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Teaching Aptitude of Elementary Teacher Trainees in Kerala

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Abstract:

Primary teachers with right aptitude in teaching profession can only nurture small children, to become successful and empathetic citizens. The current study intended to evaluate teaching aptitude of D.Ed. trainees in Kerala. The sample for the present study was including 1129 freshly joined, elementary teacher trainees from fourteen districts of Kerala. For the measurement of teaching aptitude of elementary teacher trainees teaching aptitude test was used. Analysis of the results show that majority of students have average teaching aptitude. The students from urban locale are found to be significantly better than their rural counter parts in teaching aptitude test. The students from Govt./Aided institution also found to be scored significantly better than those belong to Unaided institutions.

Keywords: Teaching aptitude, Elementary teacher trainees

I. INTRODUCTION

Success of an individual in his or her profession is directly related to the aptitude in the area of occupation. In the Good's Dictionary of Education (1945) Aptitude is described as "a Pronounced innate capacity for or ability in a given line of endeavour such as par particular art, school subject or vocation". Aptitude may be described as a specific ability or capacity separate from the general intellectual ability, which helps an individual to obtain degree of proficiency or achievement in a specific field. Basically, it comprises intelligence, ability of various kinds and personality aspects necessary for success. Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the likely extent to which he will be able to achieve under suitable training. (Bhasin, C.(1988)

Shah (1991) pointed out that teacher effectiveness is significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate. Kukerti (1992), examined psychological correlates of successful teachers. The findings of the study revealed that there was a significant correlation between the variable teaching success and teaching aptitude. Kahlon and Saini (1989), reported that the impacts of teacher education on the teaching aptitude of education graduates of Punjab Agriculture University. The relationship between teaching aptitude and academic achievement was also investigated. Twenty students of secondary teacher education programme participated in the study. After measuring teaching aptitude was measured in terms of various personality traits, researchers concluded that teacher education helps to develop teaching aptitude and the academic achievement has low positive correlation with teaching aptitude.

A group of students seeking admission to a particular course may be found to have a high degree of aptitude for that course or profession within themselves. We may find a distinct range of diversities and variations when we take notice of the results

of the aptitude tests. Some of them may be found to have very high aptitude compared to average or low aptitude possessed by others. Similarly, we may also find that many of them do well in a particular aptitude test, with little aptitude for other subjects, activities or areas, that is why it has been observed that while one gets success after entering and getting essential training in one area, the other does make a little or no progress. It is therefore, essential that we must pay due regard to the aptitude possessed by them for guiding them about their educational and vocational choices.

Aptitude tests evaluate ability to succeed in a particular kind of training. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the possibility of success in professional training or in an occupation. Present level of achievement in these tasks must provide a predictive index. Someone who has the aptitude to do clerical work has the essential skills in manual dexterity, attention to detail and speed with repetitive tasks to complete many types of clerical work effectively and efficiently. In most aspects of life, past performance is the best forecaster of future performance in the same realm of activity. The effectiveness of education depends upon quantity of teachers working in an institution. The quality of teacher's in turn depends upon the quality of training obtained by them in different training institutions. (Adval, S.B.(1952).

The D.Ed. Syllabus in Kerala is the most up to date and mostly compatible with the present school syllabus, hence it requires more talent and attitude for successful completion of the course. Elementary teacher education system in Kerala is undergoing a series of crisis like, less possibility of getting a job in teaching profession, Negligence from the supervising authorities, common man's loss of confidence on public education system etc. In a near future public education system in Kerala itself may come to an end. The future of public primary education and future of poor children in

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Kerala depends solely on teachers. Only a talented set of teachers with right attitude and aptitude in teaching profession can save our education system from inexperienced and non-scientific, private schools. Hence it is very important to know the aptitude of elementary teacher trainees in Kerala. Results of this study will reveal the real picture on the numbers of talented teacher trainees in Kerala.

II. METHODOLOGY

Objectives

- To find out the teaching aptitude of prospective elementary teachers.
- To find out whether there exists any significant difference in the teaching aptitude of prospective teachers with respect to locality and type of management of institution

Hypotheses

There exists no significant difference in the teaching aptitude of prospective elementary teacher trainees with respect to locality and type of management of institution

Sample

The sample for the present investigation consisted of 1129 elementary teacher trainees from fourteen districts of Kerala.

Tool used

For the measurement of teaching aptitude of elementary teacher trainees teaching aptitude test was used.

Statistical technique used

Following statistical techniques has been used to analyse the data

- Percentage analysis
- T-test

III. RESULTS AND DISCUSSIONS

Teaching aptitude of elementary teacher trainees

mean	S.D	Level of awareness	No. of Students	Percentage
26.94	4.04	High	127	11.25%
		Average	848	75.11%
		Low	154	13.64%

Results of the study reveals that majority of the students have average level of aptitude in teaching(75.11%). Only 11.25% of students have high level of teaching aptitude, and 13.64% of students have low level of teaching aptitude

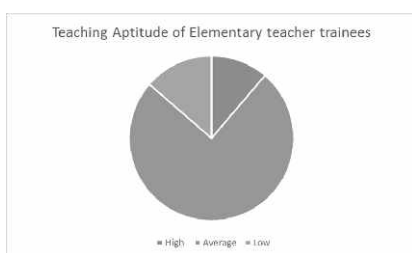


Fig 1: Teaching aptitude of elementary teacher trainees

Figure depicts the extend of teaching aptitude of elementary teacher trainees of Kerala

Comparison between the teaching aptitude of elementary teacher trainees based on locality

Locality	NO OF STUDENTS	MEAN	S.D	t-ratio
Rural	645	26.64	4.02	2.88
Urban	483	27.34	4.03	

It can be observed from the table that Mean score of rural and urban elementary teacher trainees is 26.64 and 27.34 respectively. S.D. of rural and urban a score is 4.02 and 4.03 respectively. 't' -ratio between these two group is 2.88 which is significant at 0.01 level of significance. Thus the hypothesis “There is no significant difference in t awareness of elementary teacher trainees with respect to their type of management of institution” is rejected

Comparison between the teaching aptitude of elementary teacher trainees based on type of management of institution

Type of Management	no	mean	S.D	t- ratio
Govt. / Aided	657	27.34	4.0	3.9
Unaided	471	26.39	4.02	

it can be observed from the table that Mean score of government and aided teacher trainees is 27.34 and 26.39 respectively. S.D. government and aided teacher trainees is 4.0 and 4.02 respectively. 't' ratio between these two group is 3.9 which is significant at both levels. It indicates that type of management have significant difference in scores in aptitude of Elementary teacher trainees. Thus the hypothesis “There is no significant difference in the awareness of elementary teacher trainees with respect to their type of management of institution” is rejected.

IV. SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. The Teaching aptitude of entire sample of Elementary teacher trainee’s is Average. Hence the theoretical and practical orientation programme, personality and career guidance programmes are to be conducted to enhance teaching aptitude.
2. Teaching aptitude of Rural students are significantly lower compared to urban students. Hence District institutes of educational training should give more importance for rural institutions for training and guidance.
3. Teaching aptitude of Unaided institutions are comparatively lower compared to Government/ Aided institutions. Hence authorities should properly monitor the selection process adopted by the unaided institutions.

V. CONCLUSION

The study reveals that very few students admitted to elementary teacher education programme in Kerala, shows high level of aptitude in teaching profession. Majority of the students show average level of aptitude. Most of the institutions follow selection process based on the plus two level achievement which cannot be justified. Already the elementary teacher education program in Kerala became the last choice for most of the students after professional courses and arts courses. Public education system and hence elementary teacher education programme going through great crisis situation in history. To improve and win the confidence of common man on the public education system in Kerala, the governing authorities must first revive the quality of elementary teacher education system. Introduction of the teaching aptitude test as a part of the selection process for elementary teacher education program may help to improve the efficiency of the program to an extent.

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