



" A STUDY OF TEACHING APTITUDE OF D.Ed STUDENT TEACHERS WITH PERSONALITY AND SOCIO-ECONOMIC STATUS."

KEYWORDS

Teaching Aptitude, Personality, Socio-Economic Status and D.Ed student teachers.

Mr. M. THNAGARAJAN

Research Scholar in education, Bharathiar university, Coimbatore, Tamilnadu, India. s/o K.Nagoor Pillai, Gollapalli(Vil), Puttur Mandal, Chittoor Dist-517571.

Dr.V.DAYAKARA REDDY

Professor, Research Supervisor, Head & Chairman, B.O.S(Comb), Department of Education, S.V. University, Tirupati, Andhra Pradesh.

Introduction :

Teaching is an important part in the process of education. It is not a process of simply giving knowledge ; it is an interaction between the teacher and the learner, where the role of the teacher is to bring desired change in the learner's behavior. Teaching is an intimate contact between a more mature personality and less mature one. Which is designed to further the education of the learner (Morrison 1934). Therefore teaching is the process that helps the individual to learn and acquire the desired skills, habits and knowledge and also helps in modification of behavior.

Teaching is a complex activity. If the nature of this activity could be understood, it would help us improve techniques of teaching and its research and develop better ways of importing teacher education.

Smith (1987) explores the linguistic origin of the word 'teach' in order to give a descriptive definition. According to him from early times it has been associated with 'learn'. For example the Shakespearean usage, both teach and learn meant the same thing. Learn can be traced to middle The word 'teach' comes from old English teach that it is in turn derived from the old Teutonic Taikjan, the root of which is 'talk', meaning 'to show' and is traceable to Sanskrit dic. The term 'teach' is also related to 'token' - assign or symbol. To teach is, according to this definitions, means to show some one something through signs or symbols to use signs or symbols to evoke responses about events, persons, observations, findings and so forth. Here, teaching is associated with the medium in which teaching is carried on. In brief, a descriptive definition of teaching may mean 'to give information' 'to show a person how to be something' to give lessons in a subject, 'imparting knowledge or skill

"Education is a process through which a child makes experiences from its internal and external" –

Frobel

"Education means bringing out the ideas of universal validity which are latent in every human being" – **Socrates**

"By education, I mean an all round drawing out of the best in child and man's body, mind and spirit"

- **Mahatma Gandhi**

Title of the Study :

"A STUDY ON TEACHING APTITUDE OF D.Ed STUDENT TEACHERS IN RELATION TOPERSONALITY AND Socio-Economic Status. OBJECTIVES

1. To study impact of different factors of personality on the teaching aptitude of D.Ed students.
2. To study impact of different factors of socio-economic status on the teaching aptitude of D.Ed students.

Variables: The present study deals with different types of variables viz., personality, Socio-Economic Status and teaching success is dependent variables.

HYPOTHESIS of the study

1. Different factors of Personality of D.Ed students do not influence the teaching aptitude of D.Ed students.
2. The Levels aptitude of Socio-Economic status of D.Ed students have no significant influence on the teaching aptitude of D.Ed students.

SAMPLE DESIGN:-

This study has been conducted on a sample of 900 teacher trainees from D.Ed from various Teacher Training Institutes. Multi-stage stratified random sampling technique has been used. At first list of various Teacher Training Institutes has been prepared then colleges was selected randomly from list. At second stage 900 teacher trainees has been taken from selected colleges and in the third stage gender i.e. male and female were considered. It is a 3x3x2 factorial design. The inferential statistical technique "F" and "t" test was employed to test hypotheses.

TOOLS USED:-

The following tools have been used to collect the necessary data:

1. **Teaching Aptitude Scale :** To measure the teaching aptitude of the D.Ed students ,teaching scale was developed by the investigator.
2. **Socio-Economic Status (SES) Scale :-** To measure the socio-Economic status of the students, Socio-Economic status scale prepared and standardized by Aaron, P.G.Marihal and Malathisa, R.N(1974) was adopted from the thesis of M. Mohan Reddy(2011).

RESULTS AND DISCUSSION:-

1. Personality and Teaching Aptitude: the influence of personality on the teaching aptitude of D.Ed students is investigated. The corresponding teaching aptitude Scores of two groups are analyzed accordingly. The influence of Personality on the teaching aptitude are investigated through t-test the following hypotheses are framed.

HYPOTHESIS-1

"Different factors of personality of D.Ed students do not

influence the teaching aptitude of D.Ed students." The above hypothesis is tested by employing t-technique. The results are presented in Table-1.

Table-1: Influence of Personality Factors on teaching aptitude of D.Ed student teachers.

| S.No | Personality Levels | N | Mean | S.D | t-value |
|------|--------------------|-----|--------|-------|---------|
| 1. | Low | 434 | 214.16 | 18.90 | 2.203 * |
| 2. | High | 466 | 217.33 | 23.81 | |

*Significant at 0.05 level

Table-1 indicate the low and high stem scores on warmth factor with descriptors of reserved, detached „critical, cool Vs. outgoing. Warm hearted easy going, Participating. The low and high warmth student teachers mean Scores on teaching aptitude scale were 214.16 and 217.33 with the S.Ds of 18.90 and 23.81 respectively. The obtained t-value of 2.203 indicates that there exists significant difference at 0.05 levels between two ranges of student teachers in their teaching aptitude. Outgoing, warm hearted, easy-going and participating student teachers showed better levels of teaching aptitude.

1. Influence of socio-Economic status on Aptitude Towards Teaching of D.Ed Student Teachers: - The relationship of teaching aptitude of D.Ed students with their Socio-Economic Status are studied in the present investigation. On the basis of Socio-economic status, the D.Ed students are divided into three groups. The following hypothesis is framed.

HYPOTHESIS-2

"The levels of Socio-economic status of D.Ed Students have no significant influence on the teaching aptitude of D.Ed students.

The above hypotheses are tested by employing one way ANOVA technique. The results are presented in Table-2.

Table-2 :- Influence of Socio-Economic status on Teaching aptitude of D.Ed Students

| Teaching Aptitude | Socio-Economic status | N | Mean | S.D | F-Test |
|-------------------|-----------------------|-----|---------|-------|--------|
| | Low | 229 | 212.83a | 24.52 | 2.909* |
| | Moderate | 442 | 216.71b | 19.64 | |
| | High | 229 | 216.89b | 22.03 | |
| | Total | 900 | 215.80 | 21.63 | |

*Significant at 0.05 Level

Table-2 : Indicates the mean Scores on teaching aptitude of D.Ed students ,who belonged to low, moderate and high level of socio-economic status were 212.83,216.78 and 216.89 with the S.Ds of 24.52,19.64 and 22.03 respectively. The obtained F-Value is 2.909 which is significant at 0.05 level. Hence the null hypothesis-2 that " The levels of socio-economic status of D.Ed students have no significant influence on the teaching aptitude of D.Ed students is rejected.

Findings : There is significant influence of personality and Socio-Economic Status at 0.05 level of significant on the teaching aptitude of D.Ed Students.

Conclusion:- The Independent variables of Personality and Socio-Economic Status have positive relation among themselves and with the dependent variables of Teaching Aptitude.

General Recommendations :

- The student teachers who have more positive towards teaching profession and training may only be given opportunity for admission into the D.Ed Colleges.
- Better qualified, specially trained with good personality teacher educators may be recruited in all the D.Ed colleges.

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