

Full Length Research

Teaching Aptitude of B.Ed. Teacher Trainees of Himachal Pradesh in Relation to Their Gender and Stream

Kashmir Singh

Assistant Professor, Astha College of Education Hatkot Kuniyar Tehsil Arki Distt Solan (HP).
Email: kashmirsinghcba@gmail.com

Accepted 27 October 2015

Development of nation depends upon the quality of education imparted to its citizens, which in term depends upon the quality of teachers. The quality of teachers is judged through their work and behavior, which depends upon how well a teacher, is satisfied with itself and his environment. Teacher education in our country has to face the challenge of producing teacher for the new society. However to meet the challenge successfully, it is necessary to improve the quality of teachers. Teaching as a profession is indeed a noble one, conceptually and ideally and it is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training is important characteristic of teaching profession. Therefore in order to benefit the teachers to their roles, a sound professional training is needed. Continuous education there after equips the teachers with adequate knowledge and skills to perform their professional functions. Teaching is a profession which lays the foundation for preparing the individuals for all other professions. It is a well established fact that no nation can rise above the level of its teachers. It is the teacher who plays pivotal role in the educational system and is a catalytic agent of change in the society. A teacher should not only be competent in his subject, teaching methods, understanding the learner but also has a favorable attitude as well as aptitude towards teaching profession and should have interest in teaching .A teacher must possess the various personal and professional qualities. The teacher has got to be a man of wide education. Therefore a wide background of knowledge may perhaps be enough for ordinary man, but it is of little value in the teaching profession. The teacher must know a thing well enough on order to trust others. It is not enough if the teacher knows a little more than his pupils.

Key Words: Teacher Education, Teaching Profession

Cite This Article As: Singh K (2015). Teaching Aptitude of B.Ed. Teacher Trainees of Himachal Pradesh in Relation to Their Gender and Stream. Inter. J. Acad. Res. Educ. Rev. 3(9): 241-246

INTRODUCTION

“Teachers are literally the architects of a nation’s destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational reconstruction.” Prof. Humayun Kabir

The teacher occupies a very important place in society because he accelerates the process of transformation of the intellectual tradition from one generation to the next. Therefore, a sound programme of professional education of school and college teacher is essential for the qualitative improvement of education. A teacher generally tries to teach in the way he himself was taught by his favorite teachers during his own school days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and life-long education. Teacher-training was started in the late 19th Century by Danish missionaries for ecclesiastical reasons soon it grew into a full-fledged secular program in India. It might surprise many to learn that the West was in no way ahead of the Indians in this regard. Teaching was supposed to be a highly specialized and well defined skilled job and yet the training for it continued to slide down. Now the question arises why do we need to train a teacher? The probable answer is because he needs to communicate effectively the message our societies expect us to deliver to the prospective classroom leaders and ordinary citizen alike. Teacher education is not a Professional course like medicine or engineering. It is neither self-regulated nor does it have a body of teachers who command any degree of acceptability as people in other discipline have. Teacher training on the one hand constitute being able to communicate and on the other hand it amounts being able to comprehend social message. Lastly he/she has to persuade oneself to hold back to personnel viewpoint or an individual’s opinion.

In our country the roots of teacher training program were very old. The first teacher training institution was setup in 1793 at Serampore in Bengal and the second was in the Madras in 1856 by East India Company. Education of teacher is not only contribution to the improvement of school education by preparing competent and well educated teachers who can meet the demand of system but it is also the joining link between the school and higher education by putting a tremendous faith and responsibility on them.

NEED OF THE STUDY

Education is an important instrument in bringing out

potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. Teacher education programme is intimately related to the society and is conditioned by ethos, culture and character of the nation. The revitalization and strengthening of the teacher education system is therefore a powerful means for the upliftment of educational studies in the country. Out of so many teacher training programs for different stages, the secondary teacher education program is considered as a vital one. There is always need to evaluate the efforts which are being made by the training institutions to achieve the desired goal. It is highly recognized that the aptitude of teacher contribute a lot for successful teaching. An aptitude is a special ability or specific capacity which is different from the general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field such as in teaching. So, by obtaining the knowledge about the aptitude of prospective secondary teacher trainees it helps us in future references and to predict the degree of attainment or success of teacher trainees in teaching. Ability concerns itself only with the present condition but aptitude has predictive nature. Also aptitude tests are concerned with specific abilities so the knowledge of aptitude acquaints us with the specific abilities and capacities of an individual to success in a particular field of activity like teaching. In view the investigator undertakes a study to access teaching aptitude of B. Ed. teacher trainees studying in Solan, Shimla and Una Districts of Himachal Pradesh.

OBJECTIVES OF THE STUDY

Keeping in mind the nature and importance of the topic under investigation, the investigator of the study has formulated the following objectives:

1. To study the difference in the teaching aptitude of arts and science B.Ed. teacher trainees.
2. To study the difference in the teaching aptitude of male and female B.Ed. teacher trainees.
3. To study the difference in teaching aptitude of arts male and science male B.Ed. teacher- trainees.
4. To study the difference in the teaching aptitude of arts female and science female B.Ed. teacher trainees.

METHOD USED

As the basic objective of the present study is to access

the teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh, the investigator follows the survey method of descriptive type of research.

SAMPLE

In the present study, the investigator has selected the sample by adopting the purposive sampling procedure by giving special attention to the factor of sex and stream. The investigator has also used the purposive sampling method in the selection of institutes from which the sample is drawn. The investigator has taken only 320 students from the B.Ed. Colleges as the sample of the study covering both boys and girls from the B.Ed. institutions of the district Solan, Shimla, and Una in Himachal Pradesh. The details of the sample structure as used in the study have been presented in the Table 1 and 2.

TOOL USED

In the present study to obtain the information about teaching aptitude of B.Ed. teacher trainees the investigator himself constructed a questionnaire on the teaching aptitude. This questionnaire consists of multiple choice questions. The respondent has to mark the right option by putting a tick mark (\surd) on it. Time limit of 45 minutes will be given to respond to all the items of the questionnaire.

TECHNIQUES USED

The investigator of the present study used the inferential statistics i.e. 't' test in order to analyze the collected data.

ANALYSIS AND INTERPRETATION

Study of Significance of Difference in the Mean Scores on Teaching Aptitude

This section deals with the study of significance of mean differences between the mean score with regard to gender and stream wise subdivision of the total sample presented in the table of 3, 4, 5 and 6.

A Study of significance of difference between the mean teaching aptitude scores of male and female teacher- trainees.

The table 3 represents the data pertaining to the significance of differences in the mean scores of the male and female teacher trainees towards teaching aptitude.

The table 3 reveals the mean scores of 14.22 and 13.72 on teaching aptitude in case of the male and female B.Ed. teacher trainees respectively. When such scores were subjected to the testing of their significance of differences the "t" value was found to be 0.228 which is less than the table of "t" i.e. 1.77 at 0.05 levels of significance with 273 degrees of freedom. Therefore, the "t" ratio is found to be not significant.

As such the hypothesis, i.e. there does not exist any significant difference in the aptitude of male and female B.Ed. teacher trainees towards teaching aptitude is accepted and it can be inferred that the male and female B.Ed. teacher- trainees do not differ significantly on their teaching aptitude.

A study of significance of difference between the mean scores on the teaching aptitude of Arts and Science B.Ed. teacher trainees

The Table 4 represents the data pertaining to the significance of differences in the mean teaching aptitude scores of the Arts and Science teacher trainees.

The table 4 reveals the mean scores of 5.298 and 0.007 in case of the Arts and Science B.Ed. teacher trainees respectively. When such scores were subjected to the testing of their significance of differences the "t" value was found to be 4.902 which are more than the table of "t" i.e. 2.60 at 0.01 levels of significance with 273 degrees of freedom. Therefore, the "t" ratio is found to be significant.

As such the hypothesis, i.e. there does not exist any significant difference in the aptitude of Arts and Science B.Ed. teacher- trainees is rejected and it can be inferred i.e. the arts and science teacher trainees differ significantly on their towards teaching aptitude.

A study of significance of difference between the mean teaching aptitude scores of arts and science male B.Ed. teacher- trainees

The table 5 represents the data pertaining to the significance of differences in the mean scores of the arts and science male teacher trainees towards teaching aptitude.

The table 5 reveals the mean scores of 13.82 and 14.76 in case of the arts male and Science male B.Ed. teacher trainees respectively. When such scores were subjected to the testing of their significance of difference the "t" value was found to be 0.665 which is less than the table of "t" i.e. 1.99 at 0.05 levels of significance with 279 degrees of freedom. Therefore, the "t" ratio is found to be not significant.

As such the hypothesis, i.e. there does not exist any significant difference in the aptitude of Arts male and

Table 1. Stream and Gender wise Sampling Distribution

Category	Boys	Girls	Total
Arts	65	135	200
Science	55	65	120
Total	120	200	320

Table 2. District wise Sampling Distribution

District	Arts		Science		Total
	Boys	Girls	Boys	Girls	
Solan	28	52	19	25	124
Shimla	20	38	21	21	100
Una	17	45	15	19	96
Total	65	135	55	65	320

Table 3. Significance of mean difference in the aptitude scores of male and female B.Ed. teacher- trainees.

Category	N	Mean	SD	SE _D	df	't'	Remark
Male	120	14.22	6.24	2.191	273	0.228	Not Significant
Female	200	13.72	5.32				

Table 4. Significance of mean difference in the aptitude scores of Arts and Science B.Ed. teacher trainees.

Category	N	Mean	SD	SE _D	Df	't'	Remark
Arts	181	13.59	5.298	0.822	273	4.902	Significant
Science	94	17.62	0.007				

Table 5. Significance of mean difference in the teaching aptitude scores of arts and science male B.Ed. teacher- trainees.

Category	N	Mean	SD	SE _D	Df	't'	Remark
Arts Male	65	13.82	5.822	1.413	79	0.665	Not Significant
Science Male	55	14.76	6.592				

Science male B.Ed. teacher- trainees is accepted and it can be inferred i.e. the arts and science male teacher trainees do not differ significantly on their teaching aptitude.

A study of significance of difference between the mean teaching aptitude scores of Arts and Science female B.Ed. teacher- trainees

The table 6 represents the data pertaining to the significance of differences in the mean scores of the Arts

and Science female teacher trainees teaching aptitude.

The table 6 reveals the mean scores of 13.49 and 14.25 in case of the arts and Science female B.Ed. teacher trainees respectively. When such scores were subjected to the testing of their significance of difference the "t" value was found to be 0.771 which is less than the table of "t" i.e. 1.97 at 0.05 levels of significance with 192 degrees of freedom. Therefore, the "t" ratio is found to be not significant.

As such the hypothesis, i.e. there does not exist any significant difference in the teaching aptitude of Arts

Table 6. Significance of mean difference in the aptitude scores of arts and Science female B.Ed. teacher trainees.

Category	N	Mean	SD	SE _D	df	't'	Remark
Arts Female	134	13.49	5.103	0.985	192	0.771	Not Significant
Science Female	60	14.25	6.826				

female and Science female B.Ed. teacher trainees is accepted and it can be inferred i.e. the arts and science female teacher trainees do not differ significantly on their teaching aptitude.

FINDINGS OF THE STUDY

On the basis of the analysis of the obtained data the investigator of the present study arrived at the following findings;

1. There does not exist significant difference in the teaching aptitude of male and female B.Ed. teacher - trainees.
2. Teaching aptitude of arts and science teacher-trainees differ significantly.
3. Teaching aptitude does not differ significantly in case of female science and female arts B.Ed. teacher-trainees.
4. Teaching aptitude does not differ significantly in case of male science and male arts B.Ed. teacher- trainees.

EDUCATIONAL IMPLICATIONS

The findings of the present study have the important implications for educational practice. By the present study following implications came out for educational practice;

1. In order to minimize these differences adequate provisions and changes in the curricula should be made.
2. Workshops should be organized for the B.Ed. teacher trainees, so that their aptitude for teaching can be enhanced.
3. More emphasis should be given on practical work to enhance their aptitude for teaching.
4. The duration of their teaching practice need be increased to enhance their teaching aptitude.
5. Groups of them should be arranged according to their stream, so that guidance should be provided to them according to stream.
6. Seminars should be organized time to time to inculcate new ideas in them which leads to

develop their teaching aptitude.

7. Proper guidance for the B.Ed. teacher trainees should be developed and organized time to time.
8. Different type of activities and competition should be organized time to time to enhance the teaching aptitude of B.Ed. teacher trainees.

CONCLUSION

Teaching is a very well known activity. Teaching is considered as the noblest of all professions. It has been practiced since primordial times. The concept of teaching is unintelligible with the concept of learning. There is no such teaching without the intention to bring about learning. The teacher education institutions are the place where the prospective teachers are educated and their standard is improved. Teaching is a noble profession. The teacher can bring about substantial changes in the society. As such, it is quit essential to prepare a vast group of competent teachers for the nation. From this study it is concluded that the male and female teacher trainees do not differ significantly on their teaching aptitude while the teaching aptitude of arts and science B.Ed. teacher trainees differ significantly.

REFERENCES

- Adam, Sandra Daise (1985). An analysis of the Relationships between Mental Operativity ,Science Ability, Aptitude Information Variables and the Measured Achievements in Science and Mathematics of Secondary School Students in Summer Programme, DAI, May 1986, 46(11), pp.3309-3310(A).
- Augustine, A.D. (2010). Teaching Aptitude, Competency; Academic Background and Achievement in Educational Psychology. Edu. Tracks, Vol 9(6). p.26.
- Basu Sarah (2010). Value Patterns and Teaching Aptitude of Pupil Teachers-An Empirical Study. Journals on Education Vol.3(2). pp 27-31.
- Bhattacharya G.C. (1995). Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers. Indian Educational Abstracts, 1(2). p.78
- Garrett, Henry E. (2011). Statistics in Psychology and Education. New Delhi, Paragon International

- Publishers.
- Kaul ,Lokesh (2006), Methodolgy of Educational Research. New Dehli: Vikas Publisher house Pvt. Ltd., p.89.
- Kulshetha, Arunkumar , Heeranandini Geeta (2006) Educational aptitude of prospective teachers. Education Tracks, Vol 5 (7). pp.32.
- Linhten, Wiliam and Wainer (2006). The aptitude achievement function: an aid for allocating educational resources, with a advanced placement example, Educational Psychology Reviews, Vol 12(2), pp.28-29.
- More.R.T. (1988). A Study of the Relationship Between Personality Aptitude for Teaching and Effectiveness of Secondary Teachers. Ph.D. Edu. Nagpur university In Fifth Survey of Research in Education (1988-92) New Delhi: National Council for Educational Research and Training, Shri Aurobindo Marg, Vol (II) p1459.
- Natesan .N. and Khaja Rahamathalla.S.K. (2003). Teaching Profession Perception, Teaching Aptitude and Personality Factors of Secondary Grade Teaching. Edutracks, Vol.2(10), pp.32-38.
- Ramakrishna. (2008). Teaching Aptitude of Students of B.Ed. Colleges. Education Tracks, Vol. 8(22). pp.32-33.
- Reddy Bhoom N. (1991). Teaching Aptitude and Attitude of Secondary School Teachers in Andra-Pradesh. Ph.D..Edu. Osmania University. Fifth Survey of Research in Education, Vol 2 (4), pp.1472-1473.
- Sharma, Praveen (2006). A study of Teaching Aptitude in Relationship to General Teaching Competency, Professional Teaching and Academic Achievement of B.Ed. Pupil Teachers. <http://www.jmi.nic.in/research/ab2006.Education.html>.
- Sharma, R C. (1984). Teaching Aptitude Intellectual Level and Morality of Prospective Teachers. Forth Survey of Research in Education, Vol. (1), p.986.