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TEACHING APTITUDE OF PROSPECTIVE TEACHERS

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Abstract:

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.. The aim of the study is teaching aptitude of prospective teachers. A simple random sample of 50 prospective teachers in Guntur district. The tool was adopted by Teaching Aptitude Test Battery developed by Dr R.P. Sing & Dr. S. N. Sharma was used. Mean ; SD; 't' value were calculated with the use of SPSS internal contingency. . the study found that The teaching aptitude of prospective teachers is average. The variable gender is not significantly influencing the teaching aptitude of the prospective teachers .

Key Words: Teachers; Aptitude; Guntur; Education

Introduction:

Teachers are literally the architects of a nation s destiny. It may sound altruism, but it still needs to be stressed that the teacher is the key to any educational reconstruction. The teacher occupies a very important place in the society because he accelerates the process of transformation of the intellectual tradition from one generation to the next. Therefore, a sound programme of professional education of school and college teacher is essential for the qualitative improvement of education. A teacher generally tries to teach in the way he himself was taught by his favourite teachers during his own school days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and life- long education.

The role of teachers in promoting the quality of the educational process and its products is well accepted. Teacher has its norms, moral responsibilities, personal values, expertise in using teaching skills and knowledge of subject matter.

Need and significance of the study:

A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Research indicates that everyone does not have the ability or the aptitude to take up teaching. Certain minimum requirements in the way of intelligence, temperament, and personality are observed to be highly critical.

Aptitude is considered to be an important characteristic of an individual, which predict the future success or failure of teachers, whereas, level of aspiration means a “strong desire to accomplish something”. In teaching profession, it is the pupil teachers’ expectations, goals or claims on their future achievement and shows the estimation of these trainees’ abilities for their future performance and the efforts they make towards attaining the goals. If the teacher trainees do not have the required aptitude then no amount of training can influence their teaching effectiveness in the classroom.

Hence, teaching aptitude is considered as the determinant factor for choosing the teaching profession. 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

Title of the Study:

Teaching Aptitude of Prospective Teachers

Operational definitions:**Teaching aptitude:**

As a condition, symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to develop an interest in exercising his ability- Bingham.

Prospective Teachers: Teacher candidates who were enrolled in a teacher education program or who studied in Di.Ed or B.Ed.

Objectives of the study:

1. To find out the teaching aptitude of prospective teachers.
2. To compare the teaching aptitude of male and female prospective teachers.
3. To compare the teaching aptitude of rural and urban prospective teachers.
4. To compare the teaching aptitude of the poor perspective teachers between below 20 years and above 20 years.

Hypotheses of the study

Null Hypotheses were formulated taking the objectives into consideration. The following hypotheses were formulated for the present study.

1. Male and female prospective teachers do not differ significantly in their teaching aptitude.
2. Rural and Urban prospective teachers do not differ significantly in their teaching aptitude.
3. Prospective teachers aged below 20 years and above 20 years do not differ significantly in their teaching aptitude.

Delimitations of the study:

The present study was delimited with regard to the following.

1. The area of present study was limited to only one district of Andhra Pradesh
2. The study was conducted on D.Ed trainees.
3. In the present study, only the Teaching Aptitude Test Battery developed by Dr R.P. Sing & Dr. S. N. Sharma was used.
4. The tool was administered on 50 D.Ed students only.

Methodology of the study

Research design

Researcher had used the survey method for collecting the data.

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 view the limited source of time money and practical difficulty a limited sample consisting of 50 D.Ed students was taken.

Procedure of the study

The data collection was done over a sample of 50 prospective teachers from the DIETs of Guntur District.

Teaching Aptitude Test Battery

The test was constructed by R.P.Singh and S.N.Sharma designed to administer or used on teachers. Items are divided into 4 areas.

They are

1. Mental ability
2. Attitude towards children
3. Adaptability
4. Professional information

Data analysis

Objectives-1: To find out the teaching aptitude of the prospective teachers.

Sample	Mean	SD	% of mean	1/5 th of mean
50	119.76	10.91	79.84	15.968

Interpretation:

From the above table it is interpreted that the mean value of prospective teachers is 119.76 and SD 10.91. The % of mean 79.84 respectively. Hence the teaching aptitude of prospective teachers is average.

Hypothesis -1: Male and female prospective teachers do not differ significantly in their teaching aptitude.

Gender	Sample	Mean	SD	S.Ed	't' value
Male	26	115.17	10.42	3.02	1.02
Female	24	119.28	10.96		

Interpretation:

From the above table it is interpreted that there is no significant difference between male and female prospective teachers in their teaching aptitude. Hence the hypothesis is accepted.

Hypothesis -2: Rural and Urban prospective teachers do not differ significantly in their teaching aptitude.

Locality	Sample	Mean	SD	S.Ed	't' value
Rural	25	120.91	10.65	2.92	0.66
Urban	25	118.96	10.96		

Interpretation:

From the above table it is interpreted that there is no significant difference between rural and urban area prospective teachers in their teaching aptitude. Hence the hypothesis is accepted.

Hypothesis -3: Prospective teachers aged below 20 years and above 20 years do not differ significantly in their teaching aptitude.

Age	Sample	Mean	SD	S.Ed	't' value
Above 25 years	30	115.33	10.09	3.05	1.21
Below 25 years	20	119.04	10.72		

Interpretation:

From the above table it is interpreted that there is no significant difference between the prospective teachers aged below 20 years and above 20 years in their teaching aptitude. Hence the hypothesis is accepted.

Findings:

1. The teaching aptitude of prospective teachers is average.
2. The variable gender is not significantly influencing the teaching aptitude of the prospective teachers .
3. The variable locality is not significantly influencing the teaching aptitude of the prospective teachers.
4. The variable age is not significantly influencing the teaching aptitude of the prospective teachers.

Educational implications

The findings of the present study have some important educational implications

1. In order to minimize these differences adequate provisions and changes in the curricula should be made.
2. Workshops should be organized for the D.Ed. teacher trainees, so that their aptitude for teaching can be enhanced.
3. More emphasis should be given to practical work to enhance their aptitude for teaching.
4. The duration of their teaching practice need be increased to enhance their teaching aptitude.
5. They should be arranged on groups according to their stream, so that guidance could be provided to them according to their stream.
6. Seminars should be organized from time to time to inculcate new ideas in them which may lead to developing their teaching aptitude.
7. Proper guidance programme for the D.Ed. teacher trainees should be developed and organized from time to time.
8. Different types of activities and competitions should be organized from time to time to enhance the teaching aptitude of D.Ed. teacher trainees.

Conclusion:

The study found that most of the prospective teachers, irrespective of their gender, locality and age had average teaching aptitude.

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