

A Study of Teaching Aptitude in Relation to General Teaching Competency, Professional Teaching and Academic Achievements of B. Ed. Pupil Teachers

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Backdrop of the problem

During the past several decades, sustained efforts have been made to evolve a viable system of education. It was shri Aurobindo who first of all, in year 1910, visualized a national system of education. Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and training of mental and logical faculty. Gandhiji's Buniyadi Taleem (Basic Education) as envisaged in the wardha scheme was another powerful indigenous model rooted firmly in the Indian soil. The curriculum developed under this scheme aimed at total development of the child's personality, that is, the development of Body, Mind, Spirit, however, it suffered from an implementation gap due to the magnitude and complexities of the problems involved in changing the established structure of education and the existing pattern of curriculum.

For any change, every nation has expectations from its teachers and the citizens in general. Education ought, therefore, need to aim at the development of power of adaptation to an ever changing Social environment. It is believed that every individual is born with latent potentials and education helps in its further development. Moreover, education is considered to be a process which contributes to the natural and harmonious development of man's innate powers, brings out complete development of his individuality, results into desirable behaviour changes and ultimately prepares him for happy and responsible life. In the words of Dewey" education helps us in anticipating certain salvations and consequences. We, therefore, plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones".

Obviously, schools and teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the attitude, aptitude, interest, values and certain competencies of

the teaching profession to ensure the fulfillment of the expected assignments. Keeping in view this objective, teacher-training institutions are providing training to pupil-teachers or the prospective teachers. However, the following types of questions do confront the researchers for investigation.

- 1 Do the prospective teachers have teaching aptitude of same gravity what has been expected from them?
- 2 Is there any relationship between their aptitude in teaching and teaching competence?
- 3 Is there any relationship between their aptitude of teaching and professional interest?
Is academic achievement of the pupil- teachers related to their teaching aptitude,
- 4 interest and teaching competency?

To find out the solutions of certain queries raised above, it seems to be fruitful to go into details about what is what or how is one related to each other. For this, empirical validation is required. Hence, the need for a study like the one in hand has been purported to see the relationship of teaching aptitude with other variables, viz. teaching competence, professional interest and academic achievement of the pupil- teachers studying in B.Ed. class.

Objectives of the study

The objectives of the study are stated as follows:

- 1 To study the relationship among Teaching Aptitude (TA), General Teaching Competence (GTC), Professional Interest (PI) and Academic Achievement (AA) of B.Ed pupil teachers.
- 2 To study the relationship of Teaching Aptitude (TA) with General Teaching Competence (GTC) by partialling out the effect of Professional Interest (PI) and Academic Achievement (AA).
- 3 To study the relationship of Teaching Aptitude (TA) with Professional Interest (PI) by partialling out the effect of General Teaching Competence (GTC) and Academic Achievements (AA).
- 4 To study the relationship of Teaching Aptitude (TA) with Academic Achievements (AA).by partialling out the effect of General Teaching Competence (GTC) and Professional Interest (PI)
- 5 To study the effect of sex, discipline, general Teaching Competence (GTC) and their various interactions on Teaching Aptitude (TA)
- 6 To study the effect of sex, discipline, Professional Interest (PI) and their various interactions on Teaching Aptitude (TA).
- 7 To study the effect of sex, discipline, Academic Achievements (AA) and their various interactions on Teaching Aptitude (TA).

Hypotheses

The following hypotheses, besides their sub- hypotheses, were formulated for the study:

- 1 There is no significant effect of sex on Teaching Aptitude (TA)
- 2 There is no significant effect of Discipline (Dis.) on Teaching Aptitude (TA).
- 3 There is no significant effect of General Teaching Competence (GTC) on Teaching

Aptitude (TA).

- 4 There is no significant effect of Professional Interest (PI) on Teaching Aptitude (TA).
- 5 There is no significant effect of Academic Achievement (AA) on Teaching Aptitude (TA).
- 6 There is no significant interaction effect of Sex and Discipline (Dis.) on Teaching Aptitude (TA).
- 7 There is no significant interaction effect of Sex and General Teaching Competence (GTC) on Teaching Aptitude (TA).
- 8 There is no significant interaction effect of Dis. And General Teaching Competence (GTC) on Teaching Aptitude (TA).
- 9 There is no significant interaction effect of Sex, Discipline (Dis.) and General Teaching Competence (GTC) on Teaching Aptitude (TA).
- 10 There is no significant interaction effect of Sex and Professional Interest (PI) on Teaching Aptitude (TA).
- 11 There is no significant interaction effect of Discipline (Dis.) and Professional Interest (PI) on Teaching Aptitude (TA).
- 12 There is no significant interaction effect of Discipline (Dis.) Sex and Professional Interest (PI) on Teaching Aptitude (TA).
- 13 There is no significant interaction effect of sex and Academic Achievements (AA) on Teaching Aptitude (TA).
- 14 There is no significant interaction effect of Discipline (Dis.) and Academic Achievements (AA) on Teaching Aptitude (TA).
- 15 There is no significant interaction effect of sex, Discipline (Dis.) and Academic Achievements (AA) on Teaching Aptitude (TA).

Design of Study

As the present investigation intends to study the teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency, professional interest and academic achievements, no direct manipulations of variables has been made, hence, the present research work is non- experimental in nature. It is a correlation research, and "Ex- post facto study" (Kerlinger, 1973). The meaning of ex- post- facto study is that the situation has already occurred and its effect is to be evaluated in terms of causal relationship between various variables of the study.

Sampling

Population: in the present study 262 pupil teachers (128 male, 134 female) 60 male from science stream, 68 male from arts stream and 63 female of science stream and 71 female of arts stream studying in the colleges of education affiliated to M.D University, Rohtak (Haryana) during the session 2002-03 were taken.

Tools used

Teaching Aptitude: Singh's Aptitude Test (SAT) General teaching competency GTC by Passi and Lalitha, Professional interest Inventory prepared by investigator.

Academic Achievements: Marks obtained

Statistical Treatment

Mean, SD, r, t value

Partial effect of r controlling one at a time, and ANOVA was applied.

Conclusions

On the basis of the result of this study, the following conclusions are drawn:

- 1 Discipline and Sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher.
- 2 It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements.
- 3 General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil teaches was positive but not significant at acceptable level of confidence.