

**RESEARCH PAPER****A Study on Teaching Aptitude among Trainees of Teachers Education belonging to Rural Areas after Completion of School Internship Program****Debasis Mahapatra**

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**ABSTRACT**

*Present study was mean to observe the teaching aptitude among trainees of Teachers Education belonging to rural areas and to find out the extents and limits up their professionalism after completion of their school internship. A sample of 180 teacher trainees 60 each from 03 Teachers' Education Institution were selected randomly using the Table of Random Numbers (Fisher and Yates 1963). On the basis of findings it can be interpreted that the attitude of the teacher trainees from rural areas found decrease and sex wise attitude differences were found towards teaching profession.*

**Key words:** Teaching Aptitude, Rural Areas Teacher trainees.

**APTITUDE**

Aptitude as a condition symptomatic of a person's fitness, of which one essential aspect is his readiness to acquire proficiency- his potential ability and another in his readiness to develop an interest in exercising his ability (Bengham, 1937). Aptitude may be physical and mental or it may be treated as potential which can be acquired in the form of skill. It is a quality where individual prove themselves as more suitable and efficient in similar circumstances from others having the same level of intelligence.

**TEACHING APTITUDE**

Teaching Aptitude is a part of general intellectual ability which helps a teacher to acquire a required degree of proficiency in teaching profession. To get this attitude one need depth knowledge of the content and mastery over teaching skills, because teaching is an art. Teacher assists the learner by providing information through various activities to facilitate learning.

**A CRITICAL APPRAISAL TO REVIEW LITERATURE**

Research studies conducted in the area of teaching aptitude of teachers' trainees in respect to age, experience, facility, gender, different levels and categories of teachers, correlated with teaching-learning process, teachers' commitment, teachers' effectiveness, teachers' intelligence, teachers' academic achievement, and teachers' personality revealed that love for public service and love for children were the motives for the profession, most of the trainees were in between 80 to 109 IQ range, low aptitude was found on the part of the teacher but trainees had greater aptitude for teaching, high correlation was found between intelligence and aptitude for teaching (Aadaval, 1952); trainees' values and attitudes were influenced teacher's values, method of teaching learning process (Kakkar, 2014), (Sharma, 1984); the attitude was decrease at the end of training program, attitude were changed between institutions due to variation in training program, and sex wise attitude differences were found (Ahluwalia, 1978); teaching aptitude, intellectual level and morality of prospective teachers have a positive relation (Sharma, 1984); teaching of education as a core subject influence teaching aptitude among trainees (Kahlon and Saini, 1989); positive relationship between aptitude and successful teaching (Kukreti, 1990); significant difference was found between graduate and postgraduate, experienced and in-experienced trainees on their teaching aptitude (Patil and Deshmukh, 1993); out of four independent variables, teaching aptitude

contributed the most as compare to language ability; social sensitivity; and general mental ability (Goel and Mishra, 1993); majority of students were having ample teaching aptitude; female trainees were found significantly better than male, no significant relation was found in teaching aptitude with academic achievements at graduate level examination (Sajan, 2010); positive relation between aptitude of teachers and environment in which they were brought up (Sajan, 2010); positive professional aptitude of IGNOU teachers trainers was found after internship programme (Prakash, 2010); improvement in teaching efficiency, influenced the attitude and aptitude of the student teachers (Srivastava, 2014); teaching aptitude was measured in terms of various personality traits and found that teacher education helps to develop teaching aptitude ( $t=2.23$ ;  $P=0.05$ ) and the academic achievement has low positive correlation ( $r=0.21$ ) with teaching aptitude (Kohalon and Saini, 2016).

### **NEED OF THE STUDY**

The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The earlier stipulation of practice-teaching involved teaching of a pre-specified number of lessons in the subjects offered by a student-teacher as teaching or methods subjects. The NCTE Regulations, 2009 made an attempt to broaden the scope of practice-teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the students-teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement' by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second years of the Two-Years programmes with the community engagement (later it is changed to 2 weeks (2<sup>nd</sup> Semester and 18 weeks in 3<sup>rd</sup> Semester). Approximately 25% weightage has been assigned to this component alone. During internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities other than teaching. Further, they have to develop a repertoire of understandings, competencies, and skills (School Internship: Framework and Guideline (NCTE-January, 2016). And it is expected that by the completion of 'Internship', the intern teacher will be ready to take up the responsibilities of a teacher independently. Present study was mean to observe the teaching aptitude among trainees of Teachers Education and to find out the extents and limits up their professionalism after completion of their school internship.

### **OBJECTIVES OF THE STUDY**

1. To measure the teaching aptitude of teacher trainees.
2. To measure gender wise difference in teaching aptitude of teacher trainees.

### **SAMPLE**

A sample of 180 teacher trainees 60 each from 03 Teachers' Education Institution were selected randomly using the Table of Random Numbers (Fisher and Yates 1963). The study was delimited to the Abhanpur Block of Raipur District (CG). The study was also delimited to the rural areas and all the sample trainees were belonging to rural areas. All the sample trainees were only had Graduate degree as their highest qualification. The names of the Teachers Education Institution were Seth Phoolchand Agrawal Smriti College, Netaji Subhash College, and Gracious College of Abhanpur Block.

### **RESEARCH METHODOLOGY**

The researcher adopted a normative survey method to study the problem. Teaching Aptitude Test (TAT- GR) battery by Dr. S.C. Gakhar and Dr. Rajnish was used as tools to this investigation. The collected data are present through percentage analysis.

**RESULTS ANALYSIS****Table 1:** Summary of Teaching Aptitude of graduate teacher trainees belonging to rural area

Sl.No	Interrogative statement	Collected Response from Graduate Teacher Trainees of Rural area			
		Positive Response		Negative Response	
1	Teaching Profession	100	55.55%	80	44.44%
2	Interest towards Students	112	62.22%	68	37.77%
3	Social Contacts	70	38.88%	110	61.11%
4	Innovations Regarding Activities of the School	115	63.88%	65	36.11%
5	Professional Ethics	108	60%	72	40%
6	Teaching Potentiality and Current Knowledge	77	42.77%	103	57.22%

N= 180

**Table 2:** Summary of Gender wise difference in Teaching Aptitude of graduate teacher trainees belonging to rural area

Sl.No	Interrogative statement	Collected Response from Graduate Teacher Trainees of Rural area			
		Male N=90		Female N=90	
1	Teaching Profession	35	38.88%	65	72.22%
2	Interest towards Students	42	46.66%	70	77.77%
3	Social Contacts	45	50%	65	72.22%
4	Innovations Regarding Activities of the School	44	48.88%	71	78.88%
5	Professional Ethics	42	46.66%	66	73.33%
6	Teaching Potentiality and Current Knowledge	33	36.66%	44	48.88%

N= 180

As we can see in Table 1 and Table 2, the attitude was decrease and sex wise attitude differences were found towards teaching profession. 62.22% teacher trainees have shown positive interest in student (Table 1) whereas in Table 2 gender wise difference was found that as compare to male female teacher trainees were having more positive interest towards the student i.e. 77.77%. Further, 38.88% of teacher trainees were having positive attitude to build social contacts. It can be interpreted that below the average number of trainees were having the quality to build social contacts. As compare to male female teacher trainees (72.22%) were having the positive attitude towards making social contacts. Table 1 show that 63.88% teacher trainees were having positive attitude towards innovation regarding activities of the school. Whereas Table 2 discriminate that as compare to male female teacher trainees (78.88%) were shown positive attitude towards it. 60% of teacher trainees were having the positive professional ethics towards the teaching profession as shown in Table 1 and out of which 73.33% of female teacher trainees were having more professional ethics then male teacher trainees as shown in Table 2. Regarding the teaching potentiality and current knowledge 57.22% of teacher trainees were having negative attitude and as compare to female male teacher trainees wee having poor attitude i.e 36.66% as shown in both the Table 1 and 2.

**DISCUSSION**

On the basis of findings it can be interpreted that the attitude of the teacher trainees from rural areas found decrease and sex wise attitude differences were found towards teaching profession, supported by (Aadaval, 1952) and (Ahluwalia, 1978). Gender wise difference was found that as compare to male, female teacher trainees were having more positive interest towards the student. It can be interpreted that below the average number of trainees were having the quality to build social contacts; above the average number of teacher trainees were having positive attitude towards innovation regarding activities of the school; average number of teacher trainees were having the positive professional ethics towards the teaching profession; below the average number

of teacher trainees were have teaching potentiality and current knowledge supported by (Sajan, 2010).

### EDUCATIONAL IMPLICATION

1. Teaching of education as a core subject will affect the developmental level of teaching aptitude of rural areas teacher trainees.
2. The present study shows that the teacher trainees belonging to rural areas were failed to achieve the degree of teaching aptitude through this school internship program. It is recommended that the program need to redesign according to the needs and aspirations of the rural graduate student.
3. In service teacher should guide the teacher trainees during school internship program. All the teaching learning activities should be followed and guided by in-service teacher so that proper degree of teaching aptitude should be cultivated.
4. Degree of teaching aptitude does not mean teaching adjustment; teacher education institution needs to provide all the supporting elements and equipments to the trainees during the school internship program to achieve high degree of teaching aptitude in teacher trainees specially belonging to rural areas.
5. Attendance should be 100% compulsory for the teacher trainees during the program so that they could be associated with all the aspects of teaching. Especially during the school internship proper guidance should be followed by the mentors and the observers.

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