



**A STUDY OF TEACHING APTITUDE OF B.ED PUPIL TEACHERS IN RELATION
TO THEIR TEACHING COMPETENCY**

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Abstract

The present study has explored the relation between teaching aptitude and teaching competency of B.Ed. pupil teachers . A representative sample of 600 (300 male and 300 female) teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya and Teaching competency Scale (2011) By B.K.Passi And M.S.Lalitha were used to collect the data. The study revealed that significant difference was found between teaching aptitude and teaching competency 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 teaching competency.

Keywords: Teaching Aptitude, Teaching competency



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Teachers are the key factors in an education system. It is a well-known fact that their subject knowledge has an influence on students' learning in the classroom settings. William Cooley and Paul Lohnes, argued that "yesterday's achievement is today's ability and tomorrow's aptitude". Teaching needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002, Sept. 3). "A poor teacher tells; a good teacher

teaches; an excellent teacher demonstrates; an outstanding teacher motivates". Time and again we hear these proverbial sayings from various sources at different occasions.

The ability of a teacher is decided in classrooms while presentation. Sitting in a good teacher's class those with aptitude, always probe whether they can teach like this and then believe they can. Students' aptitude is well influenced by the classes they sit in and the teachers who teach them in their student days from primary to college. How teachers can be identified as teachers with teacher aptitude? Good teaching looks effortless because a teacher's knowledge and experience are invisible.

Teaching is a tricky blend of action, a way of contextualizing knowledge. A teacher has to be competent enough to perform all these actions in tricky way. He has to put one's knowledge, skills and attitudes to new tasks to new situations and to manage a series of task in effective way.

Who is a competent teacher? Mere possession of knowledge and certified qualification gives no assurance to meet the aforesaid objectives. For this, it is obligatory for a teacher to have appropriate comprehension of human nature, its needs, and developmental principles in light of urbanisation, technology advancements and industrialization locally as well as globally. Due to vast extension in roles and responsibilities, a teacher has to display high order of professionalism inside and outside the classroom. It is impossible for a teacher to possess all competencies in perfect amalgam though training and experience lead teacher towards proficiency. A competent teacher is temperamentally warm and cordial. She has clear vision of the set objectives. She executes meticulously whatever is planned. Management of affairs is done effectively by her inside and outside the classroom. Her skill of presentation of subject matter is able to seek attention of students. She is capable of motivating the back benchers.

In earlier studies the term 'Teaching Competency' was used to designate the researches which were aimed to identify and define teacher efficiency. Later on specific dimensions of competencies were formulated and elaborated studies were conducted, which owe its roots to earlier studies. These dimensions are such as competency in activity based teaching, competency in adopting child center practices, competency in teaching learning material and display, competency in evaluation strategies and competency in adopting novel techniques.

A variety of factors seem to go along with teacher aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher

to get over even drastic constraints imposed on his performance. As well as it has been also clarified that teaching competency is must for a teacher to be effective. The present study helps to find out the relation between teaching aptitude and teaching competency of B.Ed. pupil teachers.

Objective

To study the relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.

Hypotheses

There is no significant difference between teaching aptitude and teaching competency of B.Ed pupil teachers.

Method of Study

The study was carried out to investigate teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency. Accordingly descriptive survey method of research was used to conduct the study.

Sample

The sample comprised of 600 b.ed pupil teachers studying in different colleges of Gurgaon, Faridabad, Mewat and Rewari districts of Haryana. A Sample of 300 (150 male and 150 female) from B.Ed colleges in Rural area and 300 (150 male and 150 female) from B.Ed colleges in Urban area from each district were randomly selected to make total sample of 600.

Tool

Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya and Teaching competency Scale (2011) By B.K.Passi And M.S.Lalitha were used to collect the data.

Results and Discussion

Hypotheses -There is no significant difference between teaching aptitude and teaching competency of B.Ed pupil teachers.

Table

Variables	N	'r' value
Teaching Aptitude	600	-0.046(NS)
Teaching Competence	600	

df= 598

* Value of Significant at 0.05 level = 0.088
** Value of Significant at 0.01 = 0.115
NS = Not Significant

From above table, it can be seen that 'r' value is -0.046, which is not significant. Therefore the null hypotheses that there is no significant difference between teaching aptitude and teaching competency of B.Ed pupil teachers, is rejected. It further shows that teaching aptitude and teaching competency of B.Ed pupil teachers does not effect each other.

Findings Of The Study

Teaching Aptitude and Teaching Competency of B.Ed. pupil teachers are not correlated with each other. As there is no significant difference between the two. It shows that there are some other variables which effect the teaching aptitude of B.Ed pupil teachers.

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