



A STUDY OF TEACHING APTITUDE OF B.ED. PUPIL TEACHERS IN RELATION TO SEX AND ACADEMIC ACHIEVEMENT

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Abstract

The present study has been done to investigate the study of teaching Aptitude of Prospective teachers in relation to Sex and Academic Achievement of Malwa region in Punjab. Descriptive Survey Method of research has been used. The study was conducted over a random sample of 600 prospective teachers (300 males and 300 females). Teaching Aptitude Test Battery by R.P. Singh and S.N. Sharma was used. The tool consists of the following five dimensions: Mental ability, Attitude towards children, Adaptability, Professional information and Professional interest. Academic Achievement has taken in reference of marks obtained by student teacher in B.A/ B.Sc/B.Com examination. Statistical techniques used for the study were: Mean, SD, t-test and ANOVA used for analysis and interpretation of data.

Keywords: *Teaching Aptitude, Academic Achievement, Sex.*

Introduction

There is always a need to evaluate the efforts which are being made by the training institutions to achieve the desired goals. It is highly recognized that the teacher effectiveness, the aptitude of the teacher, a healthy attitude towards world of work and personality contribute a lot in successful teaching. Adapting training methods to specific teacher traits to best facilitate the training effects for pre-service teachers is an important. There are many factors in the lives of today's children that operate against their developing a positive, substantive and internal sense of the importance of achievement. The lack of a system that has worked for such achievement in the lives of many of their parents and community members, and the obtrusive presence of get- rich- quick models in the culture of the streets, are factors that strongly mediate against our young people in this regard. Notwithstanding, the meaning of achievement for young learners is especially important now. The level of academic skills necessary for successful entry into today's job markets, with or without a college education, has risen to the point that a focus on achieving academic success is necessary for all students throughout each and every year of schooling .

It is universally accepted that teacher is the major facilitator of all educational activities which take place either within the institution or outside the institution. Teacher is the person around whom all the activities and curriculum revolve. Teaching profession has great importance in every society. It is often said, education is the foundation of progress of a nation, and without teachers education itself would be incomplete. To sum up, on how important teachers are in a child's life, we would like to quote the famous American historian, Henry Adams, "A teacher affects eternity; he can never tell where his influence stops." The role played by teachers becomes a very important component and in fact it can be said that they are in way our nation builders. Teachers work in close co-ordination with students to help them in building up their future. They mould the students to bring out their skills or improvise them, teaching good habits/attitudes and helping them to become good citizens of the nation.

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand (Webster's Medical Dictionary, 2002). It refers to part of a person's mental equipment which gives him a special fitness for any kind of Endeavour. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish. With National Curriculum Framework on Teacher Education (NCFTE), as a part of Right to Education (RTE) Act coming into effect in 2009, there has been an increasing recognition of the importance of teacher education, on the stream of thought that: only quality teaching can provide quality education.

This critical condition underscores the importance of developing, or redeveloping, a culture of achievement. In such a culture, learning, progressing academically, and working steadily and purposefully in school is seen as the standard pattern of behavior for students in elementary and secondary school. For this to happen Kids have to "get it" – that is, there must be a substantive meaning of achievement that they understand and believe to the extent that it becomes the primary piece of their motivation to do well academically. This motivated desire can then result in performance i.e. reinforced in the school, the home, and the community until it becomes the guiding pattern of a child's life.

The need for higher achievement, incidentally, is not confined to low- income communities. Many middle class areas report consistently lower level of academic achievement and attainment; of children finishing high school without extended sequences of mathematics, science, languages and student performance deficit in other demanding areas that require diligence and support. Surely these are indicators of important work that remains to be done in

terms of establishing and raising expectation and motivated for high performance. The issue of student achievement is presently receiving some of the national attention it needs. Sometimes, as a result of their communication competence, these students are too quickly mainstreamed into the regular classroom where they encounter difficulties understanding and completing school work in the more cognitively- demanding pedagogical needed for successful performance in academic subjects.

Statement of the problem

The research problem reads as- A Study of Teaching Aptitude of Prospective Teachers in Relation to Sex and Academic Achievement.

Objectives of the study

The investigator set forth the following objectives for the study:-

1. To investigate the level of teaching aptitude of prospective teachers of Punjab state's
2. To know the independent effect of teaching aptitude of prospective teachers in relation to sex.
3. To know the independent effect of teaching aptitude of prospective teachers in relation to Academic Achievement.
4. To study main and interactional effects of teaching aptitude among prospective teachers in relation to Academic Achievement and Sex.

Hypotheses of the study

In order to achieve the objectives of the study following hypotheses were formulated by the investigator:

1. There is no significant difference in teaching aptitude of male and female prospective teachers in the Punjab.
2. There is no significant difference in teaching aptitude of low and high academic Achievement of prospective teachers in the Punjab.
3. There is no significant difference in teaching aptitude of prospective teachers in relation to interaction effect of sex and academic Achievement.

Delimitations of the study

This study was limited by a small sample size that covered all the four districts of Malwa region. Four districts (Bathinda, Faridkot, Muktsar sahib and Mansa) which existed in Malwa region of Punjab State were selected under study. The total sample that was selected from various education colleges are as follows:-

S. No.	District	Male	Female	Total
1	Bathinda	75	75	150
2	Faridkot	75	75	150
3	Muktsar	75	75	150
4	Mansa	75	75	150
	Total	300	300	600

Method adopted in the present study

In the present study, descriptive survey method was employed to know the teaching aptitude of Prospective teachers in relation to Academic Achievement and Sex.

Sample

The study was conducted over a random sample of 600 prospective teachers (300 males and 300 females).

Tools and Techniques

I Teaching Aptitude Test Battery (T.A.T.B): This test is meant for measuring the aptitude towards teaching profession. The present test named as Teaching Aptitude Test Battery (1998) has been constructed and standardized by **Dr. R.P. Singh** and **Dr. S.N. Sharma** of Patna University, Patna (Bihar). It has been published by National Psychological Corporation, Agra.

II Academic Achievement: Academic Achievement has taken in reference of marks obtained by student teacher in B.A/ B.Sc/ B.com examination.

Statistical Techniques Used

The statistical techniques used for the study were Mean, Standard Deviation, t test, ANOVA (one way and two way) used for analysis and interpretation of data.

Analysis of data

Analysis of data was done by using different statistical Techniques. This was done as per instructions given in the manuals of the test.

TO INVESTIGATE THE LEVEL OF TEACHING APTITUDE OF PROSPECTIVE TEACHERS OF PUNJAB STATE

The scores assigned to 600 Prospective teachers on teaching aptitude by an investigator are shown in **Table1** through the frequency distribution of scores.

Table No. 1 Frequency Distribution of Teaching Aptitude scores of Prospective Teachers (N =600)

S. No.	Scores Range	Frequency (F)	Percentage	Cumulative frequency C.F	Percentage (C.F.)	Description
1	Below 50	12	2	12	2	Very Low
2	50-70	227	37.83	239	39.83	Low
3	70-90	307	51.16	546	91	Normal
4	90-110	52	8.66	598	99.66	High
5	110above	2	0.35	600	100	Very High
	Total	600	100	---	----	

It is clear from the **Table No. 1** that the mean score of the sample is 73.25, which falls on the interval 70-90. It is thus clear that 51.16% of the cases fall on the interval containing the mean.

Similarly 39.83% cases fall below the interval containing the mean and 9% of them fall above the mean interval this indicate that higher percentage of the prospective teachers fall in the category of average teaching aptitude. Most of the prospective teachers have near about average teaching aptitude.

District-Wise Frequency Distribution of Prospective Teachers of Punjab State

Table No. 2

S. No.	Class Interval	Bathinda	Faridkot	Muktsar	Mansa	Total	Percentage of Total	Description
1	Below 50	3 (2%)	2 (1.3%)	5 (3.3%)	2 (1.33%)	12	2	Very Low
2	50-70	54 (36%)	57 (38%)	50 (33.33%)	66 (44%)	227	37.83	Low
3	70-90	77 (51.33%)	74 (49.33%)	86 (57.33%)	70 (46.44%)	307	51.16	Normal
4	90-110	15 (10%)	17 (11.33%)	9 (6%)	11 (7.3%)	52	8.66	High
5	110 Above	1 (0.6%)	1 (0.6%)	--	--	2	0.35	Very High
	Total	150	150	150	150	600	100%	

Inferences:-

In viewing the frequencies presented in **Table No. 2**, the investigator concluded the following points:-

- 1) Normal teaching aptitude found according to opinion of 51.33% respondents of Bathinda district.
- 2) Normal teaching aptitude found according to opinion of 49.33% respondents of Faridkot district.
- 3) Normal teaching aptitude found according to opinion of 57.33% respondents of Muktsar district.
- 4) Normal teaching aptitude found according to opinion of 46.44% respondents of Mansa district.
- 5) Most of the frequencies (51.16) fall in the group of 70-90 which shows the normal level of teaching aptitude among Prospective teachers
- 6) In the opinion of 39.83% respondents found low teaching aptitude among Prospective teachers.
- 7) In the opinion of 9% respondents found high teaching aptitude among prospective teachers.

From the above inferences it can be said that most of the frequencies (**51.16%**) fall in the group of **70-90** which shows the normal level of teaching aptitude among prospective teachers. In comparison of all districts highest and lowest teaching aptitude revealed in prospective teachers of Muktsar and Mansa Districts respectively.

Test of significant differences between the mean scores on Teaching Aptitude in relation to Academic Achievement of various Districts of Malwa Region

Table No. 3

Teaching Aptitude	Academic Achievement	N	Mean	S. D	t-Value	Significance at .05 level	Degree of Freedom
Bathinda District	High Achiever	130	72.52	8.86	6.73	Significant	148
	Low Achiever	20	59.13	0.54			
Faridkot District	High Achiever	104	60.95	1.37	8.77	Significant	148
	Low Achiever	46	58.99	0.95			
Muktsar District	High Achiever	106	61.41	1.98	8.68	Significant	148
	Low Achiever	44	58.6	1.26			
Mansa District	High Achiever	102	61.34	1.81	9.02	Significant	148
	Low Achiever	48	58.82	0.98			
All Malwa region	High Achiever	442	64.56	7.18	9.94	Significant	598
	Low Achiever	158	58.85	1.02			

Inferences:

In viewing the analyzed data presented in **Table No. 3** to know the significance difference in teaching aptitude of high achiever and low achiever teachers of whole Malwa region, In conclusion, we can say that there are significant differences in the teaching aptitude of high achiever and low achiever teachers of whole Malwa region. Academic Achievement plays an important role in effecting Teaching Aptitude of prospective teachers. From analysed data we found that high achievers were more intelligent as compared to low achievers due to lack of their self-confidence, inferiority complex and manifest other forms of deviant behaviour.

To study main and interactional effects of Teaching Aptitude of Prospective Teachers in relation to Academic Achievement and Sex

Table No. 4

	Variables	Sum of Squares	df	Mean Square	F	Sig.
Main Effects	(Combined)	1610.98	3.00	536.99	2.45	0.06
	Academic Achievement	0.34	1.00	0.34	0.00	0.97
	Sex	322.37	1.00	322.37	1.47	0.23
2-Way Interactions	(Combined)	817.73	3.00	272.58	1.25	0.29
	Academic Achievement * Sex	28.13	1.00	28.13	0.13	0.72
Model		2431.32	7.00	347.33	1.59	0.14
Residual		129377.09	591.00	218.91		
Total		131808.41	598.00	220.42		

Inferences:

The **Table No. 4** shows that the obtained “f” ratio is 2.45 for the main effect was found to be significant. The two way interaction effect between Academic Achievement and Sex was not found to be significant at 0.05 level of confidence. The f value for two way interaction effect of Academic Achievement and Sex didn’t show any significant difference.

Major findings

- 1) Normal teaching aptitude found according to opinion of 51.16% respondents of Malwa region.
- 2) In comparison of all districts highest and lowest teaching aptitude revealed in prospective teachers of Muktsar and Mansa districts respectively.

- 3) It found that the mean score of the Male prospective teachers is 72.41, which falls on the interval 70-90.
- 4) It found that the mean score of the Female prospective teachers is 74.10, which falls on the interval 70-90.
- 5) In comparison of all dimensions of Teaching aptitude, highest mean score in mental ability dimension I is 18.71 and lowest mean score in Professional interest dimension is 6.98.
- 6) It found that on all dimensions of teaching Aptitude, there is no significant difference in the teaching aptitude of male and female prospective teachers.
- 7) There is no significant difference in the teaching aptitude of male and female prospective teachers of whole Malwa region.
- 8) There is significant difference in teaching aptitude of higher Achiever and low Achiever teachers of whole Malwa region.
- 9) There is no significant difference in teaching aptitude of prospective teachers in relation to interaction effect of Academic achievement and Sex.

Suggestions for Further Research

Therefore, the studies reviewed and the findings of this study led the investigator to suggest the following areas for further research.

- ❖ Study of the affective correlates discriminating between teacher trainees with high and low Teacher Aptitude.
- ❖ Affective factor structure of teacher trainees with high Teaching Aptitude.
- ❖ The forecasting efficiency of Teacher Aptitude when the trainees enter into teaching profession.
- ❖ A study on the techniques and strategies to develop Attitude towards Teaching Profession.
- ❖ The efficiency of Achievement in Teacher Education and Attitude towards Teaching Profession in predicting success in Teaching.
- ❖ Developing a pre service training programme so as to produce teachers with favourable Attitude towards Teaching and Teaching Interest.
- ❖ Study of socio-familial characteristics associated with High and Low Teacher Aptitude.
- ❖ A comparative study may be conducted on rural and urban Prospective teachers, aided and unaided colleges, private and Government institutions.
- ❖ A comparative study may be conducted on Art and Science Prospective teachers.

- ❖ A research study may be undertaken on achievement motivation among the teacher trainees.
- ❖ A comparative study may be conducted on teacher education in India and other countries.
- ❖ Teaching aptitude is innate or acquired so teacher educator and member concerns should take the responsibilities seriously plan the training process so that capacities and efficiency for the task involved should be acquired during the training course by the trainees.

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