

Research Paper

A Study of Relationship Between General Teaching Competency and Academic Achievement With Teaching Aptitude of B.Ed. Pupil Teachers.



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ABSTRACT

A study of teaching aptitude was conducted of 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.) To achieve the objectives of the study Singh's Aptitude test SAT to measure the teaching aptitude, to measure the teaching competency General teaching competency scale by B.K. Passi and M.S. Lalita. For Academic Achievement their marks were considered, The sample units of 262 B.Ed. Pupil teachers were selected by survey method. The results indicated that discipline & sex of the pupil teachers do not contribute towards teaching aptitude significantly.

Introduction

During the past several decades, sustained efforts have been made to evolve a viable system of Education. It was Sri Aurobindo who first of all, in the year 1910, visualized a national system of Education its main emphasis was on nature and power of the human mind, the nature of simultaneous and successive teaching and training of mental and logical faculty. The curriculum developed under the scheme aimed at development of body mind and spirit. However, it suffered from an implementation gap due to the magnitude and complexities of the problems involved in changing the established structure of education and the existing pattern of education.

For any change, every nation has expectations from its teachers and the citizens in general. Due to the explosion of knowledge' multiplicity and specialization of occupations, scientific and technological advancement, the role of Education has become more crucial. There is an increasing demand that the present system of education should be geared towards efficiency and the process of "Acculturation" It is further argued that totality of Education is being sadly neglected. Schools and teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the attitude, Aptitude, interest, values and certain competencies of the teaching profession to ensure the fulfillment of the expected assignments. Keeping in view this objective, teacher training institutions are providing training to pupil teachers or not. For this, empirical validation was required. Hence, the need for a study like the one in hand was purported to see the relationship of teaching aptitude with other variables, viz teaching competence, professional interest and academic

achievement of the pupil teachers.

Objective of The Study

1. To study the relationship among Teaching Aptitude (TA) General Teaching competence (GTC), and Academic Achievement (AA) of B.Ed. Pupil teachers.
2. To study the relationship of Teaching Aptitude (TA) with GTC General Teaching competence, Academic Achievement (AA) by partialling out of the effect of each one by one.
3. To study the effect of sex, Discipline, GTC and (AA) on TA and their various interactions.

Hypotheses

The following hypotheses were formulated for the study.

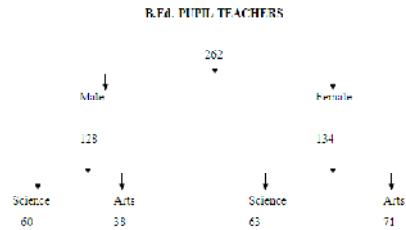
1. There is no significant effect of sex and discipline on Teaching Aptitude General Teaching competence, and Academic Achievement.
2. There is no significant interaction effect of sex & discipline, general teaching competence, and academic achievement on teaching aptitude.

Design of Study

As the present investigation intended to study the teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency, professional interest and academic achievement, no direct manipulation of variables had been made, hence the present research work is non-experimental in nature, it is a correlation research, and 'Ex-post facto study'

Sample

Five colleges of education, affiliated to M.D.S. University, Ajmer (Rajasthan) were selected through lottery method for taking the sample for the study. Out of the five colleges 262 pupil teachers were taken 128 were male and 134 were female out of 128 male pupil teachers 60 were from the science stream and 68 from the arts stream. Out of 134 female teachers 63 were of the science stream and 71 of the arts stream. In this way, a



total number of 262 pupil teachers constituted the sample of the present study.

Tools Used

Following tools were used:-

Teaching Aptitude

Singh & Dahiya

General teaching competency Passi B.K and Lalita M.S.

Academic Achievement Marks obtained in B.Ed. Class

Administration and scoring of the test

Teaching Aptitude:-

TAT by Singh and Dahiya consisted of 50 items of multiple choice was applied. Each item has four alternative answers ABCD one mark of each correct answer was given, Each could Score 50 items.

General Teaching competency :-

GTC by Passi B.K. and Lalita, M.S. containing 21 items was applied. It is a 7 point rating scale measuring the use of the skills by the teacher in the classroom corresponding to each item ranging from 1 marks for the answer not at all to 7 marks for the answer very much. Each student could secure 147 points.

Achievement for (AA) B.Ed. marks obtained in B.Ed. examination was considered.

Statistical Techniques

1. In order to know the nature of the data, the measures of central tendency and dispersion like mean and S.D. were employed.
2. Again. In order to find out the significance of difference between two means 't' value had been calculated.
3. In order to find out the correlation between variables under study coefficients of correlation were computed.
4. In order to find out the significant effect of various variables viz sex, discipline GTC and AA on dependent variable (TA) teaching Aptitude and their interactions with each other the ANOVA was applied.

Major Findings of The Study

Comparison of Teaching Aptitude of male and Female Science Pupil Teachers.

Table 1.1 reveals that the mean scores of Female science pupil teacher is higher (M=38.32), than that of Male pupil teacher (M=37.53) the computed t value is 0.63 which is not significant at acceptable level of confidence.

2. Comparison of Teaching Aptitude of male and Female Arts Pupil Teachers.

Table 1.1 reveals that the mean scores of Female arts pupil teachers (M=38.590), higher than that of Male arts pupil teacher (M=37.16) the calculated t value is 2.729 is significant at .01 level of confidence. Thus the null hypothesis is rejected.

3. Correlation among teaching Aptitude, General teaching competency and Academic Achievement of pupil teachers.

Table 1.1 Mean Scores, S.D. and 't' value for Teaching Aptitude of Male and Female Science Pupil Teachers.

S. No.	Pupil Teacher	Number (N)	Mean Score	S.D.	T Value	Significance
1	Male	60	37.53	7.22	0.63	Not Significant
2	Female	63	38.32	5.19		

Table 1.2 Mean Scores, S.D. and 't' value for Teaching of male and female arts pupil teachers.

S. No.	Pupil Teacher	Number (N)	Mean Score	S.D.	T Value	Significance
1	Male	68	37.16	8.90	2.729	Significant
2	Female	71	38.59	5.45		

Table 1.3

Variable	Teacher Aptitude	General Teaching Competency	Academic Achievement
GTC	.2433***		
AA	.3099**	.1209*	

* Sig at .05 level

** Sig at .01 level

Table 1.4

Variable	Co-efficient of Correlation	Probability	Significance
r12.34	.1214	.051	Not significant
r13.24	.2819	.00	Sig. at .01 level
r14.23	.2281	.00	Sig. at .05 level

See Table 1.3

Above table 1.3 shows that there was significant correlation between GTC And AA.

3. Partial co-efficient of correlation for Teaching Aptitude with GTC and AA.

See Table 1.4

Table 1.5 depicts that there was significant correlation between TA, GTC, and AA after partially out each one by one.

4. There was no significant effect of sex and discipline on T.A., GTC, and AA. But interaction effect of discipline and GTC on TA, of sex and GTC on TA was insignificant.

5. Interaction effect of Discipline, GTC and Teaching aptitude as insignificant, interaction effect of Sex and Discipline On TA was insignificant, interaction effect of sex, AA and Discipline Was Insignificant.

6. Interaction effect of Discipline GTC and TA (Teaching aptitude) was insignificant, interaction Effect of Sex and Discipline. On TA was insignificant, effect of sex, AA (Academic achievement) and Discipline was insignificant.

Conclusion

1. Discipline and sex of the pupil teachers do not contribute towards teaching aptitude significantly. However, Female art pupil teachers were showing better TA.
2. Teaching Aptitude of pupil teachers was significantly correlated with their general teaching competency and academic achievement.
3. General teaching competency and professional interest of the pupil teachers significantly affect their Teaching Aptitude. In addition to this effect of Academic Achievement on Teaching Aptitude of the pupil teachers was positive but not significant at acceptable level of confidence.

Educational Implications

1. In the art discipline Female teachers should be given preference as they have better Teaching Aptitude.
2. More emphasis should be laid on the development of teaching competence during the B.Ed. course.
3. Academic Achievement would be better if their desired aptitude is sharpened through training so to develop competence and interest.

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