



A STUDY OF APTITUDE OF D.El.Ed. TRAINEES IN RELATION TO SEX AND RESIDENTIAL BACKGROUND

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Abstract

Aptitude is a present condition but with a forward reference. It is a condition or set of characteristics regarded as symptomatic, indicative of potentialities. A test of aptitude samples certain abilities and characteristics of an individual as he is today. It helps to find out what he can do now and how will he can do it. The responses he makes under specified conditions are ascertained specimens of his performance when motivated in prescribed ways. The present study was planned to find out the difference in the Aptitude of D.El.Ed. students based on their sex and residential background. A sample of 120 D. El. Ed students was taken from two education colleges of district Hamirpur Himachal Pradesh on the basis of random sampling technique. Data was collected with the help of standardized tool Teaching Aptitude Test Battery Dr. R.P Singh and Dr. S.N. Sharma. The statistical techniques of mean, standard deviation and the 't'- test were employed for data analysis. The finding of the study reported that There was a significant difference between aptitude of male and female D.El.Ed. trainees. This shows that the variables of gender create difference in aptitude of among D.El.Ed. trainees. There was no significant difference between aptitude of urban and rural D.El.Ed. trainees. This shows that the variables of locality does not create differences in aptitude among D.El.Ed. trainees.

Key Words- Aptitude, D.El.Ed. trainees and Residential Background.

1. INTRODUCTION

Aptitudes may be considered to be qualities which all individuals possess in varying degrees. An aptitude also may be regarded as a special form of superiority in a limited field of performance. Aptitude is more or less specific. An individual may have a higher degree of aptitude for one line of work and not for certain other. He may do well in scholarship accounting, but have very little aptitude for teaching. It is usually observable that some individuals under similar circumstances surpass other persons in acquiring certain knowledge or skill and prove themselves more suitable and efficient in certain specific jobs. Such persons are said to possess certain specific abilities or aptitudes besides general intellectual abilities or intelligence which help them in achieving success in some specific occupations or activities and that is said to be aptitude.

2. MEANING OF APTITUDE

It is an observable fact that people differ from one another and within themselves in their performance in one or the other fields of human activity such as leadership, music, art, mechanical work, teaching etc. It is usually observable

that some individuals under similar circumstances surpass other persons in acquiring certain knowledge or skill and prove themselves more suitable and efficient in certain specific jobs. Such persons are said to possess certain specific abilities or aptitudes besides general intellectual abilities or intelligence which help them in achieving success in some specific occupations or activities and that is said to be aptitude.

DEFINITIONS OF APTITUDE

In the Dictionary of education (1959) defined aptitude as a pronounced innate capacity or ability in a given line of endeavour such as a particular art, school subject or vocation. Thus in this definition aptitude refers to an individual's unborn capacities or potentialities which are indicative of same special abilities.

Freeman (1962) has defined an aptitude as a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses such as the ability to speak language, to become a musician, to do mechanical work. . **STATEMENT OF THE PROBLEM**

The study is entitled as "A Study of Aptitude of D.El.Ed. Trainees in relation to Sex and Residential Background"

5. OBJECTIVES OF THE STUDY

1. To find out gender difference if any, in the aptitude of D.El.Ed. trainees.
2. To find out residential background difference if any, in the aptitude of D.El.Ed. trainees.

6. HYPOTHESES OF THE STUDY

1. There is no significant difference in aptitude of male and female D.El.Ed. trainees.
2. There is no significant difference in aptitude of urban and rural D.El.Ed. trainees.

7. METHOD AND PROCEDURE

Keeping in mind the nature and objective of the present study, the descriptive survey method has been employed in the present investigation.

7.1. POPULATION

Male and Female D.El.Ed. trainees of district Hamirpur in Himachal Pradesh were consider as the population of the study.

7.2. SAMPLE

In the present study, a sample of one hundred twenty students was selected from two privately managed D.El.Ed. training institute i.e. Trisha College of Education, Thain (Hamirpur) and DDM Sai College of Education, Kallar (Nadaun), Affiliated to H.P. Board of School Education, Dharamshala. Further, sixty students (i.e. 30 boys and 30girls) from each college were selected.

7.3 TOOL USED

Teaching Aptitude Test Battery Dr. R.P Singh and Dr. S.N. Sharma. was used to collect the data for the study. The scoring is based on the choice of answer key.

7.4 STATISTICAL TECHNIQUE USED

In the present study statistical technique of Mean, Median, Mode, SD and the t -test was used to find out the significant difference in aptitude among D.El.Ed. Trainees in relation to gender and residential background.

8. SOME REVIEW OF RELATED STUDY

Boldt, Kurtiss Edward (2000) in his study of predicting academic performance of high-risk college students using scholastic aptitude test scores and non cognitive variables found that non cognitive variables were not as strong or consistent predictors as were scholastic aptitude test scores.

Ray, Marilyn, Garavalia, Linda, Murdock, Tamera (2003) in his study of aptitude, motivation, and self-regulation as predictors of achievement among developmental college students found that Aptitude was not significantly correlated with any of the variables whereas significant correlations were found between achievement and motivation.

Kushwaha, Amita (2023) in her study she found that 1. All postgraduate students need to be educated about research in order to raise awareness and spark enthusiasm. 2. It has been observed that research-oriented thinking is crucial to our day-to-day existence. 3. Since research enables them to be authentic and immediately relate to their primary topic of study, the majority of M.Ed. students benefit from it. 4. M.Ed. students' abilities will be useful in the future. 5. Research methods would be used by M.Ed. students in their line of work. 6. M.Ed. students who are motivated to closely examine the specifics of research methods.

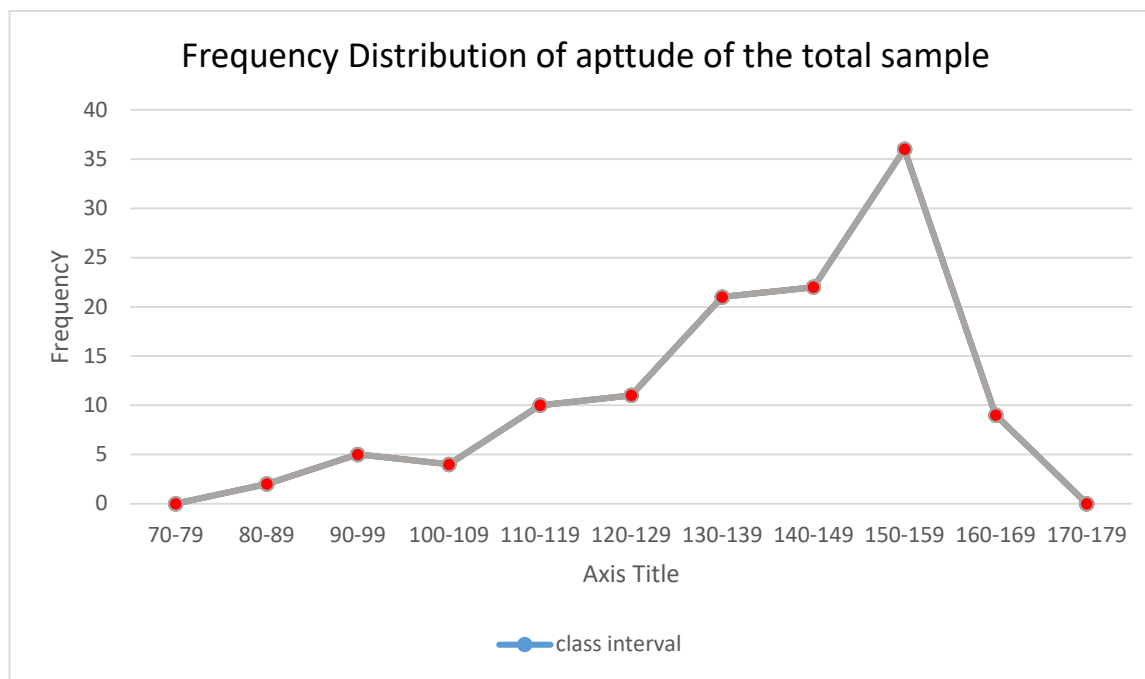
Dr. Tiwari, Sandeep Kumar and Acharya, Sopnamayee (2014) They found that faculty generally supports the idea that researching and publishing improves teaching, and that attitudes toward the usefulness of research relate positively to both research efforts and to research success.

9. INTERPRETATION

Table 1(a)

FREQUENCY DISTRIBUTION OF APTITTDE OF THE TOTAL SAMPLE

Class interval	Mid-point	frequency	Cumulative frequency
170-179	174.5	0	120
160-169	164.5	9	120
150-159	154.5	36	111
140-149	144.5	22	75
130-139	134.5	21	53
120-129	124.5	11	32
110-119	114.5	10	21
100-109	104.5	4	11
90-99	94.5	5	7
80-89	84.5	2	2
70-79	74.5	0	0

Fig.1 Frequency Polygon showing the Frequency Distribution of Aptitude Scores of the total Sample

RESULTS

Table 1(b)

Table 1 (b) shows the Mean, Median, Mode and Standard deviation of the aptitude

Mean	138.5
Median	142.68
Mode	151.04
Standard Deviation	19.2
Skewness	-0.65
Kurtosis	0.270

INTERPRETATION

Table 1 shows the frequency distribution of aptitude. The maximum frequency is 36 and falls under class interval 150-159.

Table 1 (b) shows the Mean, Median, Mode and Standard deviation of the aptitude. The Mean is 138.5, Median is 142.68 and Mode is 151.04. Standard deviation is 19.2 that represent the scattered scores from the mean position. Value of Skewness is -0.65 which shows the distribution is negatively skewed indicating that the scores are massed at the higher end of the scale and spread out gradually at the lower end. The value of Kurtosis is 0.270 which is higher than the normal distribution i.e. 0.263. Thus the curve is Platykurtic because it is less peaked than the normal curve as shown in fig 1.

Table.2

SIGNIFICANCE DIFFERENCE IN MEAN'S SCORES APTITUDE OF MALE AND FEMALE D.El.Ed. TRAINEES

Variables	N	Mean	SD	SEd	t-value	Level of significance
Male	60	134.98	20.82	3.44	2.04	*
female	60	142.00	16.62			

* significant at 0.05 level of significance with df/118.

From the table.2 that the mean's and S.D. scores in aptitude of male ($M_1 = 134.98$ and $\sigma_1 = 20.82$) and female ($M_2 = 142.00$ and $\sigma_2 = 16.62$) are respectively. It shows that the obtained t-ratio (2.04) of aptitude of male and female D.El.Ed.trainees is significant at 0.05 level of significant with df/118. Hence null hypotheses is rejected. It means that there significance difference in aptitude scores of male and female D.El.Ed. trainees. Ho. No.-1, there is no significant difference in aptitude of male and female D.El.Ed. trainees is rejected.

Table.3

SIGNIFICANCE DIFFERENCE IN MEAN'S SCORES OF APTITUDE OF MALE AND FEMALE D.El.Ed. TRAINEES

Variables	N	Mean	SD	SEd	t-value	Level of significance
Urban	50	135.7	19.73	3.48	1.37	NS
Rural	70	140.48	17.42			

N.S.- Not significant at 0.05 level of significance with df /118.

From the table 3 that the mean's and S.D. scores in aptitude of urban ($M_1 = 135.7$ and $\sigma_1 = 19.73$) and rural ($M_2 = 140.48$ and $\sigma_2 = 17.42$) are respectively. It shows that the obtained t-ratio (1.37) of aptitude of urban and rural D.El.Ed. trainees is not significant at 0.05 level of significant with df /118. Hence null hypotheses is accepted. It affirms that there is no significance difference in achievement motivation scores of urban and rural D.El.Ed. trainees. Ho. No.-2, there is no significant difference between aptitude of urban and rural D.El.Ed. trainees is retained.

MAIN FINDINGS

There was a significant difference between aptitude of male and female D.El.Ed. trainees. This shows that the variables of gender create difference in aptitude of among D.El.Ed. trainees.

There was no significant difference between aptitude of urban and rural D.El.Ed. trainees. This shows that the variables of locality does not create differences in aptitude among D.El.Ed. trainees.

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