

A Study of Teaching Aptitude of Prospective Teachers in Relation to their Gender and Educational Background

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Abstract

The economic growth and intellectual advancement of any nation largely depends upon its' citizens' quality, and this quality is linked with the quality of education imparted to them. This quality depends on several factors, but able and qualified teachers constitute one of the most important of all educational concern. For any change, every nation has expectation from its teachers and able citizens. Obviously schools and teachers are the crucial agents for bringing out the desirable changes. Secondary Education Commission (1953) asserted that "The most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community".

The success of any educational process depends on teacher effectiveness, teaching aptitude, attitude towards teaching, personality and many more factors. An effective teacher therefore is necessary for educational improvement and teaching aptitude is one of the major determinants of teacher effectiveness. There is an ample scope for selecting right personal in the profession. To raise the standard of education, it is imperative to select proper persons for the profession.

Teacher training institutions are providing training to pupil teachers or the prospective teachers. But do the prospective teachers have teaching aptitude of same gravity what has been expected from them. Teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfil these responsibilities and obligations should have good teaching aptitude. Keeping in view the fact that today's teacher trainees are our tomorrow's teachers, the researcher felt the need to conduct empirical study on the Teaching aptitude of prospective school teachers in relation to their gender, educational background and academic achievement. The results of the study will be discussed later.

KEYWORDS: Teacher, Aptitude, Academic Achievement, Effectiveness.

Introduction

Education is considered as a powerful tool to bring about desirable changes in every sphere of life. It is an all round development comprising of all sphere including physical, mental, moral, social, emotional and spiritual. Teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education (POA, 1992). They are expected not only as a provider of knowledge and information but also a moulder and reformer of the total personality of the child. He prepares the future of the society by preparing the individuals and helps them to fit in the society. For any change, every nation has expectations from its teachers and the citizens in general. For this, they have to attain the attitude, Aptitude for teaching, interest, values and certain competencies of the teaching profession to

ensure the fulfilment of the expected assignments. The Indian newspaper, “The Hindu” in the heading “Making of a good Teacher” quotes three qualities which are essential in teaching including knowledge, skill and aptitude. (The Hindu, 2002, Sept. 3).

Teaching has a long and proud tradition of service to children, young people and society. Over the decades, people have chosen teaching as their life’s work because they genuinely believed that they could make a difference to the lives of children and adolescents. A teacher cannot be taken simply as a skilled worker who knows his job by acquiring certain specific skills but one who has the confidence to act from some superior level knowing how to take appropriate decisions and exercise necessary influence for bringing desirable change in the behaviour of his pupils. Individuals having high teaching aptitude and attitude if enter into teaching profession will become competent teacher. This process will also help to check the misfits in the teaching profession. With the growing economy and emergence of numerous other fields, there is a feeling that, compared to other professions, teaching is a low status job. In fact, the status of teachers, particularly male teachers, has suffered so severely that educated unemployed become teachers only as a last resort and leave immediately when better and more respected job opportunities comes along. Recent studies have provided substantial evidence in favour of two propositions: teacher quality is an important determinant of student achievement; and teacher aptitude has declined substantially over the past generation.

Teaching aptitude:

The word “aptitude” is derived from the word “Aptos” which means “fitted for”. The term refers to a natural or acquired capacity or ability, especially a tendency, capacity or inclination to learn or understand (Webster's Medical Dictionary, 2002). It is defined as the native or in born capacity of people in tasks requiring intellectual ability and skill. it refers to "quality of being fit for a purpose or position". According to Bingham (1942); “Aptitude is a condition symptomatic of a person’s relative fitness, of which one essential aspect is his readiness to acquire proficiency- his potential ability- and another is his readiness to develop an interest in exercising that ability.” It is the present condition with a forward reference. On the basis it’s predictive value and being an indicative of one’s ability for particular work, we can select right type of personnel for any job or vocation. There is an ample scope for selecting right personnel in the profession. Teaching aptitude refers to the aptitude in teaching profession. To raise the standard of education, it is imperative to select right type of teachers for teaching profession. Teacher Aptitude is the quality of being fit for teaching profession. That is why, Teacher Aptitude is considered as the determinant factor of effective teaching. If the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils. When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching.

Review of Related Literature:

Patil and Deshmukh (1993) conducted a study on the relationship between aptitude in teaching of pupil teachers. The study found a significant difference in teaching

aptitude of male and female pupil teachers. While comparing the teaching aptitude of science and arts groups, there found no significant difference between the two.

Sharma, (2006) conducted a study of teaching aptitude in relation to general teaching competency, professional teaching and academic achievements of B.Ed pupil teachers. The results of the study revealed that discipline and sex of the pupil teachers do not contribute towards teaching aptitude of pupil teachers. Female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teachers.

Kuraishy & Ahmed, (2010) conducted a study which aimed at studying the teaching aptitude of prospective teachers in relation to their academic background. The findings of the study revealed that high academic group was significantly differs from low academic background group on teaching aptitude. It was also found that the male subjects have higher level of teaching aptitude as well as mental ability and professional information.

Yadav, (2013) conducted a Study aimed at studying the effect of sex and Discipline on Teaching Aptitude of prospective teachers. For the present study the researcher has taken 262 male and female pupil teachers of arts and science streams. The results depict that Discipline and gender of the pupil teachers do not contribute significantly towards teaching aptitude whereas Female art pupil teachers showed better Teaching Aptitude than their counterparts .

KAUR. (2014) conducted a Comparative Study of Teaching Aptitude of B.Ed.(General)Pupil Teachers in Relation to Their Gender, Location, Stream and Professional Experience. The main objective of the study was to find out the impact of gender difference on the teaching aptitude and also to compare the impact of stream on the teaching aptitude. The sample of the study comprised of 70 pupil teachers from teacher training colleges. . The findings revealed no significant difference between male and female pupil teachers in relation to their teaching aptitude. With respect to their streams, there found no significant difference between arts and science pupil teachers.

Hypotheses of the study:

1. There is no significant difference in teaching aptitude of male and female prospective teachers of Arts stream towards teaching profession.
2. There is no significant difference in teaching aptitude of male and female prospective teachers of Science stream towards teaching profession.
3. There is no significant difference in the teaching aptitude of prospective teachers of arts and science stream towards teaching profession.

.Objectives of the study:

1. To compare the teaching aptitude of male and female prospective teachers of arts stream towards teaching profession.
2. To compare the teaching aptitude of male and female prospective teachers of science stream towards teaching profession.
3. To compare the teaching aptitude of prospective teachers of arts and science stream towards teaching profession.

Sample of the study:

In the present study, the investigator used random sampling technique to select the required population. The population of the present study comprised of 200 pupil teachers from two teacher training institutions of Rajouri district of Jammu and Kashmir state. Among them there were equally divided into 100 male and 100 female pupil teachers. Again, they were sub divided according to their educational background.

Tool Used

An Aptitude test predicts the capacities of an individual that may be expected in a particular activity. Aptitude tests measure and describe special abilities, capacities or talents, supposed to determine the level of achievement that can be expected from individuals in specific field's activity. For the purpose of collecting data pertaining to teacher's aptitude for teaching, the researcher used teaching aptitude test constructed by Dhahiya and Singh (2004). It consisted of 50 items and each item is followed by four alternative responses. Each correct answer was given one point score and there was no negative marking for scoring the test. The maximum score of the test is 50.

Experimental design

In the present study, two independent variables such as gender and educational background were used. Gender was divided into two categories i.e. Male, Female and educational background was divided into two streams i.e. Arts and Science groups. In this way, 2*2 factorial design was used which represents two levels of gender (Male/female) and two streams of educational background (arts/science).

Results and Discussion

Analysis of Variance (ANOVA) was computed on the total scores of measure of teaching aptitude. The summary of ANOVA is presented in table 1. The summary of analysis of variance showed that the main effect of gender was statistically significant at 0.05 level ($F = 6.387$, $df = 1/196$; $P < 0.05$). Again, main effect for educational background was found not significant ($F = .190$, $df = 1/196$, $P > 0.05$). Moreover, the two way interaction between gender and educational background was not significant ($F = .998$, $df = 1/196$, $P > 0.05$).

Table 1. Showing effect of gender and educational background on the total score of the measure of teaching aptitude of prospective teachers.

Source of variance	Df	SS	MS	F- values
Gender	1	557.78	557.78	6.387*
Educational background	1	16.82	16.82	.193 ^{NS}
Gender × Educational Background	1	87.12	87.12	.998 ^{NS}
Experimental Error	196	17117.56	87.33	
Total	200	152356.0		

* = $P < 0.05$; NS = Not Significant.

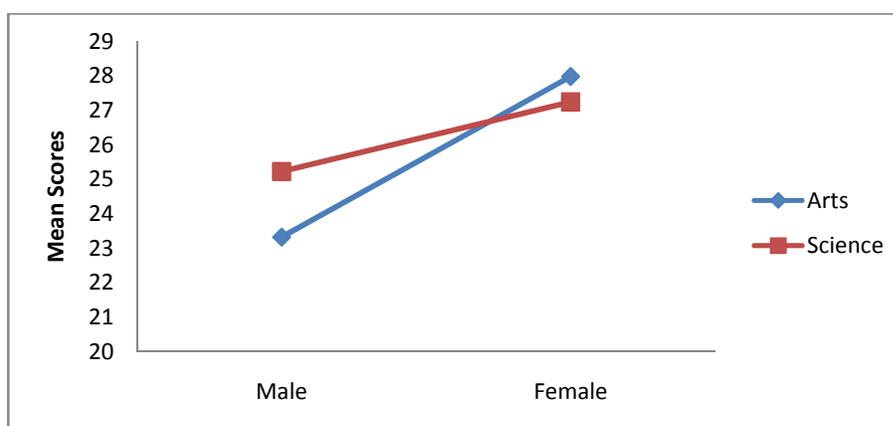
An inspection of mean scores (table- 2) showed that, regardless of educational background, it was found that girls (27.61) reported higher aptitude for teaching than boys (24.27). It was also found that, regardless of gender, the respondents of science background (26.23) are slightly better than the respondents of arts background (25.65).

Table 2. Mean scores and Mean differences between males and females, and arts and science background prospective teachers.

Gender		Educational Background	
Males	Females	Arts	Science
24.27	27.61	25.65	26.23

Table 3. showing mean scores and significant mean difference of two way interaction involving gender and educational background of prospective teachers.

Educational background	Gender	
	Male	Female
	Arts	23.32
Science	25.22	27.24



Discussion and conclusion:

In the present study, attempt has been made to compare the teaching aptitude of male and female teachers with regard to their educational background. As all are well acquainted with the fact that, for the advancement and development of any nation, education is considered as an important tool and this education is imparted by teachers in the classrooms. So, it is imperative that for imparting quality education, teachers should possess high quality and must have an aptitude for teaching. Teaching

aptitude plays an important role in predicting the level of performance in teachers. The present study attempted to investigate the teaching aptitude in relation to their educational background and gender. When analysed, the results reported significant main effect on gender and showed that female prospective teachers expressed better teaching aptitude than their male counterparts. It was found that female prospective teachers have better teaching aptitude than male prospective teachers. Patil and Deshmukh (1993) in their study on relationship between aptitude in teaching and teaching efficiency of pupil teachers found that male and female pupil teachers differed significantly on their teaching aptitude. Kanti, (2011) conducted study on teaching aptitude of prospective teachers and found that female prospective secondary school teachers have higher teaching aptitude when compared to their male counterparts. Kulshreshtha and Heeranandini (2006) studied teaching aptitude of prospective teachers. The findings suggest that prospective teachers of both the groups (male and female) have higher aptitude for teaching. Rama Krishna (2008) studied the teaching aptitude of students of B.Ed colleges. The findings explored that Female students possess more teaching aptitude than male students.

The results reported no significant difference on the measure of educational background. When arts group was compared with science group, It was revealed that pupil teachers of science and arts groups do not differ significantly for their teaching aptitude. Yadav, M. (2013). Found that Discipline (Arts and Science) of the pupil teachers do not contribute towards teaching aptitude significantly. However, Female art pupil teachers were showing better Teaching aptitude.

Related to the findings about the interaction effect between gender and educational background, it was found that there is no significant difference.

Educational implications

Any research finding has the characteristic to contribute significantly to the development of concerned area. At the present time, we all are concerned with the quality in education. "The 12th five year plan also recognized Teachers and Teaching as central to School Quality." No doubt, more and more educational institutions are being opened for imparting education, but the quality of education is deteriorating day by day. Quality of education can be improved by the competency, efficiency and effectiveness of teachers. As teaching aptitude is an important indicator of teaching effectiveness, so efficiency and effectiveness can only come, if teachers have a right type of aptitude for teaching. Today, a teacher has to play multifaceted roles. He is not only the provider of instruction but to set an example of a reflective teacher, a guide, scholar, communicator and an advocate for serving the interests of students, society as well as nation. The modern view of teaching also includes professional activities on the school level, such as team cooperation, building the communities of professional learning, participation in school development, and evaluation of changing working conditions. To discharge these duties and to play his role as a successful teacher, he must have a satisfaction in himself and have an ample aptitude for teaching profession. It is hereby suggested that those, who have an ample aptitude for teaching should enter into the profession, it is also suggested that at the time of the admission in the teacher training institutions, and also at the time when they are to be tested for this profession, their aptitude must be checked out by putting questions pertaining to their aptitude for teaching.

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