

## Study of Teaching Aptitude among Primary School Teachers

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### Abstract

There is an ample scope for selecting right personal in the profession. To raise the standard of education, it is imperative to select proper persons for the 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. The magnitude of these traits may differ from individual to individual or even the number of traits possessed by individual may also differ. Some may possess more traits some may possess less. A number of traits required for being successful in teaching compose as a whole' the aptitude for teaching. Thus, high or low aptitude for teaching is in proportion to the number of traits possessed by a person. Not only that but it also depends upon the nature of the traits possessed.

The aim of the study is to find out the difference in the teaching aptitude of primary school teachers in terms of different personal variables. Three Seventy-Four (n=374) primary school teachers were taken for descriptive study. For the purpose of data collection, A teaching aptitude test was developed and standardized by Gakhar, S.C and Rajnish (2010) has been used in the present study. The results revealed that there is significant difference between the teaching aptitude of gender, training type, TET merit and Academic merit of the study.

**Keywords:** Teaching Aptitude, Primary school teachers, Training course, and Teacher Eligibility Test and Descriptive survey.

### Introduction:

Our education system is categorized in many groups; in all types of education, primary education is the base of whole education. It is generally accepted that the education is an option for develop all types of possibilities in the children's and which beginning is possible from primary education. Primary schools are that place where the child meet first time to a teacher and that teacher should be superior and accountable for their work. Whatever the role of teacher is considered to be important in all stages but a teacher has a predominant part to play at the primary school level because at this level the school students need the constant attention of their teachers. They consider their teachers as the only source of inspiration and guidance to them. So, the question of effectiveness of teachers is very important for the students in particular and the society in general. Primary education as its meaning suggests caters to the most fundamental needs of all the children and it's something that man can't do without. Teachers at primary level need to be best equipped in terms of his ability to help in laying strong foundations for children's personality.

Teaching aptitude is necessary for the teachers to do their holy job. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly. Therefore, teaching aptitude is in accordingly the teacher should know the art of teaching with a deep insight into student's psychology. Teacher should always deal with the

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students in a just manner and should not lose his self-control on mistakes his students may commit, and instead teacher should understand their feelings and ego, and try to understand and resolve their difficulties with grace while keeping him cool. When 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. (Sharma & Ahmad, 2016).

Teaching aptitude is a person's potential for teaching which is the sum total of all the traits and abilities that are needed for successful teaching. It means the probability of success in teaching. A person may be said to possess an aptitude for teaching if he possesses good proportion of the traits and abilities required for becoming a successful and effective teacher like Teaching Profession, Interest towards Students, Social Contacts, Innovations Regarding Activities of the School, Professional Ethics, and Teaching Potentiality and current knowledge.

Therefore, in the interest of a successful, meaningful and developing educational system for the country, it is essential that the selection of the teachers should be made properly, scientifically and objectively. Even after the selection is made, if the ability of the teaching class is to be improved, then there should be a standardized system to assess their effectiveness and to suggest ways and means of better performance. If the desirable characteristics are to be developed in prospective teachers, they need to have aptitude for these characteristics. In the absence of the aptitude, these characteristics may not be developed to the required levels. So, we must first check out the teaching aptitude of students when going to be trained

B.Ed., B.T.C., D.Ed., and B.El.Ed. or any kind of training programme. Without ensuring about teaching aptitude do not make a huge crowd of ineffective teachers. After getting the courses which are offered, Teacher Eligibility Test (TET) must be conducted on every level of teaching like primary level, upper primary level, secondary level and senior secondary level.

**Objectives:**

1. To find out the level of teaching aptitude of primary school teachers.
2. To study the teaching aptitude of primary school teachers with respect to
  - Gender- (Male/ Female)
  - Training Programme – (B.Ed./B.T.C./Distance B.T.C.)
  - Teacher Eligibility Test (TET) Merit – (Low/Moderate/High)
  - Academic Merit - (Low/Moderate/High)

**Hypothesis:**

*H<sub>0</sub>1:* There is no significant difference in the teaching aptitude of primary school teachers with respect to Gender.

*H<sub>0</sub>2:* There is no significant difference in the teaching aptitude of primary school teachers with respect to Training Programme.

*H<sub>0</sub>3:* There is no significant difference in the teaching aptitude of primary school teachers with respect to Teacher Eligibility Test (TET).

*H<sub>0</sub>4:* There is no significant difference in the teaching aptitude of primary school teachers with respect to Academic Merit.

**Methodology:**

Depending upon the objective of the study, the descriptive survey method was used in the present study. The sample

for the present study, Three Seventy-Four (n=374) primary school teachers were taken. Population of the study was Ghazipur district in Uttar Pradesh. For the purpose of data collection, A teaching aptitude test was developed and standardized by Gakhar, S.C and Rajnish (2010) has been used in the present study and for the purpose of data analysis, t-test, one-way ANOVA and frequency statistical treatments were applied.

**Results and Discussions:**

**Objective-1** To find out the level of teaching aptitude of primary school teachers.

Grade	Teaching Aptitude	Number of Teachers	Value in %
1	Very Low Teaching Aptitude	16	4.30 %
2	Low Teaching Aptitude	36	9.60 %
3	Below Average Teaching Aptitude	41	11.00 %
4	Average Teaching Aptitude	87	23.30 %
5	Above Average Teaching Aptitude	105	28.10 %
6	High Teaching Aptitude	62	16.60 %
7	Very High Teaching Aptitude	27	7.20 %

From the table, the level of teaching aptitude of primary school teachers, were found that 7.20% primary teachers; were very high-level aptitude of teaching. 16.60 % teachers were found high level of teaching aptitude. 28.10 % teachers were found having above average

teaching aptitude. 23.30 % teachers were found having average teaching aptitude. 11.0 % teachers were found below average teaching aptitude. 9.60 % teachers were found low level of teaching aptitude and almost 4.30 % teachers were found as very low level of teaching aptitude.

**Objective -2** To study the teaching aptitude of primary school teachers with respect to gender.

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	Result
Teaching Aptitude	Male	220	25.0727	5.57835	.37609	4.83	Significant
	Female	154	22.1753	5.79625	.46708		

As observed from table, the calculated t– value 4.83 is greater than the tabulated value 1.96 at 0.05 level of significance. Consequently, it is concluded that there is significant difference between teaching aptitude of male and primary school teachers.

**Objective -3** To study the teaching aptitude of primary school teachers with respect to Training Type

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		F value	P value
					Lower Bound	Upper Bound		
B. Ed	146	27.9589	4.44720	.36805	27.2315	28.6863	190.82	.00
BTC	136	23.9706	3.58173	.30713	23.3632	24.5780		
Distance	92	17.2717	4.28158	.44639	16.3850	18.1584		
Total	374	23.8797	5.83867	.30191	23.2860	24.4733		

As observed from table, it is evident that F value (2, 371) = 190.82, p<0.05 of teaching aptitude of different group of teachers was significant at 0.05 level of significance. Hence, the null hypothesis that there is no significant difference in the teaching aptitude of primary school teachers with respect to-training programme is rejected and alternate hypothesis is accepted. All three groups were significantly different with

each other group (Between the group and within the group). Those teachers who have been trained with B.Ed. programme are having more teaching aptitude in comparison of both remaining group after that those teachers who have trained with B.T.C. programme is more aptitude of teaching rather than those who have trained with Distance B.T.C. Hence, it's clear that Training programme or type is also a major factor to determine the effectiveness of teaching.

**Objective -4** To study the teaching aptitude of primary school teachers with respect to Teacher Eligibility Test group.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Low	128	19.3750	5.10673	.45138	18.4818	20.2682
Moderate	152	24.9013	4.57572	.37114	24.1680	25.6346
High	94	28.3617	4.14483	.42751	27.5128	29.2106
Total	374	23.8797	5.83867	.30191	23.2860	24.4733
F value	106.741					
p Value	.000					

From the above table, it is evident that F value (2, 371) = 106.741,  $p < 0.05$  of teaching aptitude of different group of teachers was significant at 0.05 level of significance. Hence, the null hypothesis that There is no significant difference in the teaching aptitude of primary school teachers with respect to- TET merit (group) is rejected and alternate hypothesis is accepted. All three groups were significantly different with each other group (Between the group and within the group). Those teachers who have with high merit of TET are having more aptitude in teaching in comparison of both remaining group moderate and low group of TET merit. Similarly, the moderate group of TET merit is having more aptitude in teaching rather than low group. Hence, it's clear that TET merit or score is also a

major factor to determine the effectiveness of teaching.

**Objective -5** To study the teaching aptitude of primary school teachers with respect to Academic Merit or group.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Low	109	28.1009	4.64468	.44488	27.2191	28.9827
Moderate	243	22.0823	5.21772	.33472	21.4230	22.7416
High	22	22.8182	7.05513	1.50416	19.6901	25.9463
Total	374	23.8797	5.83867	.30191	23.2860	24.4733
F value	51.238					
p Value	.000					

From the above table, it is evident that F value (2, 371) = 51.238,  $p < 0.05$  of teaching aptitude of different group of teachers was significant at 0.05 level of significance. Hence, the null hypothesis that there is no significant difference in the teaching aptitude of primary school teachers with respect to- Academic merit is rejected and alternate hypothesis is accepted. Post hoc testing revealed that Low group were significantly different with each other group (Between the group and within the group) but moderate group of Academic does not significantly different with high group. Its revealed that those teachers who have with low merit of academic are more aptitude in teaching in comparison of both remaining group moderate and low group academic merit but those teachers who have high level of academic merit it's not necessary to they will be having high aptitude in teaching. Hence, it's clear that academic merit or score is not a necessary factor to determine the effectiveness of teaching. Low, moderate or high level of academic merit does not have any contribution in the teaching aptitude.

**Findings:**

After the careful analysis of the obtained data and interpretation of the results with regard to the formulated hypotheses, the investigator reached at the following findings:

- 23.80% primary teachers; were found high-level aptitude of teaching.
- 72.30 % were found below average teaching aptitude.
- 16.90 % teachers were found low level of teaching aptitude.
- The male and female primary school teachers differ in their teaching aptitude.
- B.Ed., B.T.C. and Distance B.T.C. trained teachers were significantly different in their teaching aptitude.
- Low, Moderate and High group of Teacher Eligibility Test (TET) qualified teachers were significantly different in their teaching aptitude.
- Low, Moderate and High group of Academic Merit qualified teachers were significantly different in their teaching aptitude.

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