



A Comparative Study of Teaching Aptitude of B.Ed.(General)Pupil Teachers of Kurukshetra District in Relation to Their Gender, Location, Stream and Professional Experience

MRS. HARMEET KAUR

ASSTT. PROFESSOR, DHARAMJEEVI INSTITUTE OF PROFESSIONAL EDUCATION, PEHOWA ROAD,BAGTHALA

ABSTRACT

It is experimental truth that effectiveness of a student's learning is largely dependent on teaching skills of a teacher .The Twenty first century has witnessed a phenomenal change in every aspect of life due to knowledge information and population explosion.To cope up with these changes, teachers have to be prepared to keep abreast with latest developments and time to time evaluations should be there to check the specific abilities gained by them in their field .In the present study,an attempt has been made to test specific capacity of pupil teachers by using teaching aptitude test battery and a comparative study has been done in relation to gender, location, stream and professional experience.Data collected reveals that there is no significant difference in teaching aptitude of pupil teachers in relation to gender,location,stream but a significant difference has been identified in relation to their professional experience as a teacher before joining b.ed. training course.

KEYWORDS

Teaching Aptitude,Pupil Teachers, Gender, Location, Stream, Professional experience

INTRODUCTION

Every profession has its norms,moral responsibilities and personal values etc.When we talk about teaching profession,we talk about teacher's moral responsibilities,personal values,expertise in using teaching skills,knowledge of subject matter. Teachers have multiple role to play including teaching, research, consultancy, extension work,development of instructional resources,management of class rooms.Therefore,it is necessary to know their ability which can indicate his success in teaching profession.

Teaching Aptitude

"As a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability."

-BINGHAM

So Teaching aptitude may be defined as a specific capacity or special ability, distinct from the general intellectual ability of an individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training.

OBJECTIVES

The main objectives of the present, study are as follow:-

1. To find out the impact of gender difference in the teaching aptitude of pupil teachers of kurukshetra district.
2. To determine the impact of location in the teaching aptitude of teacher trainees of Kurukshetra district..
3. To compare the impact of stream chosen by pupil teachers on the teaching aptitude of kurukshetra district.
4. To compare the teaching aptitude of B.Ed.(General) Students of Kurukshetra District in relation to their professional experience as teacher.

HYPOTHESIS

1. There is no significant difference between teaching aptitude of male & female B.Ed.. trainees.
2. There is no significant difference between teaching aptitude of B.Ed. trainees belonging to rural and urban location
3. There is no significant difference between teaching aptitude of B.Ed. trainees of Science and Arts streams.
4. There is no significant difference between teaching aptitude of B.Ed. trainees having their professional experience as a teacher

DELIMITATION

The present study was delimited in regards to the following.

- The area of present study limits to only one district of haryana
- The study was conducted on B.Ed.(General) trainees.
- In the present study ,only one tool ,teaching aptitude test battery developed by Pro. R.P. Singh & Dr. S.N.Sharma was used.
- Tools were administered over students 70 B.Ed (General).students only

METHODOLOGY OF THE STUDY

Research Design:

Researcher has used Survey method for collecting data.Survey studies are conducted to collect data of the existing phenomenon.

POPULATION AND SAMPLE OF THE STUDY:

Sampling is the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population form, which it was selected. Keeping in the view the limited sources of time, money and practical difficulty a limited sample consisted of B.Ed General was chosen.

PROCEDURE OF THE STUDY

To begin with data collection was undertake over a sample of 70 pupil teachers from teacher training college . Four Training colleges were selected for sample from kurukshetra district.

TOOLS OF THE STUDY

Selection of the suitable instruments or tools is of vital importance for the collection of data in any research work. In this study,the following tool has been selected to serve the purpose-
Teaching Aptitude Test Battery (T.A.T.B.) by
Dr. R.P. singh & Dr. S.N. Sharma
Patna University, Patna

TEACHING APTITUDE TEST BATTERY :-

The test was constructed by R.P. singh and S.N. Sharma. The present teaching aptitude test has been designed to administer on use among teachers.. Items are divided in to 5 areas, they are –

- (a) Mental ability

- (b) Attitude towards children
(c) Adaptability
(d) Professional information

(c) Interest in profession
ITEM ANALYSIS :-

Initially the test was consisting of 145 items. It was administered on a sample of 370 teachers trainees of training schools, of Bihar. The bi-serial correlation and difficulty valued were computed and only such item were retained which yielded the valued of bi-serial correlations more than 0.20 twenty-five items were rejected on this ground. Thus the test consists of 120 items.

STANDARDIZATION OF THE TEST

The final form of the test, consisting of 120 items, was administered on a sample of 1090 pupil teacher, Ninety cases were rejected, as they did not properly answered. The distribution of scores for the total test for the five areas of it was tested for normative by applying chi-square technique. The distribution did not depart significantly from normality.

RELIABILITY

Reliability of the test was examined by the three different, namely split half method, test retest method and K-R method. Table I give the reliability co-efficient of the test by different methods.

TABLE – 1

Method	N	Reliability coefficient	PRr
Split half method	1000	0.98	0.002
Test retest method	1000	0.97	0.004
K.R. Method	1000	0.89	-

VALIDITY

The scores on total test were validated against rating of the instruction of the teacher training institutions. Product moment coefficient of correlation was calculated between scores-obtained on the test and the position of the trainees given by the instructors. The value of the coefficient of correlation was found to be 0.421 with a probably error of+0.026.

ADMINISTRATION AND SCORING

The test was administrated to purposively randomly male and female teachers of various middle class of khargone city. Teachers were instructed to mark right or wrong on all the item accordingly the instruction which were written on the front page of test book. Instruction to mark right or wrong on all the items in sub test I, II, III, IV and V and rate their view in sub test II on the five point scale namely strongly agree, Agree undecided, Disagree, Strongly disagree. In sub tests, I, II, III, IV, V each right response = 1 is to given and for each wrong = '0'. Item in sub test III the best answer is to given a credit of '5' while worst answer is to be given the credit of 1. Final score on this subtest is obtained by dividing the so obtained scores on all five sub tests.

STATISTICAL TECHNIQUES USED

The data was analyzed statistically by using Mean, Standard deviation and t-score for Teaching Aptitude of the students. Mean is sensitive measure of sample or group. It is the most accurate measure of control tendency.

ANALYSIS AND INTERPRETATION OF RESULT
Table-2 N,MEAN,S.D.,T-SCORE,SIGNIFICANCE AT 0.05 LEVEL IN TEACHING APTITUDE OF B.ED. TRAINEES.

Sr. No.	GROUP NATURE	N	MEAN	S.D.	S.ED.	t-RATIO	SIGNIFICANCE AT 0.05 LEVEL
1	MALE	34	99.61	5.83	1.73	0.59	NS
	FEMALE	36	98.58	8.51			

Sr. No.	GROUP NATURE	N	MEAN	S.D.	S.ED.	t-RATIO	SIGNIFICANCE AT 0.05 LEVEL
2	URBAN	36	100.44	7.02	1.94	1.95	NS
	RURAL	34	96.64	9.10			
3	SCIENCE	34	99.38	5.83	1.56	0.35	NS
	ARTS/ COMMERCE	36	98.83	7.25			
4	TEACHING EXPERIENCE	32	101.87	7.22	1.80	4.51	S
	NO PROFESSIONAL EXPERIENCE	38	110	7.93			

It is evident from table2 that mean teaching aptitude score of Male B.Ed. students is (M-99.61) and Female B.Ed students is (M-98.58)with corresponding S.D. are 5.83 and 8.51. The computed t-value is (t-0.59). The obtained t-value is lower than the table value (2.65) at 0.05 level of significance.So null hypothesis "There is no significant difference between male and femaleB.Ed. and students in relation to their teaching aptitude" has been retained.

Also,on the basis of mean scores(Table2),it is clear that although the mean scores of urban pupil teachers(100.44) is higher than rural pupil teachers(96.64) but obtained t-score (1.95) on corresponding S.D's and S.ED's(1.94) shows non significant difference in these two groups of sample of research. So the formulated hypothesis is accepted,thereby depicting no significant difference in urban and rural pupi teachers under study on teaching aptitude.

Table 2 also reveals that Science and arts stream of subjects chosen by students at secondary and college level of their education has no significant effect on their teaching aptitude as the mean scores calculated from the questionnaire are approximate the same.The corresponding S.D.'s are 5.83 and 7.25 .The obtained t-score is 0.35 which depicts no significant difference among these two streams of sample of study.

From Table2 ,it is also inferred that 't' values calculated for ascertaining the significant difference in mean scores of pupil teachers studying in B.Ed. colleges having teaching experience on the basis of their graduation and post graduation degrees and the pupil teachers without any previous experience of teaching were found to be highly significant at 0.05 level of significance .Thus the formulated hypothesis is rejected.

CONCLUSION

1. There is no significant difference in teaching aptitude with respect to gender and stream.

We are now a part of equalitarian society where all without any consideration to sex have equal rights to nurture their talents so result can be viewed by their non-significant result on aptitude tests.Secondly,all streams include curriculum to develop the level of students in all aspects at utmost.So,stream shows no significant difference in level of achievement in aptitude test.

2. There is no significant difference in teaching competency of B.Ed. tainees

with respect to locality due to dominance of technology and advancement in all areas of country.

3. The interesting part of the research is that the analysis depicts a clear picture that being a part of teaching profession leads to high level of aptitude .The reason behind it is that more we get experience in a particular field ,the more we enhance our skill in that field.

SUGGESTIONS

- (i) In-service training should be made compulsory on regular

- basis for teachers to inculcate values of teaching aptitude.
- (ii) The individual who scores highly in teaching aptitude tests conducted during selection process should be appointed for teaching profession.
 - (iii) At the time of a teacher selection, the traits, desired for successful teachers should be considered than the caste, creed and sex etc.
 - (iv) Uphill struggle should be made for inculcate the liability and favorable teaching aptitude in the teacher's nature while their training as teachers.

REFERENCES

- Best, J.W. "Research in Education, 1971, P.37 | Ediger Marlow "Teachers as professionals" the progress of education feb 1991, PA 154-156 | Farell, Edmond "A Forcast of Responsibilities of secondary teachers of | James English, 1970-200 AD, with implication for teacher Education." Doctoral disseration. | Gupta, Manju "Responsibility feeling of teachers" M.Ed. | Gupta ,Y.K. "Responsibility feeling test" 1986. | Pandey K.P. Construction and standardization of teaching | Aptitude test Ph.d. Education 1968. | Rajameenakshi, P. K. (1998). Factors affecting teaching competency of B.Ed, t rainees in | teaching phys ical sci ence. Ph.D. Ed u. Madr a s University. | Sanghi, S. (2004). Achieving Competency in English, Sage Publishing Ltd, New Delhi. | Schneider, B. (2009). Organizational Climate and Culture, John Wiley & Sons, University of | Aix-Marseilles, France. | Singh, R. P., and Sharma, S. N.(2005). Teaching Aptitude Test Battery, National Psychological | Corporation, Agra (UP), India | Sherry, G.P. A battery of psychological tests for prediction of success in teaching. Ph.D. Edu. Agra U. 1964 | Sharma, S.L. " The pattern and sex differences in the responsibility feeling, 1979. | Shrivastava, Uma "A study of sense of responsibility among secondary school teachers." Phd. Edu. Buton, 1979 | Wilson, M. (2005). Organizational Behaviour and Gender, Ashgate Publishing Limited, Hants | England. |