

Research Paper

TEACHING APTITUDE AND ACADEMIC ACHIEVEMENT OF B.ED. TRAINEE TEACHERS**Dr. Kaneez Fatima Ms. Syeda Humera**Assistant Professorr
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Aurangabad.**ABSTRACT**

This research aimed to study the aptitude of B.Ed. trainee teachers towards teaching and academic achievement. The study was conducted at Aurangabad (M.S.) on the sample of 143 trainee teachers. Teaching aptitude test battery by Dr. R.P. Singh and Dr. S.N. Sharma was used to study teaching aptitude and academic achievement was obtained from the college records. On the basis of findings it was concluded that B.Ed. trainees have above average level teaching aptitude & high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B.Ed. trainees for both the variables.

INTRODUCTION

Education is an instrument for preparing younger generation for which efficient teachers are needed. Teachers are considered to be agents for change, when these agents enter teacher education institution through central admission process (CAP) they form a heterogeneous class with regard to various factors like subject, age, gender, socioeconomic status, working efficiency etc.

TEACHING

Teaching is considered as art as well as science, it is a complex process which involves teacher – taught – environment. Teaching is dependent on method of teaching used, curricula, infrastructure, technology used etc. To be efficient it demands in-depth knowledge of the content and mastery over teaching skills. Teaching is the art of assisting another to learn. It includes providing information, appropriate situations, conditions or activities designed to facilitate learning.

APTITUDE

Human efficiency is not easily defined as that of machine and it is not easily measured. Human working efficiency varies with a number of factors i.e. aptitude for task involved, adequacy of training for the task, motivation and condition of work.

Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he / she will be able to acquire under suitable training.

DICTIONARY OF EDUCATION

“Aptitude is a pronounced innate capacity for or ability in a given line of endeavour such as particular art, school, subject or vocation.

ENGLISH DICTIONARY

“Aptitude is the capacity to acquire proficiency with a given amount of training.

FREEMAN

“Combination of characteristics indicative of an individuals capacity to acquire some specific knowledge, skill or set of organized responses such as the ability to speak a language to become a musician to do a mechanical work”.

Aptitude may be innate or acquired.

TEACHING APTITUDE AND ACADEMIC ACHIEVEMENT

As already discussed teaching is a complex process and teacher is the person who imparts education to other. Teaching is art as well as science. Teacher is an artist as well as logical thinker. When trainees join teacher education institution they vary in the capacities and efficiencies. Preservice teacher education is the preparation of person for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of strong will to contribute at the highest level of efficiency through training. It inculcates the necessary psychological skills and competencies among trainees and make them professionally able to meet the demands of the society.

Academic achievement is defined as the capability attained by individuals which can be assessed. Good defined “Academic achievement as the knowledge attained or skills developed in the school subjects, usually assessed by test scores or by marks assigned by the teachers.” Achievement of an individual is influenced by number of factors such as stress, motives, attitude, socio-economic status, aptitude and so on.

P. Unasankar assessed teaching aptitude of Engineering College students (2011) found that female students have greater teaching aptitude than male & there is no correlation between the discipline and teaching aptitude. R. Sahaya and Dr. Samuel studied relationship between attitude of B.Ed. trainees towards teaching and academic achievements and found that higher the attitude, higher is the achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching profession demands clear set of goals, devotion and dedication, good managerial skill and good teaching aptitude. During pre-service training, trainees not only acquire proficiency in micro skills, lesson planning and its execution but also need to develop the capacity to acquire proficiency and a set of skill during the training course, as the very nature of aptitude shows that it is innate or acquired, constant or variable & unitary or pluralistic. If during training, the teaching aptitude of the trainees is well known it will help the teacher educators to classify trainees by identifying individual potential traits and abilities and guide them to develop intra & interpersonal skills. Academic achievement is the base for selection, promotion or recognition in various walks of life, hence importance of

academic achievement can not be ignored. Academic achievement is influenced by various factors of an individual like intellectual ability, motivation etc.

This research is an attempt to find relationship between teaching aptitude and academic achievement.

STATEMENT OF THE PROBLEM

The researcher is interested in studying the aptitude of trainee teachers towards teaching and academic achievement. Hence, the present study is :-

“A study of relationship between teaching aptitude and academic achievement of B.Ed. trainee teachers.”

VARIABLES

- 1) Teaching aptitude
- 2) Academic achievement

OBJECTIVES OF THE STUDY

- 1) To study the aptitude of trainee teachers towards teaching.
- 2) To study the academic achievement of trainee teachers.
- 3) To find out relationship between teaching aptitude and academic achievement of trainee teachers.
- 4) To compare the teaching aptitude of male and female trainee teachers.
- 5) To compare the academic achievement of male and female trainee teachers.

HYPOTHESIS

- 1) The teaching aptitude of B.Ed. trainees is high.
- 2) The academic achievement of B.Ed. trainees in the course is high.
- 3) There is a positive & high co-relation between teaching aptitude and academic achievement of trainee teachers.
- 4) There is no significant difference between mean scores of teaching aptitude of male & female trainee teachers.
- 5) There is no significant difference between the academic achievement of male and female trainee teachers.

METHODOLOGY

The researcher adopted a normative survey method to study the problem.

SAMPLE

For the purpose of the study 143 trainee teachers studying in the college of Education in Aurangabad City were selected as sample.

TOOL

- 1) Teaching aptitude test battery By Dr. R.P. Singh and Dr. S.N. Sharma.
- 2) For Academic Achievement score, scores of B.Ed. trainees obtained in annual university exams were taken from college record.

STATISTICAL TECHNIQUES USED

The data collected was subjected to statistical analysis namely means, standard deviation, t-test and co-efficient of co-relation to test the framed hypothesis.

RESULTS AND DISCUSSIONS

The researcher collected relevant data and subjected to statistical analysis and interpreted according to the norm table.

Table No. 1 Norms for interpretation of teaching aptitude and academic achievement.

Sr. No.	Teaching aptitude level scores	Interpretation	Academic achievement score	Interpretation
1	Below 40	Poor	Below 540	Low
2	41 – 80	Below Average	541 – 720	Average
3	81 – 120	Average	721 – 1200	High
4	121 – 160	Above Average		
5	160 & Above	Excellent		

Table No. 2 Mean of Teaching Aptitude and Academic Achievement of B.Ed. trainees.

Variable	N	Mean	Range	Interpretation
Teaching aptitude	143	136.2	121 - 160	Above Average level
Academic achievement	143	801.5	721 – 1200	High achievement

It is evident from table 2 that mean of teaching aptitude of B.Ed. trainees is 136.2 which comes in the range of above average level. Hence, hypothesis 1 is rejected & it can be concluded that aptitude of B.Ed. trainees is above average level. Where as mean of academic achievement score is 801.5 which comes in the range of High achievement. Hence, hypothesis 2 is accepted.

Table No. 3 Correlation between Teaching Aptitude and Academic Achievement of B.Ed. trainees.

Variable	Co-efficient of correlation	Range	Interpretation
Teaching aptitude	0.23	± 0.21	Positively low correlation
Academic achievement		± 0.40	

From table 3 it is found that co-efficient of correlation between teaching aptitude and academic achievement is 0.23 which is positive and low. Hypothesis is rejected and concluded that there is positive low correlation between teaching aptitude and academic achievement.

Table No. 4 t-test for mean scores of Teaching Aptitude & Academic Achievement based on gender.

Variable	Group	N	Mean	S.D.	t score	df	Level of Significance (at 0.05 level)	Interpretation
Teaching Aptitude	Male	53	140	18.15	1.79	41	1.98	NS
	Female	90	134.1	20.25				
Academic Achievement	Male	53	804.5	112	0.27	141	1.98	NS
	Female	90	798.5	142				

Table 4 shows that t value obtained for variable teaching aptitude with respect to gender is 1.79, this suggest that there is no significant difference (at 0.05 level) between male & female B.Ed. trainees & t-value obtained for variable academic achievement with respect to gender is 0.27, this shows that there is no significant difference (at 0.05 level) between male & female B.Ed. trainees with respect to academic achievement. Hence, hypotheses 4 & 5 are accepted.

EDUCATIONAL IMPLICATION

Findings of the study revealed that B.Ed trainees have above average level teaching aptitude and high academic achievement. Findings also revealed that there is positive low relationship between academic achievement

and aptitude teaching and there is no significant difference between male and female B.Ed. trainees with regard to academic achievement and aptitude teaching. Hence it is recommended that as B.Ed. trainees have above average level aptitude teaching, opportunities should be provided for more betterment & care should be taken to give rewards & incentives for academic betterment by developing congenial climate. Teaching aptitude is innate or acquired so teacher educator and member concerns should take the responsibilities seriously plan the training process so that capacities and efficiency for the task involved should be acquired during the training course by the trainees.

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