



RELATIONSHIP BETWEEN TEACHING COMPETENCY AND TEACHING APPTITUDE OF D.T.Ed., STUDENTS

R. KANDHAVEL

Research scholar, Manonmaniam Sundaranar University, Tirunelveli.

Dr. N.O.NELLAIYAPEN

Professor and Head, Dean, Faculty of Education (Rtd.), Annamalai University

ABSTRACT

This study aims at determining the relationship between teaching competency and teaching aptitude of D.T.Ed., students. Teaching Competency Scale (TCS) and Teaching Aptitude Inventory (TAI) constructed and standardized by the investigators were used to collect the data from a sample of 500 D.T.Ed., students studying the two year Teacher Education Diploma course in various teacher training colleges located in Puducherry and Cuddalore region of Tamilnadu, India. The survey method has been followed and the simple random sampling technique was used in administration of the research tools. Findings revealed that the level of teaching competency and teaching aptitude for D.T.Ed., students is average. There is a significant difference in teaching competency and teaching aptitude of D.T.Ed., students based on their type of school education. Also it was found that there exists positive and significant relationship between teaching competency and teaching aptitude of D.T.Ed., students.

KEYWORDS

Teaching competency, Teaching aptitude, D.T.Ed., students.

Introduction

Teaching is the process by which the teacher brings the students and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning. Modern teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not "telling and testing". Teaching is a complex art of guiding students through variety of selected experiences towards the attainment of appropriate teaching-learning goals. Teaching is such activity which is helpful both teacher and their students.

Teaching competency

Teaching competency refers to cognitive knowledge of the teachers, which entails effects on student learning. Medley and Mitzel (1973) and Biddle (1964) perceive 'teacher-competence' as teacher behaviours that produce intended effects. Rama (1979) gives a comprehensive definition of the term teaching competency as the ability of a teacher manifested through a set of overt teacher classroom behaviour. In other words, it is a set of observable teacher behaviours that bring about pupil learning.

Teaching Aptitude

To be an effective teacher one should know his own teaching aptitude. Teaching aptitude means one's interest in teaching. An aptitude is generally thought of as an ability to acquire a specific type of skill or knowledge. In its original, broad definition aptitude means aptness, inclination, tendency, propensity, predisposition, fitness, or suitability for performance in some situation, usually involving formal or informal learning.

Objectives

- To study the level of teaching competency of D.T.Ed., students.
- To study the level of teaching aptitude of D.T.Ed., students.
- To find out if there is any significant difference in the teaching competency of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.
- To find out if there is any significant difference in the teaching aptitude of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.
- To find out the significance of relationship between teaching competency and teaching aptitude of D.T.Ed., students.

Hypotheses

1. The level of teaching competency of D.T.Ed., students is low.
2. The level of teaching aptitude of D.T.Ed., students is low.
3. There is no significant difference in the teaching competency of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.
4. There is no significant difference in the teaching aptitude of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.
5. There is no significant relationship between teaching competency and teaching aptitude of D.T.Ed., students.

Method of study

The normative survey method was adopted in this study. Teaching Competency Scale (TCS) and Teaching Aptitude Inventory (TAI) constructed and standardized by the investigators were used to collect the data from a sample of 500 D.T.Ed., students studying the two year Teacher Education Diploma course in various teacher training colleges located in Puducherry and Cuddalore region of Tamilnadu, India. The simple random sampling technique was used in administration of the research tools to collect the data for the present study. The data collected has been subjected to Descriptive, Differential and Correlation analysis.

Analysis and interpretation of Data

The data collected has been subjected to statistical techniques. Descriptive statistics such as mean and standard deviation were applied to find out the level of teaching competency and teaching aptitude. 't' test was applied to find out the significance of difference between the two means based on the subsamples of the study. Product Moment Coefficient of Correlation (PPMC) has been applied to find out the significant relationship between the variables teaching competency and teaching aptitude. The results were given in tables 1 to 4.

Descriptive Analysis for Teaching Competency and teaching aptitude Scores

One of the important objectives of the present study is to find out Teaching competency levels of D.T.Ed., students. For this purpose the traditional method of $M \pm \sigma$ was followed by the

investigator.

Teaching competency level of D.T.Ed., students

Variable	S.No	Method	Mean	S.D	Score	Group
Teaching Competency	1.	Mean+SD	106.32+	14.42	120 and above	High Level
	2.	In between Scores	106.32-	14.42	Average level	
	3.	Mean - SD	93 to 119		92 and below	Low Level

Hypothesis - 1

The level of teaching competency of D.T.Ed., students is low.

The mean and standard deviation for the Teaching competency and teaching aptitude for D.T.Ed., students were computed. The computed values were given in table-1

**Table – 1
Mean and Standard Deviation for teaching competency and teaching aptitude scores**

Sl.No.	Variables	Number	Mean	Standard Deviation
1.	Teaching competency	500	106.32	14.477
2	Teaching aptitude	500	32.09	10.378

From table-1, the calculated mean and standard deviation for teaching competency scores of the entire sample is found to be 106.32 and 14.477 respectively. One can get a maximum score of 160 for teaching competency scale. The mean score lay in between (M±σ) value i.e., 93 to 119, Hence, the framed hypothesis (1) is rejected and it is concluded that D.T.Ed., students are having average level of teaching competency.

Hypothesis- 2:

The level of teaching aptitude of D.T.Ed., students is low.

The following norms were followed to find out the level of teaching aptitude.

1-19	Low teaching aptitude
20-38	Average teaching aptitude
39-56	High teaching aptitude

From table-1, the calculated mean and standard deviation for teaching aptitude scores of the entire sample is found to be 32.09 and 10.37 respectively. One can get a maximum score of 56 for teaching aptitude inventory. The mean score lay in between average value i.e., 20-38, Hence, the framed hypothesis (2) is rejected and it is concluded that D.T.Ed., students are having average level of teaching aptitude.

Differential analysis

Hypothesis 3:

There is no significant difference in the teaching competency of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.

The 't' test was applied to find out the significance of difference in teaching competency scores between the two means based on the subsamples of the study. Results of the analysis are given in table – 2.

**Table-2
Comparison of mean teaching competency scores based on the subsamples of D.T.Ed., students.**

Sub samples	Category	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Gender	Male	40	105.40	15.130	.404	Not Significant
	Female	460	106.40	14.433		
Marital status	Married	62	104.03	14.906	1.299	Not Significant
	Unmarried	438	106.65	14.403		
Type of school education	Government	313	104.43	14.529	3.887	Significant
	Private	187	109.50	13.855		

Table -2 shows the calculated 't' value for the teaching competency scores of D.T.Ed., students based on their subsamples. From the table it is observed that, a) the calculated 't' value for male and female D.T.Ed., students is found to be .404, which is not significant ($t = .404 < 1.96$), b) the calculated 't' value for married and unmarried D.T.Ed., students is found to be 1.299, which is not significant ($t = 1.299 < 1.96$) and c) the calculated 't' value for D.T.Ed., students whose school education is government and private is found to be 3.337, which is significant ($t = 3.87 > 1.96$).

Hence, the framed null hypothesis 3(a) is rejected and it is concluded that there is no significant difference between male and female D.T.Ed., students in their teaching competency, 3(b) is rejected and it is concluded that there is no significant difference between married and unmarried D.T.Ed., students in their teaching competency, 3(c) is accepted and it is concluded that there is significant difference between the D.T.Ed., students whose school education is government and private in their teaching competency. Comparing the mean scores, it is also inferred that the D.T.Ed, students who studied in private schools has better teaching competency ($M = 109.50$) than those who studied in government schools ($M = 104.43$)

Hypothesis 4:

There is no significant difference in the teaching aptitude of D.T.Ed., students based on their a). Gender, b). Marital status and c). Parental education.

The 't' test was applied to find out the significance of difference in teaching aptitude scores between the two means based on the subsamples of the study. Results of the analysis are given in table – 3.

**Table-3
Comparison of mean teaching aptitude scores based on the subsamples of D.T.Ed., students.**

Sub samples	Category	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Gender	Male	40	32.03	10.396	.044	Not Significant
	Female	460	32.10	10.387		
Marital status	Married	62	31.68	10.935	.323	Not Significant
	Unmarried	438	32.15	10.308		
Type of school education	Government	313	30.50	10.208	4.533	Significant
	Private	187	34.76	10.135		

Table -3 shows the calculated 't' value for the teaching aptitude scores of D.T.Ed., students based on their subsamples. From the table it is observed that, a) the calculated 't' value for male and female D.T.Ed., students is found to be .404, which is not significant ($t = .404 < 1.96$), b) the calculated 't' value for married and unmarried D.T.Ed., students is found to be .323, which is not significant ($t = .323 < 1.96$) and c) the calculated 't' value for D.T.Ed., students whose school education is government and private is found to be 4.533, which is significant ($t = 4.533 > 1.96$).

Hence, the framed null hypothesis 4(a) is rejected and it is concluded that there is no significant difference between male and female D.T.Ed., students in their teaching aptitude, 4(b) is rejected and it is concluded that there is no significant difference between married and unmarried D.T.Ed., students in their teaching aptitude, 4(c) is accepted and it is concluded that there is significant difference between the D.T.Ed., students whose school education is government and private in their teaching aptitude. Comparing the mean scores, it is also inferred that the D.T.Ed, students who studied in private schools has better teaching aptitude ($M = 34.76$) than those who studied in government schools ($M = 30.50$)

Correlation analysis

Hypothesis 5:

There is no relationship between teaching competency and teaching aptitude of D.T.Ed., students.

Product Moment Coefficient of Correlation (PPMC) has been applied to find out the significant relationship between the variables teaching competency and teaching aptitude. Results of the analysis are given in table-4.

Table-4:
Coefficient of Correlation between teaching competency and teaching aptitude of D.T.Ed., students

Variables	'r' ratio	Remarks
Teaching competency & Teaching aptitude	.644**	Positive and significant

**** Correlation at 0.01(2-tailed)**

Correlation results are shown in table-3. The 'r' value indicates that teaching competency is related with teaching aptitude. Hence, the framed null hypothesis is rejected and it is concluded that there exists positive and significant relationship between teaching competency and teaching aptitude of D.T.Ed., students

Findings of the study

1. The level of teaching competency of D.T.Ed., students is average.
2. The level of teaching aptitude of D.T.Ed., students is average.
3. There is no significant difference between male and female D.T.Ed., students in their teaching competency,
4. There is no significant difference between married and unmarried D.T.Ed., students in their teaching competency,
5. There is significant difference between the D.T.Ed., students whose school education is government and private in their teaching competency.
6. There is no significant difference between male and female D.T.Ed., students in their teaching aptitude,
7. There is no significant difference between married and unmarried D.T.Ed., students in their teaching aptitude,
8. There is significant difference between the D.T.Ed., students whose school education is government and private in their teaching aptitude.
9. There exists positive and significant relationship between teaching competency and teaching aptitude of D.T.Ed., students.

Conclusion

The present study aimed at determining the relationship between teaching competency and teaching aptitude of D.T.Ed., students. The findings revealed that the level of teaching competency and teaching aptitude for D.T.Ed., students is average. There is a significant difference in teaching competency and teaching aptitude of D.T.Ed., students based on their type of school education. But there is no significant difference in teaching competency and teaching aptitude of D.T.Ed., students based on their gender and marital status. Also it was found that there exists positive and significant relationship between teaching competency and teaching aptitude of D.T.Ed., students which imply that enhancing teaching aptitude among the D.T.Ed., students will result in improvement in teaching competency.

References

1. Adams, S.C. (1964). *Measurement and Evaluation in Education, Psychology and guidance*. New York: Holt, Rinehart and Winston Inc.
2. Adaval,(1952). *A study on investigation into the qualities of teachers under training*. Unpublished Ph.D. thesis in Education, Allahabad University.
3. Agarwal, Y.P.(1986). *Statistical Methods Concepts, Application and Computation*, Delhi: Sterling Publishers.
4. Agarwal, J.C.(2002). *Theory and Principles of Education*, New Delhi: Shipra Publications.
5. Banergy, A. (1956). *A study of the inter-relation of general intelligence and teaching aptitude*. Unpublished doctoral thesis. New Delhi :S. Chand and Co. Ltd.
6. Chilambarasan, D. (2011). *A study on teaching aptitude, Interest in Teaching and Teaching competency of Teachers Trainees*. M.Phil., Thesis, Department of Education, Annamalai University.