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The study investigates the teaching aptitude of potential teacher's behaviour in relation to their academic background Gautam Buddh Nagar

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Abstract

Teaching is a respected profession that fosters creative thought and research specialist development, yet not all teachers share the same admiration for this noble profession. They are disinterested towards teaching profession. They must possess high level of teaching aptitude and favourable attitude towards teaching profession besides personal qualities like grooming personality, psychological information concerning child growth and development, good physical and mental health etc. The individual having high teaching aptitude with excellent personality, if enter into teaching profession will become competent teacher. The present study has been done to investigate the study of teaching aptitude of prospective teachers in relation to gender, qualification, stream of study, medium and family annual income.

Prospective teachers: Prospective teachers are those who are taking a teacher training programme From School and Colleges of education of G.B Nagar. This is teacher education programme of one year.

Teaching aptitude: Teaching aptitude is the ability of an individual, innate or acquired by training to deal successfully with the day-to-day problems of teaching profession. Teaching aptitudes the function of five variables as suggested by Singh and Sharma in the Teaching Aptitude Test Battery (TATB) namely mental ability, attitude towards children, adaptability, professional information and interest in profession. To achieve this aim the researcher adopted the survey method. The sample was taken by purposive sampling method. There is no significant difference in teaching aptitude between male and female prospective teachers. There is no significant difference between school and graduate prospective teachers in their teaching aptitude. To find out whether there is any significant difference among prospective teachers in their teaching aptitude with respect to their academic behaviour.

Keywords: Teaching aptitude, prospective teachers

Introduction

Education emerged simultaneously to the human race. The history of human civilization is in fact, the history of gradual excellence in education. It is the chief symptoms and even the means of our civilization. James Mills the famous English Philosopher once said "education does not perform everything but there is hardly anything which it does not perform". The importance of the far-reaching truth has been begun to be increasingly realize only in recent years. Thus, education is the key to all process of development especially human development.

Teaching aptitude is the function of five variables namely mental ability, attitude towards children, adaptability, professional information and interest in profession. The term aptitude refers to a natural or acquired capacity or ability, especially a tendency or inclination to learn or understand (Webster's Medical Dictionary, 2002). Dictionary in English (2011) enumerated that teaching aptitude means probability of success in teaching. The success in teaching is only possible to those who have remarkable aptitude in teaching. A teacher should have positive attitude and right aptitude to guide the students and to motivate them to touch the heights of human development and to be a responsible citizen of the country and to become a good human being to serve the society in efficient manner. The performance of teacher is dependent to a great extent on his aptitudes and beliefs. The aptitude of teacher influences the performance as well as behaviour of the student.

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Hence to achieve the objective of child development, a teacher is expected to possess positive attitude towards teaching profession. In teacher training institution, prospective teachers set their aspiration level to achieve the goal of becoming successful teachers after the completion of course. They set their goal at certain standards based on their life experiences, calibre and interest and sincerely but efforts in achieving those goals during their training period which can be clearly observed through their competency in the classroom. Their goal setting behaviour is directly related to their learning session to learn teaching skills in order to become efficient teachers

Good academic background on the other hand tends to help both in improving the teaching aptitude prospective of teachers and also their recognition by parents, peer groups, teachers, neighbors and society at large. It boosts their morale and develops feeling in them that they are vital in the family as school and society.

Related Literature

Shah (2014) ^[11], Studied Teaching aptitude of Private Junior High School Teachers as Related to their Gender Differences and Locality Variance. Major findings – (1) There is no significant difference between Teaching Aptitude of the male and female teachers of private junior high schools from Dasholi block in District Chamoli at their rural-urban variance and compositely.

Singh (2015) ^[15], conducted a study on teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh in relation to their gender and stream. Findings of study reveals that (i) There was no significant difference in teaching aptitude of male and female B.Ed. teacher trainees. (ii) Teaching aptitude of arts and science teacher trainee differs significantly. (iii) Teacher aptitude did not differ significantly in case of male and female science and arts B.Ed.

Pancholi (2015) ^[16] explored a study on student teachers' attitude towards teaching profession. The finding of study revealed that (i) there is a significant difference exists between teachers in relation to their gender. Female teachers have higher attitude than that of male teachers. (ii) There is no significant difference exists between teachers in relation to their stream.

Mrityunjay Yadav (2013) ^[17], in his study of teaching aptitude was conducted on B.Ed. pupil teachers in relation to their teaching competency, and academic achievement with reference to their sex (male, female) and discipline (science and arts.)The results indicated that discipline & sex of the pupil teachers do not contribute towards teaching aptitude significantly.

Anwar (2012) ^[10], conducted a study on Examination of Teaching Aptitude of Teachers working at primary level: Demographic differences. Major Findings (1). It was found that primary teacher educators have high teaching aptitude. (2) Equality is the teaching aptitude was found in males and females teachers having teaching experience less than or greater than 10 years. (2) Significant difference was observed between urban and rural primary teachers in terms of their teaching aptitude. (3) Less aptitude was also observed in the teachers working in primary school on contract basis.

Kalita (2016) ^[14], conducted a study on teaching aptitude of high school teachers in relation to gender and educational level. The finding of study revealed that there was no

significant difference in the mean scores of teaching aptitude of the male and female teachers of high school and male teachers' teaching aptitude was higher than female teachers.

Justification of the study

The role of teachers in promoting the quality of educational process and its products is well accepted. The entire edifice of education is shaky if the teacher is weak and ineffective.

Teaching aptitude is affected by number of variables such as socioeconomic status, geographical difference, sex differences, marital status, personality characteristics, social acceptance and academic background.

But academic background is considered one of the most significant variables to affect teaching aptitude. In this study an attempt has been made by the researcher to examine the influence of academic background on the teaching aptitude of prospective teacher.

Statement of the problem

The study investigates the teaching aptitude of potential teachers in relation to their academic background.

Operational definition of the terms used

- 1. Teaching aptitude:** Teaching aptitude is the ability of an individual, innate or acquired by training to deal successfully with the day-to-day problems of teaching profession. Teaching aptitudes the function of five variables as suggested by Singh and Sharma in the Teaching Aptitude Test Battery (TATB) namely mental ability, attitude towards children, adaptability, professional information and interest in profession.
- 2. Prospective teachers:** Prospective teachers are those who are taking a teacher training programme (B.Ed.) from the colleges of education of Uttar Pradesh. This is teacher education programme of one year.
- 3. Academic background:** The percentage secured by the prospective teachers in their high school, 10+2, graduate and post graduate examinations were considered as academic background.

Objectives of the study

1. To examine the differences between high academic background and low academic background prospective teachers on teaching aptitude.
2. To explore the differences between male and female prospective teachers in regard to their teaching aptitude.
3. To examine the difference between rural and urban teachers on teaching aptitude.
4. To examine the difference between married and unmarried teachers on teaching aptitude.

Hypotheses

1. There exists significant difference between high academic background and low academic background.
2. There exists significant difference between male and female prospective teachers in regard to their teaching aptitude.
3. There exists significant difference between rural and urban teachers on teaching aptitude.
4. There exists significant difference between married and unmarried teachers on teaching aptitude.

Sample

In the present study, total sample of 200 perspective teacher belonging to different colleges of education of Ghaziabad District.

Tools used

1. Teaching Aptitude Test Battery (TATB) Singh and Sharma 1996.
2. The percentages secured by the prospective teachers in their high school, 10+2, graduate examination were considered as the measure of academic background.

Analysis and Interpretation of data

Having introduced the research problems specified the objectives and hypotheses providing review of related literature and the plan and procedure of the study in the preceding chapters the data obtained this are analyzed and discussed in the present chapter. For a clear and systematic presentation of result, the data obtained from four colleges for prospective teachers on the selected variables under study was analyzed in different section. The study analysed the family background and teaching aptitude of prospective teachers pursuing education at various colleges.

Table 1: Co-Efficient of correlation between teaching aptitude and academic background of prospective teachers

Variable	N	DF	Co-efficient of Correlation	Level of sig.
Teaching aptitude	200	198	0.36	.01
Academic Background				

DF=N-2 = 198, Table value at .05 = .159, At .01 = .208

It is evident from the table (1) that the co-efficient of correlations between aptitude and academic background of prospective teachers is 0.36, which is significant at .01 level of significant. That means there is significant positive relationship between teaching aptitude and academic background of prospective teachers. Teaching aptitude is depending on the academic background of the prospective teachers. If a student has better academic background, he/she has better teaching aptitude. This the hypothesis (HI-1) that there exist a significant positive relationship between teaching aptitude and academic background of the prospective teacher's.

Table 2: Co-efficient of correlation between 'mental ability' teaching aptitude and academic background of prospective teachers

Variable	N	DF	Co-efficient of Correlation	Level of sig.
Mental aptitude	200	198	0.29	.01
Academic Background				

DF=N-2 = 198, Table value at .05 = .159, At .01 = .208

It is evident from the Table (2) that the co-efficient of correlations between mental ability dimension of teaching aptitude and academic background of prospective teachers is 0.29, which is significant at .01 level of significant. That means there is significant positive relationship between mental ability of teaching aptitude and academic background of prospective teachers. Mental ability of teaching aptitude is depending on the academic background of the prospective teachers. If student have better academic background, he/she has better mental ability. Thus the

hypothesis (HI-1) that there exist a significant positive relationship between teaching aptitude and academic background of the prospective teacher's with respect to mental ability is retained.

Table 3: Co-efficient of correlation between 'attitude towards children' dimension of teaching aptitude and academic background of prospective teachers

Variable	N	DF	Co-efficient of Correlation	Level of sig.
Attitude towards Children	200	198	0.31	.01
Academic Background				

DF=N-2 = 198, Table value at .05 = .159, At .01 = .208

It is evident from the table 3 that the co-efficient of between 'attitude towards children' dimension of teaching aptitude and academic background of prospective teachers is 0.31, which is significant at .01 level of significant. That means there is significant positive relationship between attitude towards children of teaching aptitude and academic background of prospective teachers. Attitude towards children of teaching aptitude is depending on the academic background of the prospective teachers. If student have better academic background, he/she have better mental ability. Thus the hypothesis (HI-1) that there exist a significant positive relationship between teaching aptitude and academic background of the prospective teachers' with respect to attitude towards children is retained.

Table 4: Co-efficient of correlation between 'goal selection' dimension of teaching aptitude and academic background of prospective teachers

Variable	N	DF	Co-efficient of Correlation	Level of sig.
Goal selection	200	198	0.33	.01
Academic Background				

DF=N-2 = 198, Table value at .05 = .159, At .01 = .208

It is evident from the table (4) that the co-efficient of correlation between 'adaptability' dimension of teaching aptitude and academic background of prospective teachers is 0.36, which is significant at .01 level of significant. That means there is significant positive relationship between adaptability of teaching aptitude and academic background of prospective teachers. Adaptability of teaching aptitude is depending on the academic background of the prospective teachers. If student have better academic background, he/she have better adaptability. Thus the hypothesis (HI-1) that there exist a significant positive relationship between teaching aptitude and academic background of the prospective teachers' with respect to adaptability is retained.

Table 5: Co-efficient of correlation between 'high and low' academic background of prospective teacher

Variable	Groups	N	Mean	S.D	S.Ed	t-ratio	Level of sig.
Teaching aptitude	H.A.B	60	72.68	14.47	1.25	4.57	.01
	L.A.B	120	77.03	11.75			

It is revealed from the Table (5) that the mean score high and low academic background prospective teachers on teaching aptitude are 72.68 and 77.03 with S.D.'s 14.47 and 11.75 respectively. The t-ratio came out from the above two groups is 4.57 which is significant at 0.1 level of significance. That means there exists significant difference between high and low academic background prospective students on teaching aptitude. Thus the hypothesis (HI-2) that there exists a significant difference between high and low academic background prospective students on teaching aptitude is retained.

Table 6: Co-efficient of correlation between 'male and female academic background of prospective teachers

Variable	Groups	N	Mean	S.D	S.Ed	t-ratio	Level of sig.
Teaching aptitude	Male	130	72.65	5.36	1.23	4.35	.01
	Female	70	77.01	4.73			

It is revealed from the Table (6) that the mean score male and female academic background prospective teachers on teaching aptitude are 72.65 and 77.01 with S.D.'s 5.36 and 4.73 respectively. The t-ratio came out from the above two groups is 4.35 which is significant at 0.1 level of significance. That means there exists significant difference between male and female academic background prospective students on teaching aptitude. Thus the hypothesis (HI-2) that there exists a significant difference between male and female academic background prospective students on teaching aptitude is retained.

Table 7: Co-efficient of correlation between 'urban and rural' academic background of prospective teachers

Variable	Groups	N	Mean	S.D	S.Ed	t-ratio	Level of sig.
Teaching aptitude	Urban	90	35.25	5.34	1.23	2.45	.05
	Rural	60	31.38	4.78			

It is revealed from the Table (7) that the mean score urban and rural academic background prospective teachers on teaching aptitude are 35.25 and 31.38 with S.D.'s 5.34 and 4.78 respectively. The t-ratio came out from the above two groups is 4.35 which is significant at 0.1 level of significance. That means there significant difference between urban and rural academic background prospective students on teaching aptitude. Thus the hypothesis (HI-2) that there exists a significant difference between urban and rural academic background prospective students on teaching aptitude is retained.

Discussion and Conclusion

The study indicates a significant positive correlation between the teaching aptitude and the academic background of prospective teachers. If a student has better academic background, he/she has better teaching aptitude. Teaching aptitude of teacher trainees of Gautama Buddha Nagar in relation to their gender and streammental ability of teaching aptitude is depending on the academic background of the prospective teachers. If student have better academic background, he/she has better mental ability there Attitude towards children of teaching aptitude is dependent on the academic background of the prospective teachers. If student have better academic background, he/she has better mental ability. Thus the hypothesis (HI-1) that there exist a significant positive relationship between teaching aptitude and academic background of the prospective teachers' with

respect to attitude towards children is retained. That means there exists significant difference between high and low academic background prospective students on teaching aptitude. That means there exists significant difference between male and female academic background prospective students on teaching aptitude. Thus the hypothesis (HI-2) that there exists a significant difference between male and female academic background prospective students on teaching aptitude is retained That means there significant difference between urban and rural academic background prospective students on teaching aptitude. Thus the hypothesis (HI-2) that there exists a significant difference between urban and rural academic background prospective students on teaching aptitude is retained. All such implication can improve the quality and effectiveness of teaching in teacher training colleges.

Educational Implication

The study aims to explore the correlation between teaching aptitude and its various dimensions and the academic background of prospective teachers. The present study discussed the mean difference in teaching aptitude with respect to their gender, locality and high and low academic background.

The result of simple co-relation reveals that there is significant co-relation between teaching aptitude and its dimensions with their academic background. There are many other important variables which affect a teaching learning system in a collective way inside and outside the institution. These factors shape college climate and make institution effective. These significant co-relations highlight the importance of all those factors which are essential for the development of teaching aptitude of prospective teachers in teacher training college. Authority and management of institution should be aware about the correlations of teacher teaching aptitude with academic background of prospective teachers in order to enhance the performance of teachers.

In teacher training college, especially in self-financed private colleges, the teachers should be given job security, scale as per NCTE, UGC and University norms, leave and medical facilities, transport and residential facilities, better learning environment, opportunities for academic and professional development, laboratory and library facilities, ideal working situation, health, relationship between management and teachers, such situations and facilities can generate more satisfied stable, committed and effective teachers in teacher training college. All such implication can improve the quality and effectiveness of teaching in teacher training colleges.

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