

TEACHING APTITUDE OF PROSPECTIVE TEACHERS PURSUING B. ED. THROUGH REGULAR MODE

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Abstract

The performance of a teacher is dependent to a great extent on his aptitudes and beliefs. The aptitude of teacher influences the performance as well as behaviour of the student. Teaching aptitude is one important criterion for success in the teaching profession as a teacher. In order to respond to the new and increasing pressure of 21st century digital society, there is a need of a competent and committed skilled teacher who can truly materialize the dream of the Kothari Commission Report (1964-66) that the destiny of India is being shaped in her classrooms. Therefore, it is essential to accept teacher-trainees having high level of teaching aptitude and so to train them according to the signs of time. Keeping this in mind, the importance of teaching aptitude as an important criterion, the present study was undertaken by the investigator with the objectives to study the Teaching Aptitude of Prospective Teachers Pursuing B.Ed. from the regular mode based on the basis of gender, marital status, degree and relationship among teaching aptitude and teaching effectiveness. Data was taken from 100 prospective teacher-trainees of from Magadh Univeristy in distance mode through the administration of a standardized tool called as Teaching Aptitude Test Battery (TATB). Mean, median and t-test were executed to analyze the data. The study revealed that there is no significant significant difference between the mean scores of prospective-teachers of distance mode in their teaching aptitude on the basis of gender, marital stauts and degree they posses.

Keywords: *criterion, skilled teacher, materialize, prospective teachers, aptitude, pursue.*



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I. INTRODUCTION

Aptitude refers to "quality of being fit for a purpose or position" (Douglas, 2007). Teaching Aptitude is the quality of being fit for teaching profession. Therefore. Teaching Aptitude is considered as the determinant factor of effective teaching. If the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils (Dutt & Rao, 2001).

They can tailor their teaching strategies to student responses and encourage them to analyse, interpret, and predict information. Instead of spending time memorizing material, filling in the blanks on work sheets, and repeating large numbers of similar problems, students need to learn to solve novel problems, integrate information, and create knowledge for them.

The better teachers are proactive. They are active information processors and decision-makers. They are strongly committed to the importance of content delivery and tend to be

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task-oriented. They understand the demands of teaching the content, the characteristics of their students, and the importance of decision making in keeping students on task. Researchers suggest that teacher's knowledge of subject matter; student's learning and teaching methods are important elements of effective teaching, which are closely related to Teaching Aptitude.

The dynamic and complex nature of teaching demands that teachers should be prepared to be self monitoring individuals. They are capable of self analysis and making systematic observations for patterns and trends in teaching-learning behaviour. Effective teachers can inquire into student's experiences and build an understanding of learners' capacity to analyse what occurs in classrooms and in the lives of their students. The teacher can change the orientation from a view of teaching as 'static', to teaching as 'dynamic' and ever-changing. Then the teacher becomes a reflective teacher.

Reflective teachers give a pause and reflect regarding teaching from both theory and practical. They teach and reflect on the teaching. Such teaching requires that they are sensitive to the diversity of student's needs. Reflective teacher often ask basic questions about the appropriateness and success of their teaching.

In any educational system, teachers are the source of existence, energy and enrichment. All policies gave due importance to pre-service education, that they are the tomorrow's stake holders. A better understanding of the determinants of effective teaching should enable education professionals, curriculum developers, and policy makers to adapt suitable changes in the field of pre-service teacher education and they can think of the measures that can be taken for improving the quality of pre-service training. Through teacher education all the essential qualities and goodness is being inherit in our prospective teachers. They get polished after hard work which directly affects their academic achievement that helps them in their future.

II. SIGNIFICANCE OF THE STUDY

Quest for quality or effectiveness has been the characteristic of the entire history of human civilization. It is the driving force behind all human endeavors. Teacher quality, which is very much associated with Teaching Aptitude, is considered as the main spring for all educational innovations.

Several studies had provided substantial evidence favouring teaching aptitude, for quality education. Complexity and multi dimensional nature of teaching aptitude warrants a comprehensive study of the factors related with it.

How student teachers with Teaching Aptitude can be identified? How Teaching Aptitude can be reliably measured? In the case of teachers, teacher educators and teacher trainees, how can we infer their level of teaching aptitude from related factors? What are such factors? Can we predict Teaching aptitude from achievement in Teacher education? These are some of the questions needed to be answered.

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their task effectively in the classroom, school and wider community. To achieve this one must go through a proper learning process. If it is provided only then a prospective teacher can do his/her best in academic achievement. B.Ed. course is offered in both distance and regular mode. Teachers are always considered as the backbone of a school; the more they are skilled the more students will achieve knowledge and chance to develop. So the study is being conducted to find the level of teaching aptitude of prospective teachers pursuing B.Ed. training from regular mode.

III. STATEMENT OF THE PROBLEM

Teaching Aptitude of Prospective Teachers Pursuing B.Ed. through Regular Mode

IV. OPERATIONAL DEFINITIONS

Teaching : the occupation, profession, or work of a teacher

Aptitude : a natural ability to do something

Prospective : expected or expecting to be the specified thing in the future

Teachers : persons who teach in educational institutions

Pursuing : continue or proceed along

B.Ed. : a graduate professional degree which prepares students for work as a teacher
in schools

Through : continuing in time towards completion of

Regular Mode : a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom

V. OBJECTIVES OF THE STUDY

1. To find whether there is a significant difference between the mean scores of Prospective-teachers of regular mode in their teaching aptitude on the basis of gender.
2. To find whether there is a significant difference between the mean scores of Prospective-teachers of regular mode in their teaching aptitude on the basis of their marital .
3. To find whether there is a significant difference between the mean scores of Prospective-teachers of regular mode in their teaching aptitude on the basis of their degree.
4. To find whether there is a significant relationship between the mean scores of the prospective teachers of the distance mode and the regular mode in their teaching aptitude.

VI. TOOL USED

Teaching Aptitude Test Battery (TATB) by R.P.Singh and S.N.Sharma (1998)

VII. METHOD USED

The investigators adapted survey method for the present study.

VIII. POPULATION OF THE STUDY

Magadh University regular mode B.Ed. prospective teachers.

IX. SAMPLE

50 prospective teachers enrolled in regular mode in B.Ed. Coruse.

X. STATISTICAL TECHNIQUES USED

1. Mean
2. Standard Deviation
3. Critical ratio test ('t' test)
4. Chi square

XI. DELIMITATIONS OF THE STUDY

1. The study of teaching aptitude and academic achievement of prospective teachers pursuing B. Ed. from regular mode.
2. The study of prospective teachers of Magadha University only.
3. Sample is only 50 prospective teachers.

XII. NULL HYPOTHESES

1. There is no significant significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of gender.
2. There is no significant significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of their marital status

3. There is no significant significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of their degree.
4. There is no significant relationship between the mean scores of the prospective teachers of regular mode and distacne mode in their teaching aptitude.

Null Hypothesis – 1

There is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of gender.

Table – 1

Gender	N	Mean	SD	t-value	Remarks
Male	19	37.89	5.50		
Female	21	36.82	5.66	1.85	NS

(At 5% level of significance , the table value of ‘t’ is 1.96)

It is inferred from the **table 1** that the t-value is 1.85 which is less than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of gender.

Null Hypothesis – 2

There is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of marital status.

Table – 2

Marital status	N	Mean	SD	t-value	Remarks
Married	32	37.21	5.76		
Unmarried	18	37.31	5.33	0.02	NS

(At 5% level of significance , the table value of ‘t’ is 1.96)

It is inferred from the **table 2** that the t-value is 0.02 which is less than the table value 1.96 at 0.5% level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of marital status.

Null Hypothesis – 3

There is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of their degree.

Table – 3

Degree wise	N	Mean	SD	t-value	Remarks
Graduate	16	17.14	3.73	0.22	NS
Postgraduate	34	18.76	2.83		

(At 5% level of significance , the table value of ‘t’ is 1.96)

It is inferred from the **table 3** that the t-value is 0.22 which is less than the table value 1.96 at 0.05% level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of prospective teachers of regular mode in their teaching aptitude on the basis of their degree.

Null Hypothesis – 4

There is no significant relationship between the mean scores of the prospective teachers of the distance mode and the regular mode in their teaching aptitude.

Table – 4

No. of Pros. Teachers	Teaching Aptitude (Regular)		Teaching Aptitude (Distance)		r	Remarks
	Σx	Σx^2	Σy	Σy^2		
100	1788	68060	1823	70589	0.034	NS

It is inferred from table 4 that there is no significant relationship between the prospective teachers of distant mode and regular mode in their teaching aptitude . Hence our null hypothesis is accepted. It means there, there is no significant relationship between the mean scores of the prospective teachers of the distance mode and the regular mode in their teaching aptitude.

XIII. CONCLUSION

It is quite clear from the above table that ther is no significant different different between the mean scores of the prospective teachers of the distance mode in their teaching aptitude on the basis of gender, marital status, degree and no significant relationships between regular mode and distance mode in their teaching aptitude.

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