

# A Study Of Teaching Aptitude Of B.Ed Trainees In Relation To Their Demographic Variables

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## Abstract

The present study has explored to find out the teaching aptitude of B.Ed. trainees with regard to Gender, Locality, Management, Social category, Teaching Speciality and Age studying under Dibrugarh University of Assam. A representative sample of 300 from urban B.Ed trainees was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya was used to collect the data. The t –test as statistical technique will be employed. The results found that There is no significant difference in teaching aptitude of the B.Ed. trainees with regard to gender (male and female), locality (urban and rural), management (govt. and private), social category (General, OBC, ST and SC), teaching speciality and age.

**Key Words :** Teacher, Teacher Education and Teaching aptitude.

## Teacher Education

Teachers play a very important role in making a nation with good quality education. The qualities of the teachers depend upon the training they receive during their pre service teacher training course. Quality of the teachers is not only the knowledge imparted to the students but also the way they deliver the knowledge and ideas to the students for their easy understanding. Every person has to choose the profession which suits his personalities, social and psychological status that helps in making them emotionally, mentally devoted in their work. We know teaching is considered to be the most noblest of all the professions, but it requires keenness, intelligent lots of practice and high sense of duty and integrity. Choosing out the right person for this profession is the most important thing for the progress of education system. Pre service education is process of transformation of disqualified or untrained person to a committed professional practitioner. For better quality teachers, the concerned authorities should try to develop teaching aptitude and positive attitude among the students teachers and give the basic knowledge of the content matter. Teacher Education can be divided into two broad areas

– pre-service education which is focussed on preparing students for a career in teaching and inservice teacher education that is provided by the government. Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (preservice training); and (b) improve capacity of existing school teachers (in-service training) at different levels viz. Elementary, Secondary and Higher Levels.

## APTITUDE

The word "aptitude" is derived from the word, "aptos" which means fitness for. It is often used interchangeably with the term, "ability". Ability refers to power or capacity to do or act physically, mentally, legally, morally, financially, etc. competence in an activity or occupation because of one's skill, training, or other qualification but aptitude is different from ability as under: Ability is concerned an individual's capacity to perform the various tasks in a job. It indicates the combinations of

powers, habits and skills which an individual now has and which enables him to do something. Aptitude involves your ability to learn or excel in a particular area. For example, if you have a strong aptitude for logic and maths, you may excel in careers involving statistics and probability. Aptitude looks to the future and on the basis of the habits, skills and abilities that an individual now has, predicts what he, with training, may become and what success he may have in a given occupation or position. In many spheres at everyday life, we usually come across the individuals who wider similar circumstances excel the others in acquiring certain knowledge of skills and prove them more suitable and efficient in certain specific abilities. Individuals having the same level of intelligence may not show the same results if they are put to the same work. Something other than intelligence is also required to be successful and that something, other thing being equal, who enables an individual to learn the task more successfully, may be characterized as aptitude. **Kour Mrs. Harmeet (2014)** has found 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. **Yadav, Niveditha & Renuka, Dr. P. (2019)** results revealed that there is significant difference between male and female teacher trainees, female teacher trainees are possess good teaching attitude and aptitude. When we observe the locality. There is significant difference between rural and urban teacher trainees with regards to their teaching aptitude and teaching attitude, urban teacher trainees have good teaching attitude and teaching aptitude. It also found that there is statistically significant difference between nature of course of the teacher trainees, arts group teacher trainees were excelled good teaching attitude and teaching aptitude when compare with their counterparts. **Sen Subhasish, Barik, Sudip & Mandal Bristi, (2022)** has been found that the female students have comparatively high teaching aptitude than the male students and few more results have been discussed in this paper.

### Objective of the Study

To find out the teaching aptitude of B.Ed. trainees with regard to Gender (Male and Female), Locality (urban and rural), Management (Govt. and Private), Social category (Gen, OBC, ST and SC) Teaching Speciality and Age studying under Dibrugarh University of Assam.

### Hypothesis of the study

There is no significant difference in teaching aptitude of the B.Ed. trainees with regard to Gender (Male and Female), Locality (urban and rural), Management (Govt. and Private), Social category (Gen, OBC, ST and SC) Teaching Speciality and Age studying under Dibrugarh, University of Assam.

### Methodology

Keeping in mind the objectives of the study the researcher has used survey method of descriptive research.

### Sample

The population consisted of B.Ed trainees studying in various college of education affiliated to Dibrugarh University of Assam. Simple random sampling technique was employed for drawing out sample of 300.

### Tool for Data Collection

An Aptitude Inventory of Aptitude constructed and standardized by **Dahiya, S. S. & Singh, L. C.** was employed for collecting the sample.

### Results and Discussion

#### TEACHING APTITUDE OF B.Ed. TRAINEES IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES

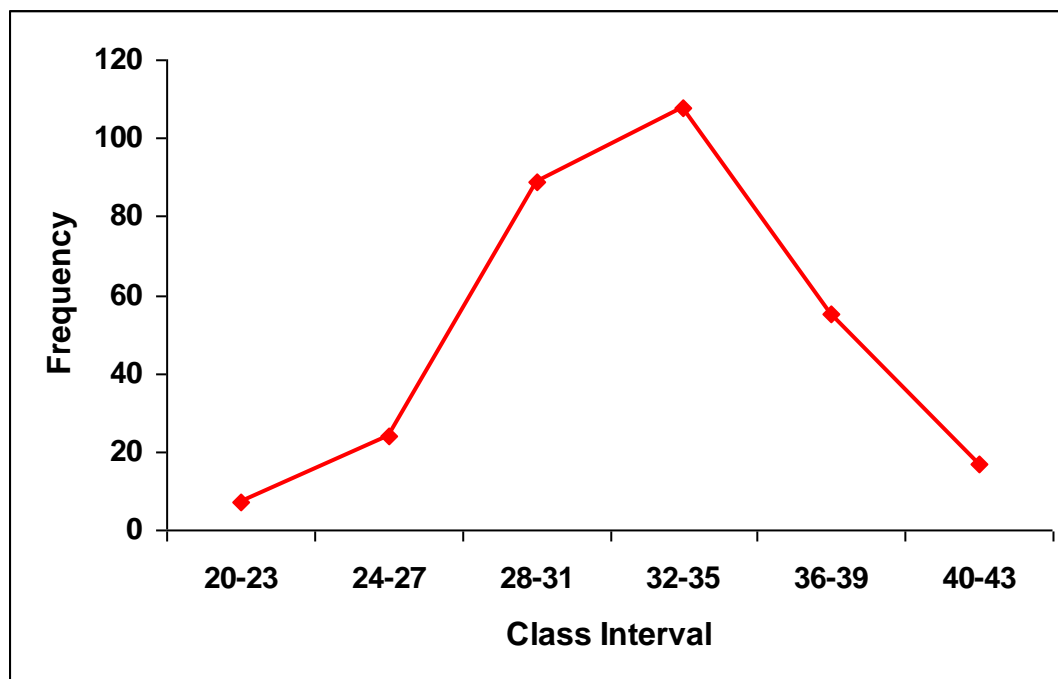
The frequency distribution of teaching aptitude scores of B.Ed. trainees along with descriptive statistics is shown in **table - 1**

**Table – 1 Frequency Distribution of Teaching Aptitude of B.Ed. Trainees of Assam (N=300)**

Class Interval	Frequency	Cumulative Frequency	Cumulative Percentage Frequency
40-43	17	300	100.00
36-39	55	283	94.33
32-35	108	228	76.00
28-31	89	120	40.00
24-27	24	31	10.33
20-23	7	7	2.33
<b>Mean= 32.19, Median= 32.39, Mode= 23.79, S.D= 4.93, S.K= -0.121, Minimum= 22, Maximum= 42, Range= 20</b>			

The **table 4.1** reveals that the teaching aptitude scores of B.Ed. trainees range from 22 to 42 (Range=20). The mean teaching aptitude score come out to be 32.19 on a scale of 0-50 (Midpoint=25). The median turned out to be 32.39 and mode being 23.79. The standard

deviation of teaching aptitude scores of B.Ed. trainees come out to be 4.93 and skewness being -0.121. This shows that mean performances of B.Ed. trainees of Assam on teaching aptitude is above average and negatively skewed. It is presented in figure 4.1.



**Figure 1: Frequency Distribution of Teaching Aptitude of B.Ed. Trainees**

### 1.1 Teaching Aptitude in Relation to Gender

The mean teaching aptitude scores of male and female teacher trainees and their SD along with t-value testing significance of mean difference is given in table 4.2.

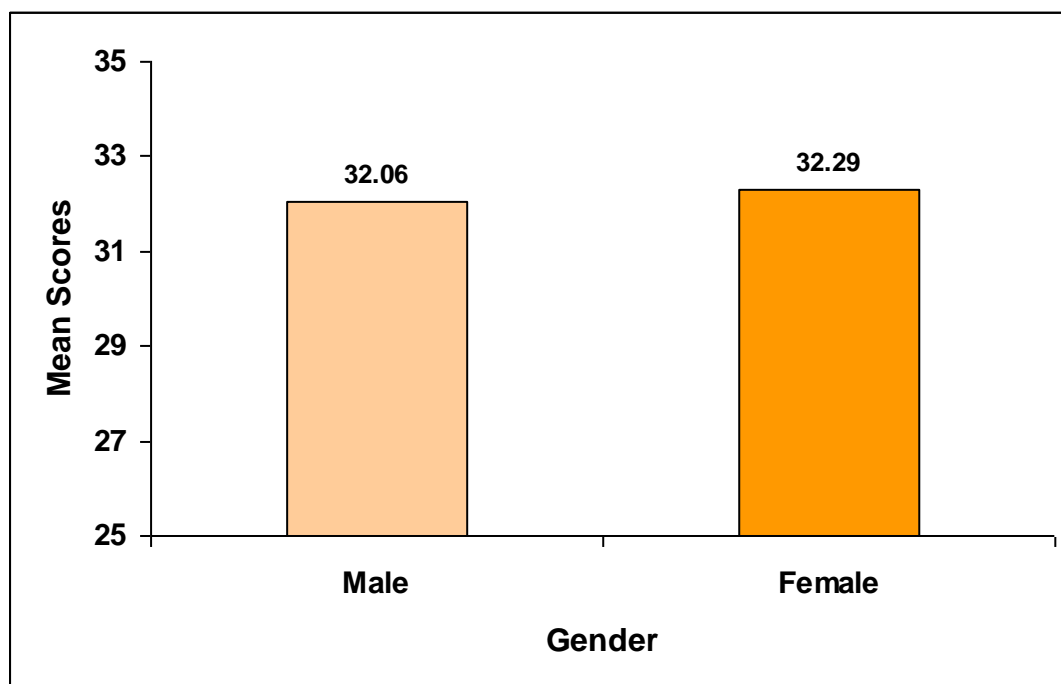
**Table – 2 Teaching Aptitude in Relation to Gender**

Group	N	M	SD	Mean difference	t-value
Male	120	32.06	4.08	0.23	0.39 <sup>NS</sup>
Female	180	32.29	5.21		

NS= Not significant at 0.05 level.

The **table- 2** shows that mean teaching aptitude score of male and female B.Ed. trainees come out to be 32.06 and 32.29 respectively.

The t-value, testing the significance of mean difference was 0.39, which is not significant gender difference in teaching aptitude.



**Figure 2: Teaching Aptitude vs Gender**

The mean teaching aptitude scores of male and female teacher trainees and their SD along with t-value testing significance of mean difference is given in table 4.3.

### 1.2 Teaching Aptitude in Relation to Locality

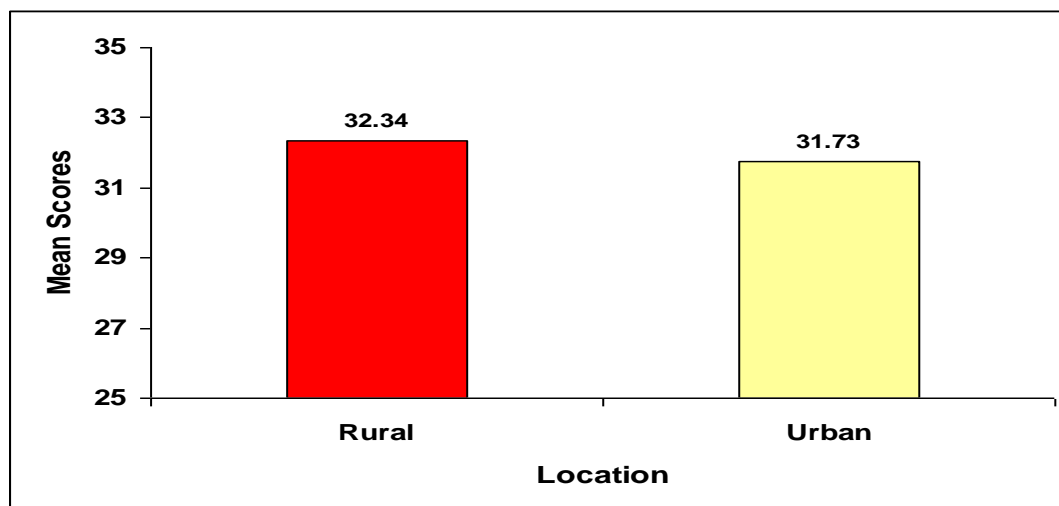
**Table – 3 Comparison of Rural and Urban B.Ed. Trainees on Teaching Aptitude**

Locality	N	Mean	SD	Mean Difference	t-value
Rural	229	32.34	4.97	0.61	0.92 <sup>NS</sup>
Urban	71	31.73	4.86		

NS: Not significant at 0.05 level.

The **table - 3** shows that mean teaching aptitude score of rural and urban B.Ed. trainees come out to be 32.34 and 31.73 respectively.

The t-value, testing the significance of mean difference was 0.92 which is not significant at .05 level. This indicates that there is no significant locality difference in teaching aptitude.



**Figure 4.3: Teaching Aptitude vs Location**

The mean teaching aptitude scores of government and private teacher trainees and their SD along with t-value testing significance of mean difference is given in table 4.4.

### 1.3 Teaching Aptitude of B.Ed. Trainees in Relation to Management

**Table – 4 Comparison of Teaching Aptitude of B.Ed. Trainees across Management of Institution**

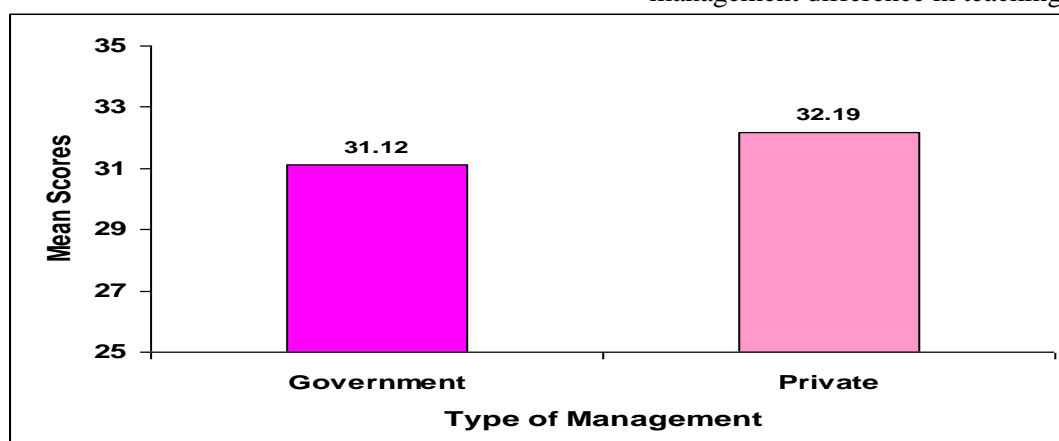
Type of Management	N	Mean	SD	Mean Difference	t- value
Government	47	31.12	5.09	1.07	1.33 <sup>NS</sup>
Private	253	32.19	4.88		

NS= Not significant at 0.05 level.

The **table- 4** shows that mean teaching aptitude score of government and private B.Ed. trainees come out to be 31.12 and 32.19 respectively.

The t-value testing the significance of mean difference was 1.33 which is not significant at .05 level.

This indicates that there is no significant type of management difference in teaching aptitude.



**Figure 4.4: Teaching Aptitude vs Management**

### 1.4 Teaching Aptitude of B.Ed. Trainees in Relation to Social Categories

The means and SDs of teaching aptitude scores of B.Ed. trainees across social category i.e. SC,

ST, OBC and General groups were completed. The results of testing significance of mean

difference among social category groups of B.Ed. trainees are presented in table 4.5.

**Table – 5 Comparison of B.Ed. Trainees on Teaching Aptitude across Social Category**

S.No.	Group Comparison	N	Mean	SD	Mean Difference	t-value
1.	SC	34	32.09	5.27	0.43	0.34 <sup>NS</sup>
	ST	36	31.66	5.33		
2.	SC	34	32.09	5.27	0.26	0.26 <sup>NS</sup>
	OBC	103	31.83	4.82		
3.	SC	34	32.09	5.27	0.52	0.51 <sup>NS</sup>
	General	127	32.61	4.91		
4.	ST	36	31.66	5.33	0.17	0.16 <sup>NS</sup>
	OBC	103	31.83	4.82		
5.	ST	36	31.66	5.33	0.95	0.94 <sup>NS</sup>
	General	127	32.61	4.91		
6.	OBC	103	31.63	4.82	0.09	0.14 <sup>NS</sup>
	General	127	32.61	4.91		

NS: Not significant.

The results of t-test, testing significance of mean difference among them social category groups of B.Ed. trainees on teaching aptitude are presented as under:

**(i) SC Vs other Groups:**

The mean teaching aptitude scores of SC and ST groups of B.Ed. trainees come out to be 32.09 and 31.66 respectively. The t-value testing significance of mean difference turned out to be 0.34 which is not significance at 0.05 level further the t-value testing significance of mean difference between SC and OBC B.Ed. trainees turned out to be 0.42 not significant at 0.05 level also the t-value testing the significance of mean difference between SC and general category B.Ed. trainees was found out to be 0.51, not significant at 0.05 level.

**(ii) ST Vs other Groups:**

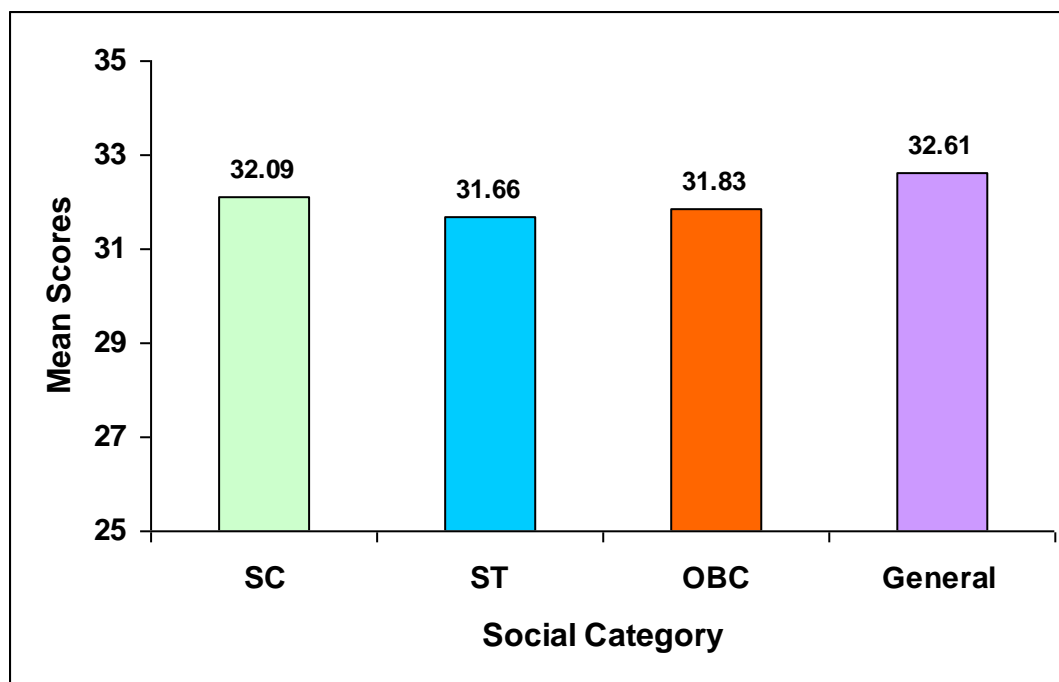
The mean teaching aptitude scores of ST, OBC and General category B.Ed. trainees turned out

to be 31.66, 31.83 and 32.61 respectively. The t-value testing the significance of mean difference between ST and OBC group of B.Ed. trainees was 0.16 and between ST and General Category groups of B.Ed. trainees was 0.97. Both these t-value are not significant at 0.05 level.

**(iii) OBC and General Category:**

The mean teaching aptitude scores of OBC and General Category groups of B.Ed. trainees were found to be 31.83 and 32.61 respectively. The t-value testing significance of mean difference between these two groups as found to be 0.14 which is not significance at 0.05 level.

From the above results depicting non-significance of mean differences in teaching aptitude of B.Ed. trainees across social category, it may be inferred that there are no significant mean difference in teaching aptitude of B.Ed training belonging SC, ST, OBC and General Category.



**Figure 4.5: Teaching Aptitude vs Social Category**

means and SDs of B.Ed. trainees or teaching aptitude along with results of t-test are given in table 4.6.

#### 4.1.5 Teaching Aptitude in Relation Teaching Speciality

The B.Ed. trainees were classified into subject speciality of science and social science. The

**Table – 6 Comparison of Teaching Aptitude of B.Ed. Trainees across Teaching Speciality**

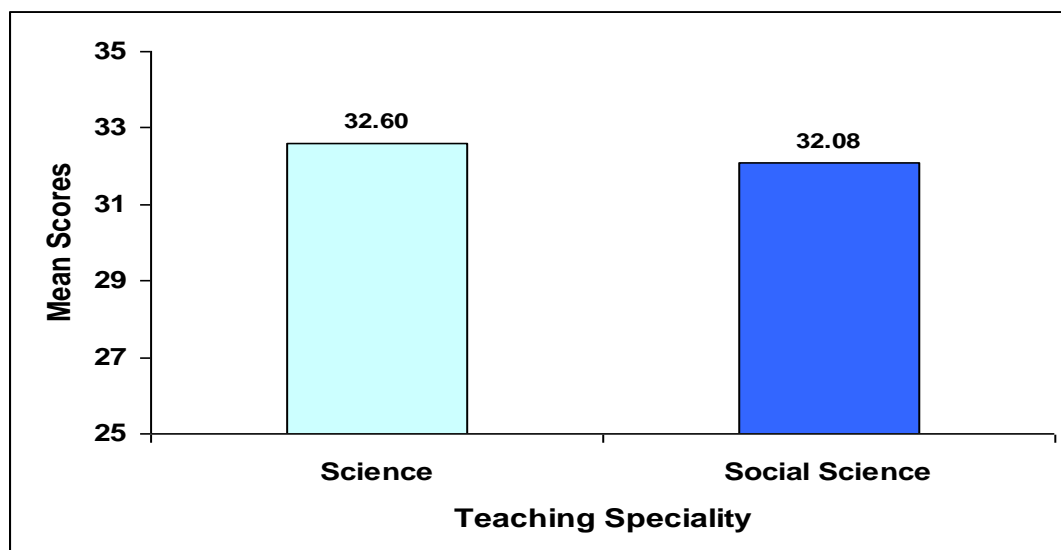
Teaching Speciality	N	M	SD	Mean Difference	t-value
Science	63	32.60	5.13	0.52	0.73 <sup>NS</sup>
Social Science	237	32.08	4.97		

**NS: Not significant at 0.05 level.**

The **table - 6** shows that mean teaching aptitude scores of science and social science speciality groups of B.Ed. trainees turned out to be 32.60 and 32.08 respectively.

It may also be noted from the table that t-value testing significance of mean difference between

two speciality groups of B.Ed. trainees come out to be 0.73, which is not significant at .01 level. This indicates that B.Ed. trainees of Assam don't differ significantly in their teaching aptitude across subject speciality.



**Figure 4.6: Teaching Aptitude vs Subject Speciality**

#### **1.6 Teaching Aptitude of B.Ed. Trainees is Relation to Age**

The mean performance of B.Ed. trainees across three age groups was computed to find out age differentials in their teaching aptitude. The means and SDs of teaching aptitude scores of B.Ed. trainees along with t-value are given in **table - 7**.

**Table – 7 Teaching Aptitude of B.Ed. Trainees across Age**

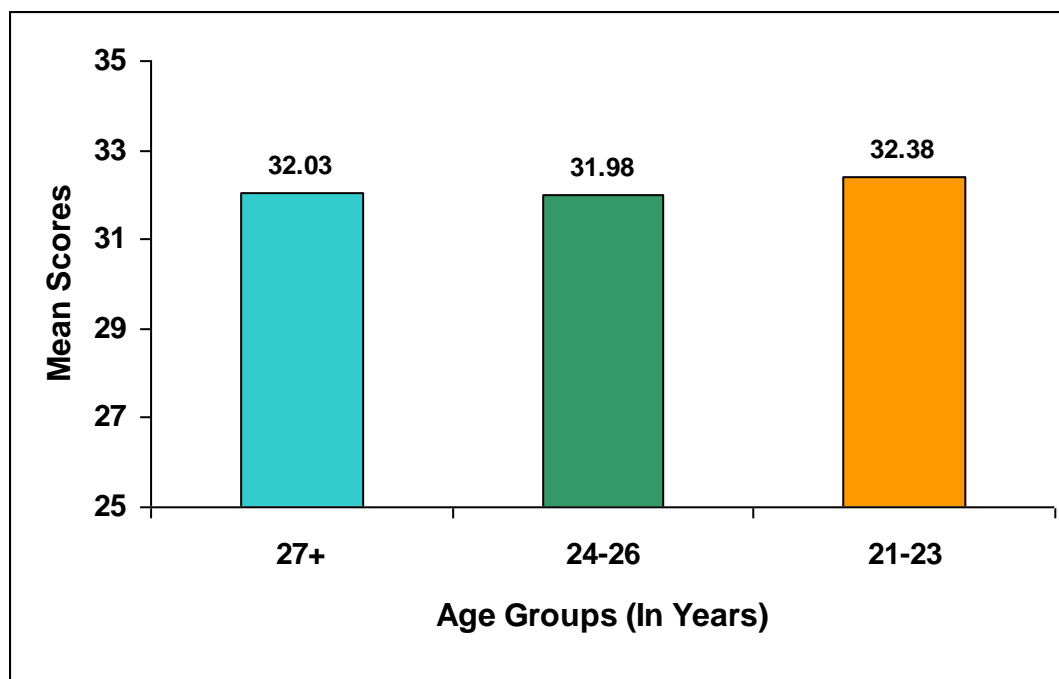
S. No	Age Groups (In Years)	N	M	SD	Mean Difference	t-value
1.	27+	63	32.03	4.92	0.05	0.11 <sup>NS</sup>
	24-26	112	31.98	5.21		
2.	27+	63	32.03	4.92	0.35	0.48 <sup>NS</sup>
	21-23	125	32.38	5.07		
3.	24-26	112	31.93	5.21	0.40	0.59 <sup>NS</sup>
	21-23	125	32.38	5.07		

NS= Not Significant at 0.05 level.

It is evident from **table - 7** that mean aptitude scores of B.Ed. trainees turned out to be 32.38, 31.98 and 32.03 for the age groups of '21 -23', '24 -26' and '27+' respectively. The table 4.7 further shows that the t- values testing significance of mean difference between '21-23' and '24-26', '21-23' and '24-26 and 27+'

and '24-26' and '27+' come out to be 0.11, 0.48 and 0.59 respectively. As none of the t-values is significant at 0.05 level, it may be inferred that there is no significant age wise differentials in the teaching aptitude of B.Ed. trainees of Assam.





**Figure 4.7: Teaching Aptitude of B.Ed. Trainees vs Age**

On the basis of non-significance of mean differences in teaching aptitude of B.Ed. trainees in terms of selected demographic variables, the hypothesis "There is no significant difference in teaching aptitude of the B.Ed. trainees with regard to gender (male and female), locality (urban and rural), management (govt. and private), social category (General, OBC, ST and SC), teaching speciality and age studying under Dibrugarh University of Assam" was accepted.

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