

TEACHING APTITUDE OF STUDENT TEACHERS AND THEIR ACADEMIC ACHIEVEMENTS AT GRADUATE LEVEL

Dr. K. S. Sajan

Publication Date: 28 march 2010

Abstract

The present investigation aims at studying teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Key terms: Student teachers, Teaching Aptitude

Introduction

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. An effective teacher therefore is necessary for educational improvement, which we are striving to bring about. Teaching aptitude is one of the major determinants of teacher effectiveness (Vyas, 1982). It is also found to be a good predictor of teacher effectiveness (Beena, 1995). Kukruti (1990) in a study of some psychological correlates of successful teachers found that there is a positive relationship between aptitude and success in teaching.

The quality of teacher education can be improved by many methods viz., improving the curriculum, improving the practice teaching etc. However, the most important one seems to be the aptitude in teaching. Therefore, in teacher education program it is necessary to give adequate importance to teaching aptitude of student teachers. Thus for selecting student teachers for teacher education institutions it is essential to have an aptitude test. It is fortunate that many universities now started using aptitude component in their B. Ed. entrance examinations. Here an attempt has been made to study the teaching aptitude of the student teachers undergoing B. Ed. course in Malabar area of Kerala in relation to their gender and academic achievement in graduate level examinations.

Objectives

- 1) To measure the teaching aptitude of student teachers in general and with respect to five different dimensions.
- 2) To make a dimension wise study of the teaching aptitude of student teachers with respect to their gender (Male/Female).
- 3) To see whether there exists any significant relationship between the marks obtained at graduate level examinations and teaching aptitude of student teachers.

Hypotheses

1. Student teachers tend to have high teaching aptitude.
2. Male and female student teachers differ in their aptitude in teaching.
3. There exists a positive correlation between marks obtained in the qualifying examination for B. Ed. course (Graduate level examination Part III) and aptitude in teaching.

Sample

Using stratified random sampling, 1081 student teachers undergoing B. Ed. course in three different teacher education institutions of Kannur University and eight different teacher education institutions of Calicut University were selected for the study. The sample consisted of 272 male and 809 female student teachers.

Methodology

The Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) was administered to the above sample towards the end of their training course. The tool consists of the following five dimensions

(1) Mental ability

(2) Attitude towards children

(3) Adaptability

(4) Professional information and

(5) Professional interest. These dimensions are presented as five-sub tests respectively.

Sub Test I contains 32 questions to test the mental ability. Sub test II contains 20 questions that measure the attitude towards children. Sub Test III contains 28 questions to measure the adaptability. Sub test IV contains 28 questions that are used to measure the professional information, and sub test V contains 12 questions to measure the interest in profession. All these questions are objective type items of different forms.

The marks obtained in the qualifying examination for B. Ed. course of each student teacher were collected from the office registers of each of the institution and it was taken as the academic achievement at graduate level in

the present study. Other general data including gender were collected along with the answer sheets of the test of teaching aptitude.

The data are analysed using 't' test and Coefficient of correlation.

Results and discussions

The total score of the test indicates the teaching aptitude of a student teacher. The maximum possible score of the test is 120. The results of the test are presented in table 1.

Table 1
Teacher aptitude of student teachers with respect to different dimensions

Dimensions	Mean score	Standard Deviation	Percentage of the score
Mental Ability	18.52	5.10	57.86
Attitude towards Children	14.25	2.41	71.24
Adaptability	15.93	3.53	56.90
Professional information	21.23	5.53	75.81
Professional interest	6.03	3.16	50.21
Total	75.95	12.63	63.29

Table 1 indicates that the mean score on teaching aptitude test is 75.95 and the percentage of the score is 63.29. According to the norms provided in the manual of the test, those who score 75.95 are included in the 88th percentile (P88) hence can be considered as above average. A dimension wise study of teaching aptitude reveals that the highest scoring dimension is the professional information (75.81 %) and the least scoring one is the professional interest (50.21%). The study conducted by Beena (1995) also revealed the same trend.

A possible explanation for this trend may be found in the characteristics of the sample. Here the sample consists of B. Ed. students at the end of their

course. Therefore, it is natural that they have more information about teaching profession. This might have helped them to do better in the sub test IV, measuring professional information. It is alarming to note that the student teachers are low at mental ability and adaptability, both of these are crucial for B. Ed students.

Table 2 furnishes details about teaching aptitude of student teachers in different dimensions with respect to gender.

Table 2
Significance of difference between means of the total teaching aptitude score and five sub tests scores of Male and Female student teachers

Dimensions	Male		Female		t - value	level of significance
	Mean	SD	Mean	SD		
Mental Ability	18.68	6.14	18.46	4.58	0.51	NS
Attitude Towards Children	14.09	2.52	14.30	2.37	1.23	NS
Adaptability	15.04	3.65	16.23	3.44	4.74	0.01
Professional Information	19.48	6.37	21.81	5.09	5.49	0.01
Professional Interest	5.36	4.65	6.25	2.43	3.03	0.01
Total	72.64	14.48	77.06	11.74	4.57	0.01

Note: - S D - Standard deviation, N S – Not Significant

The female student teachers are found to score significantly high on teaching aptitude compared to their male counter parts. These findings are in harmony with the findings of Rajameenakshi (1988) and Donga (1987). In the studies of Rajameenakshi (1988), the female student teachers show superior teaching competency than males. According to Donga (1987), the female trainees are more adjusted than males. This trend may be reflected through the high score of the female student teachers on 'adaptability' dimension of the present study. Female student teachers are found to surpass the male student teachers on Adaptability, Professional Information and in Professional

interest dimensions of the test. The differences in mean scores between these two groups are significant at 0.01 level. It is interesting to note that there is no significant difference between these groups on attitude towards children.

Teaching aptitude and academic achievement in the graduate level examination are correlated and the results are provided in table 3.

Table 3
Coefficient of correlation between marks obtained at graduate level examination and the Teaching aptitude (total score of the test and scores of the sub tests)

Marks of graduate level examination	Dimensions of teaching aptitude					Total
	Mental ability	Adaptability	Attitude towards children	Professional information	Professional interest	
Total	0.1598*	0.1110	0.0925	0.0522	0.0612	0.1024

Note: - Significance *-0.05 level

This data indicate that the marks obtained in the graduate level examination and total score of teaching aptitude test have no significant correlation. Analysis of the scores on different dimensions reveals that the significant correlation exists only between the mental ability and the marks obtained in the graduate level examinations. Though significant this correlation is found to be very low. From the above results, it can be concluded that there exist no substantial correlation between mark obtained in graduate level examination and teaching aptitude of student teachers.

Conclusion

From this study, it is obvious that the student teachers of B. Ed. course in Malabar area of Kerala have ample aptitude in teaching. Like many other studies, the present study also reflects the importance of females becoming

teachers, as they possess more teaching aptitude. The level of achievement in graduate examination has no apparent influence in predicting teaching aptitude. The selection based on the achievement at graduate level examination cannot be justified, as this may not attract those persons with high teaching aptitude. Introduction of the teaching aptitude test as a part of the entrance examination for teacher education program may help to improve the efficiency of the program.

References:

- Beena S., (1995). Determinants of Teacher effectiveness. Ambala Cantt: The Indian publications, 38-39
- Donga, N. S., (1987). A study of the adjustments of trainees of Teacher training colleges in Gujarat, Unpublished doctoral dissertation, Edu Sau. Univ.
- Kukruti, B. R. (1990). A study of some psychological correlates unsuccessful teachers. Unpublished doctoral dissertation. Edu. Rohikhand Univ.
- Rajameenakshi, P. K. (1998). Factors affecting teaching competency of B.Ed. trainees in teaching physical science. Ph.D. Edu. Madras U.
- Singh, R. P. and Sharma, S. N. (1998). Teaching Aptitude Test Battery. National psychological corporation, Agra (UP), India
- Vyas, R. P. (1982). Relationship of selected factors with the teaching success of prospective teachers of Rajasthan. Unpublished doctoral dissertation. Edu. Raj. Univ.