

## IMPACT OF B.ED. PROGRAMME ON TEACHING APTITUDE OF PROSPECTIVE TEACHERS

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### ABSTRACT

*The present study investigates the Impact of B.Ed. Programme on Teaching Aptitude of Prospective Teachers. In this study, pre-test and post-test has been adopted. Sample consisting of 800 pupil teachers (660 females and 140 males) was randomly drawn from eight colleges affiliated to Panjab University, Chandigarh, from two districts of Punjab i.e. Ludhiana and Moga. Teaching Aptitude Test Battery by Singh and Sharma (1998) was used for the collection of data. The data obtained was analyzed statistically with the help of mean, standard deviation and t-value. It was found that: (i) There exists significant difference in Teaching Aptitude of prospective teachers after doing B.Ed, (ii) There exists significant difference in Teaching Aptitude of female prospective teachers after doing B.Ed, (iii) There exists significant difference in Teaching Aptitude of male prospective teachers after doing B.Ed, (iv) No significant difference exists between gain scores in teaching aptitude of female and male prospective teachers after doing B.Ed.*

**Keywords :** Teaching Aptitude, Prospective Teachers

India possesses one of the largest systems of teacher education. Besides the University Department of Education and other affiliated colleges, Govt. and aided institutions, private and self-financing colleges and open universities through distance education are also engaged in this venture. The most popular programme in teacher education in the country is the B.Ed programme or course. The teacher education system in the country is generally equated with the pervasive and multipurpose B.Ed programme which is designed to prepare teachers of different stages of school education, school supervisor and administrators. A B.Ed degree is kind of driving license that is an essential requirement for driving the students on the desirable channel. Therefore, the selection of candidates in teacher education requires a more systematic and reliable procedure. Nobody can deny the fact that if input is poor, the output can be no better. The teachers are the most important persons in shaping the destiny of a nation. It is the teacher who influences the child the most. Teacher's personality leaves an indelible mark on the young mind of the child. So, he/she must be

competent and able to steer the ships of destinies of those who are entrusted to him/her. A teacher is not only a custodian of national values, but, is also an architect par-excellence of new values and the success of educational process depends on the quality, competence and aptitude of the teachers and many more factors.

The word 'aptitude' is derived from the word 'aptos' which means 'fitted for'. Aptitude is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. High or low aptitude in a given area signifies that an individual fits into the requirements of one job better than into another. The term 'aptitude' narrowly defined is the native or in born capacity of people in tasks requiring intellectual ability and skill. Although aptitude has an innate basis, yet more broadly, environment has maximum influence in the formation of aptitudes. Aptitude looks to the future and tries to predict the degree of attainment or success of an individual in an area or activity after adequate training. Even in its narrower scientific sense, however, the word, 'aptitude' is by no means consistently and clearly used in the literature on tests.

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An aptitude is not a unitary trait of human personality but a combination of various traits. It is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. Teaching aptitude is concerned with the long run satisfaction and success of the teacher on the job. Anyone who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education. From above discussion, it is clear that aptitude is concerned with the long run satisfaction and success of the teacher in the job. Aptitude is considered important characteristics of the teacher which can predict his/her future success in a teaching profession.

Bhatia (1987) evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The study employed the normative and descriptive survey method. The main conclusions of the study were: there were some important changes in new B.Ed. syllabus on one hand; while on the other hand, quite a few topics were repeated. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty; fifty. Bhasin (1988) concluded that teaching aptitude had no direct relationship with teacher community participation. Bhatnagar (1988) conducted a study of development of tools for supervision and evaluation of student-teaching and practical work in colleges of education. The findings stressed on (i) the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (ii) common areas in which tools were required to be developed were lesson planning, supervision of actual teaching by student-teachers, co-curricular activities and community work arising out of theory papers, including assignments. Kahlon and Saini (1989) found that teaching of education courses effect the development of teaching aptitude. Natesan and Khaja Rahamathulla (2003) found no significant difference between secondary grade assistant teacher and secondary grade headmasters in teaching aptitudes.

#### OBJECTIVES

- To see the impact of one year, regular, B.Ed. programme (face to face) on the prospective

teachers.

- To find the change in Teaching Aptitude of teacher trainees due to impact of B.Ed. programme.
- To find the change in Teaching Aptitude of male and female teacher trainees due to the impact of B.Ed Programme.

#### METHOD

In the present study pre-test and post-test design" has been adopted. One year regular B.Ed programme of Punjab University was the independent variable, whereas, 'Teaching Aptitude' was the dependent variable. Sex was an independent variable in the study. The dependent variables were measured at two levels during the B.Ed. programme :

- At first level (Pre-test) - Immediately after the admission.
- At final level (Post-test) - At the end of session before the final exams.

Both male and female prospective secondary school teachers were taken for the purpose of present research.

#### Sample

Sample consisting of 800 pupil teachers (660 female and 140 male) was randomly drawn from eight colleges affiliated to Panjab University, Chandigarh, from two districts of Punjab i.e. Ludhiana and Moga.

#### Measures

Teaching Aptitude Test Battery by Singh and Sharma (1998) was used by the investigator.

#### Procedure

Teaching Aptitude Test Battery by Singh and Sharma (1998) was selected for the present study. This scale consisted of 120 items finally selected from 225 belonging to five different areas: (i) mental ability, (ii) attitude towards children, (iii) adaptability, (iv) professional information, and (v) interest in profession. These areas had been represented under five sub-tests.

All the items in Sub tests I, III, IV and V were to be marked right or wrong. For each right response 'one' was to be given and for each wrong 'zero'. Items in sub-test II were scored on a five point scale. The best answer was given a credit of 'five' while the worst answer was given the credit of 'one'. Final score of a testee on this sub-test was obtained by

dividing the so obtained scores by 5. The score on the whole test of a testee was obtained by adding his scores on all the five sub-tests. The maximum score one can obtain on this test was 120.

It was self administering test. The examiner told the

purpose of the test to the testees and asked them to read the instructions properly. There was no time limit for answering the test and the test administrator emphasised the subjects to attempt all the questions.

## RESULTS AND DISCUSSION

**Table 1.1 Significance of the Difference between Mean scores of Teaching Aptitude of Prospective Teachers Before and After doing B.Ed.**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1	Pre-test	800	75.10	8.31	0.29	41.16**
2	Post-test	800	87.02	6.50	0.23	

\*\*significant at .01 level

Table 1.1 revealed that the mean scores of teaching aptitude of prospective teachers before and after doing B.Ed. is 75.10 and 87.02 respectively and their standard deviation is 8.31 and 6.50 respectively. The t-ratio was calculated as 41.16 which is significant at .01 level of confidence. This revealed that a significant difference exists between teaching aptitude of prospective teachers before and after doing B.Ed.

Therefore, the Hypothesis 1 that 'there will be significant difference in Teaching Aptitude of prospective teachers after doing B.Ed.' stands confirmed. It may further be stated that teaching aptitude of prospective teachers improved after doing B.Ed as mean score for post-test was higher than that of pre-test indicating that the B.Ed programme had favourable effect on teaching aptitude of prospective teachers.

**Table 1.2 Significance of the Difference between Mean scores Teaching Aptitude of Female Prospective Teachers Before and After doing B.Ed.**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1	Pre-test	660	75.24	8.35	0.34	28.71**
2	Post-test	660	87.18	6.44	0.25	

\*\*significant at .01 level

Table 1.2 revealed that the mean scores of teaching aptitude of female prospective teachers before and after doing B.Ed. is 75.24 and 87.18 respectively and their standard deviation is 8.35 and 6.44 respectively. The t-ratio was calculated as 28.71 which is significant at .01 level of confidence. This revealed that a significant difference exists between teaching aptitude of female prospective teachers before and after doing

B.Ed. Therefore, the Hypothesis 2 that 'there will be significant difference in Teaching Aptitude of female prospective teachers after doing B.Ed.' stands confirmed. It may further be stated that teaching aptitude of female prospective teachers improved after doing B.Ed as mean score for post-test was higher than that of pre-test indicating that the B.Ed programme had favourable effect on teaching aptitude of female prospective teachers.

**Table 1.3 Significance of the Difference between Mean scores of Teaching Aptitude of Male Prospective Teachers Before and After doing B.Ed.**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1	Pre-test	140	74.41	8.15	0.69	17.47**
2	Post-test	140	86.24	6.77	0.57	

\*\*significant at .01 level

Table 1.3 revealed that the mean scores of teaching aptitude of male prospective teachers before and after doing B.Ed. is 74.41 and 86.24 respectively and their standard deviation is 8.15 and 6.77 respectively. The t-ratio was calculated as 17.47 which is significant at .01 level of confidence. This revealed that a significant difference exists between teaching aptitude of male prospective teachers before and after doing B.Ed.

Therefore, the Hypothesis 3 that 'there will be significant difference in Teaching Aptitude of male prospective teachers after doing B.Ed.' stands confirmed. It may further be stated that teaching aptitude of male prospective teachers improved after doing B.Ed as mean score for post-test was higher than that of pre-test indicating that the B.Ed programme had favourable effect on teaching aptitude of male prospective teachers.

**Table 1.4 Significance of the Difference between Gain Scores in Teaching Aptitude of Female and Male Prospective Teachers After doing B.Ed.**

S.No.	Group	N	Gain Scores	S.D	SE <sub>M</sub>	t-value
1	Female	660	11.94	5.11	.20	0.25 <sub>ns</sub>
2	Male	140	11.82	5.20	.44	

ns - Not significant

Table 1.4 revealed that the mean of gain scores in teaching aptitude of female and male prospective teachers after doing B.Ed. is 11.94 and 11.82 respectively and their standard deviation is 5.11 and 5.20 respectively. The t-ratio was calculated as 0.25 which is not significant even at .05 level of confidence. This revealed that no significant difference exists between gain scores in teaching aptitude of female and male prospective teachers after doing B.Ed. It further reveals that Teaching Aptitude of female and male prospective teachers improved equally after doing B.Ed.

Therefore the Hypothesis 4 that 'there will be significant difference between Teaching Aptitude of female and male prospective teachers after doing B.Ed.' stands rejected.

## CONCLUSIONS

The study has found positive effect on Teaching Aptitude of both female and male prospective teachers after the completion of the B.Ed. programme. Generally it is thought that Aptitudes are native or inborn, these cannot be developed, but the present study proved this notion wrong. Teaching potential can be developed by providing conducive climate and stimulating experiences to the concerned.

No significant difference had been found in Teaching

Aptitude between female and male prospective teachers after the completion of the B.Ed. programme. This implies that B.Ed. course does not suggest gender bias in case of Teaching Aptitude of female and male prospective teachers. Thus, the study revealed that B.Ed. programme has a positive impact on the teaching aptitude of the prospective teachers.

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