

Teaching Aptitude of Pre-Service Teachers

Dr.G.S.Patel

Assistant Professor

A.G.Teachers College, Ahmedabad-09

Abstract

In this paper researcher put focus on teaching aptitude of pre service teachers. Researcher has selected 228 pre-service teachers form Ahmedabad city by multistage sampling technique. Researcher calculated t-test for testing null hypothesis. Major findings of the study Gender has no significant effect of their teaching aptitude.

Key Words : Teaching Aptitude, Pre-Service Teachers, College Type

Introduction

"Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts."¹

Education is considered as an investment in human beings in terms of development of human resources, skill, motivation, knowledge and evaluation of both the processes and product of education becomes imperative not only to know as to what business is going on in the whole education enterprise, but also and more seriously, to know as to what extent the goal of education have been achieved. In short, it helps build and improve upon its aptitude. It serves

as an in-built monitor within the programme to review from time-to-time His progress in learning. It also provides valuable feedback on the design a.id Implementation of the programme.

Teacher is the main pillar of educational system. It is compulsory for a teacher to have teaching aptitude and responsibility in the job. An attempt has been made to determine the difference between teaching aptitude and responsibility among teachers.

The development of extensive teacher education was justified on the basis that the teacher needed more than empirical application of teaching skills and should acquire a theoretical understanding of the profession. Although considerable attention should be given to the need to evaluate the professional preparation of teachers, the systematic assessment of teacher competencies and teacher training programs should be limited.

The teachers must be skilful in the characteristics of the aptitude, so one may teach the students in an efficient way. Education is an important social instrument and means to know the right aptitude of the teachers' teaching method.

"An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered as "talent". Aptitudes may be physical or mental. Aptitude is not knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained. Aptitude and intelligence quotient are related, and in some ways opposite views of human mental ability."²

Aptitude refers to those qualities characterizing a person's way of behavior which serve to indicate how well a teacher can learn to meet and solve a certain specified kind of problem. People differ in terms of performance and human activity like leadership, music, art, teaching etc. Thus aptitude means specific ability or capacity distinct from general intellectual ability that helps to acquire proficiency or achievement in specific field.

Teaching needs three qualities. Knowledge is the first. The ability to pass it on to others, what we usually call communication skill, is the next. Aptitude is the third. Teachers are born and not made. A teacher is a social entity. 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, especially as we near a teacher's day.

The skill of aptitude for the teachers is very necessary at present stage. The teacher must be aware of the matter related to aptness and the teacher must know the characteristics of the aptitude, particularly when they are opting for a career in the same and pursuing B.Ed. The teachers must have applied the different skill of the aptitude in teaching.

The need of the study of teachers aptitude skill is very necessary. The Gujarat Government has announced a Teacher's Aptitude Test (TAT) present days. For selecting good candidates as a teacher, the government has undertaken the TAT. Through the skill of the aptitude teachers can become more powerful and more skilful to teach the students very easily. Teacher's Aptitude Test becomes one of the best tools to identify the best teachers.

Through aptitude the trainees acquire different qualities viz. an innate capability, aptness, geniuses, instinct power, talent, ability, quickness, potentiality, quickness to learn, understanding, accuracy or acquire different skills. With the skill of aptitude one can measure the Mental States and Behavior. The role of trainees would go a very long way in achieving such desired goals. For increasing the level of the aptitude of trainees, the trainees should take some necessary steps, Hence the investigator has selected the problem as stated in the statement of a problem.

Objectives of the Study

- To study the effect of gender on teaching aptitude of B.Ed trainees of Ahmadabad
- To study the effect of the type of college on trainees aptitude of B.Ed of Ahmadabad
- To study the effect of medium of instruction on aptitude of B.Ed trainees of Ahmadabad.

Hypothesis of the Study

HO₁ There will be no significant difference between mean aptitude scores of male and female B.Ed trainees of Ahmadabad.

HO₂ There will be no significant difference between mean aptitude scores of granted and non granted B.Ed college teachers of Ahmadabad.

HO₃ There will be no significant difference between mean aptitude scores of Gujarati and English medium B.Ed trainees of Ahmadabad.

Population of the Study

In the present study the population consists of all the B.Ed. Trainees of Ahmedabad City.

Sample Selection of the Study

In the present study, multi-stage sampling technique will be used to select 228 trainees as a sample subject from given population. Knowledge, Aptitudes and Actions are based on samples to a very large extent. This is equally true in everyday life and in scientific research. The success of research depends on sample. Collecting data of the whole population is very tough because it needs more energy, time and money to collect data. So for saving time, power and money, multistage sampling is the best process. It being more comprehensive and representative of the population, under this method, the random selection is made of primary, intermediate and final units from a given population.

Thus, in the present study, 228 B.Ed. Trainees from different colleges belonging to Ahmedabad City were selected as sample subjects by multi-stage sampling method.

Research Method

Survey Method of research have been used in present study.

Tool of the Study

The collection of data through a set of questions presented in the form of a test is one of the most popular methods used these days. A test contains 80 questions. The questions are divided on the basis of analogy, logical reasoning, general knowledge in education and adjustment ability. Each question has four options and only one is the correct answer. The time limit of the test will be 80 minutes. It may be defined as an instrument for collection of information from a number of persons, supposed to possess it by making them record their replies to a number of questions.

In the present study, the investigator will use a standardized test developed by Dr. R.S.Patel as a tool of the research study on the B.Ed, trainees of Ahmedabad city as the sample subject as it is the only test which is applicable and eventually latest. Therefore the said test will be applied for the- said example.

Analysis and Interpretation of Data

Interpretation of the data refers to the task of present study which draws inferences from the collection of data, the facts after an analytical study. It is a search for broader meaning of research and their findings with those of other studies. This has to be done carefully otherwise misleading conclusions may be drawn and the whole purpose of doing research may not be fulfilled and will not get the results according to our aspects of statistical methods.

In the present study, for testing the hypotheses, some statistical techniques were used by the investigator that is mean, standard deviation and t- test for the analysis and interpretation of data.

Table -1
General Classification of Teaching Aptitude of B.Ed. Trainees of Ahmedabad City

Sr.	Raw	No. of B.Ed.	Classification of	Percentage
no.	Scores	Trainees	Teaching Aptitude	

1	1-30	74	Poor	32.46%
2	31-60	152	Average	66.67%
3	61-80	2	Good	0.88%

From table- 1, it is evident that after analysis of the raw scores which the investigator has obtained from the aptitude test of B.Ed. Trainees interprets that 74 trainees who scored between the range of 1-30 possess poor attitude 152 trainees who scored between the range of 31-60 possess average aptitude and 2 of the trainees have scored between the range of 61-80 possessing good aptitude.

HO₁ There will be no significant difference between mean scores of teaching aptitude of Male and Female B.Ed. Trainees of Ahmedabad City.

Table -2
Statistics of Male and Female Trainees

Group (Gender)	No. (N)	Mean (CM)	Standard Deviation (S.D)	t-test	Level of Significance
Male	44	35.37	7.15	0.1749	NOT SIGNIFICANT
Female	184	35.32	8.02		

$$t_{cal} = 0.1749 < t_{tab} = t_{0.05} = 1.96$$

From table-2, it is evident that the $t_{cal} = 0.1749$ is less than the value at $t_{0.05}$ level = 1.96 which indicates that the t-value is not significant at 0.05 level of significance. Hence the Null hypothesis that **there will be no significant difference between the mean scores of teaching aptitude of male and female B.Ed. trainees of Ahmedabad City** is not rejected at 0.05 level. It means that there is significant difference between the teaching aptitude of male and female

B.Ed, trainees of Ahmedabad City. The mean score of teaching aptitude of Male B.Ed, trainees is higher than that of the Female B.Ed, trainees of Ahmedabad City. It means that Male B.Ed. Trainees have good teaching aptitude than Female B.Ed. Trainees of Ahmedabad City.

HO₂ There will be no significant difference between mean scores of teaching aptitude of B.Ed. Trainees of Grant-in Aid and Non-Granted Colleges of Ahmedabad City.

Table-3
Statistics of Grant in Aid and Non Granted College Trainees

Group (Type of College)	No. (N)	Mean (M)	Standard Deviation (S.D)	t-test	Level of Significance
Grant-in Aid	128	34.39	7.41	0.0502	NOT
Non-Granted	100	36.72	6.60		SIGNIFICANT

$$t_{cal} = 0.0502 < t_{tab} = t_{0.05} = 1.96$$

From table-3, it is evident that the $t_{cal} = 0.0502$ is less than the $t_{0.05}$ level = **1.96** which indicates that the t-value is not significant at **0.05** level of significance. Hence the Null hypothesis that **there will be no significant**

difference between the mean scores of teaching aptitude of B.Ed. trainees of Grant-in Aid and Non Granted Colleges of Ahmedabad City is not rejected at 0.05 level, it means that there is significant difference between the teaching aptitude of B.Ed. trainees belonging to Grant-in Aid and Non Granted Colleges of Ahmedabad City. The mean score of teaching aptitude of Non Granted B.Ed. College Trainees is higher than that of the Grant-in Aid B.Ed. College Trainees of Ahmedabad City. It means that Non Granted B.Ed. College Trainees have good teaching aptitude than Grant-in Aid B.Ed. College Trainees of Ahmedabad City.

HO₃ There will be no significant difference between mean aptitude scores of Gujarati and English medium B.Ed trainees of Ahmadabad.

Table-4
Statistics of Gujarati and English Medium Trainees

Medium of Instruction	No. (N)	Mean (M)	Standard Deviation (S.D)	t-test	Level of Significance
GUJARATI	100	34.39	7.41	0.0502	NOT SIGNIFICANT
ENGLISH	128	36.72	6.60		

$$t_{cal} = 0.0502 < t_{tab} = t_{0.05} = 1.96$$

From table-4 , it is evident that the $t_{cal} = 0.0502$ is less than the $t_{0.05}$ level =1.96 which indicates that the t-value is not significant at 0.05 level of significance. Hence the Null hypothesis that **there will be no significant difference between mean aptitude scores of Gujarati and English medium B.Ed trainees of Ahmadabad city** is not rejected at 0.05 level. It means that there is significant difference between, the teaching aptitude of B.Ed. trainees belonging to Gujarati and English medium B.Ed Colleges of Ahmedabad City. The mean score of teaching aptitude of English medium B.Ed. trainees is higher than that of the Gujarati medium B.Ed. trainees of Ahmedabad City. It means that English medium B.Ed. Trainees have good teaching aptitude than Gujarati medium B.Ed. Trainees of Ahmedabad City.

Research Findings

1. Male and Female B.Ed. Trainees of Ahmedabad City were found similar as far as their teaching aptitude is concerned.
2. There is no significant difference between the Teaching Aptitude of Grant- in Aid and Non Granted College B.Ed. Trainees of Ahmedabad City. It implies

that the B.Ed. Trainees of Grant-in Aid and Non Granted Colleges are similar in their Teaching Aptitude.

3. There is no significant difference between the Teaching Aptitude of Gujarati and English medium B.Ed. Trainees of Ahmedabad City.

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