching aptitude scores are increases or decreases with increase or decrease in Academic Achievement scores of Male teacher trainees.

### 10. Educational implications

- 1) The contribution of teachers towards producing good quality of students cannot be ignored.
- 2) There are various factors which are responsible for the effectiveness of the teacher. Some of these factors are related to teaching aptitude, level of self-concept, achievement motivation. On the other hand, some of them are related with student teachers' learning, classroom environment and relationship with students etc.
- 3) Good teaching aptitude as a strong self-concept characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities.



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