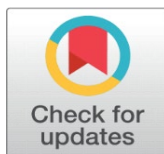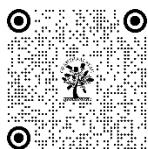# TEACHING APTITUDE IN RELATION TO ACADEMIC ACHIEVEMENT OF B.ED. STUDENT TEACHERS IN NAGALAND

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ABSTRACT

Aptitude has been identified as an important correlate of academic achievement and professional success in certain specific fields. It is an observable fact that people differ from one another and within themselves in their performance in one or the other field of human activity such as leadership, music, art, mechanical work and teaching etc. Therefore, aptitude may be described as a special ability or specific capacity distinct from the general intellectual ability which helps an individual to acquire the required degree of proficiency on achievement in a specific field. In this study, an attempt has been made to know the quality of teachers through the teaching aptitude test battery. Coefficient of correlation has been established between teaching aptitude score and academic achievement (result) of prospective teachers in Nagaland. The investigator has used Analytic survey method and found number of findings: i) there exist significant difference of mean in teaching aptitude between male and female B.Ed. student teachers in total group, Arts and Science stream B.Ed. student teachers. The female student teachers possess better teaching aptitude than the male student teachers, ii) there exist significant and positive relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female B.Ed. student teachers etc.

Keywords: Aptitude, Student Teachers, B.Ed., Teaching, Profession

1. INTRODUCTION

Goods Dictionary of Education (1959) states teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively and hence, Teacher Education = Teaching Skills+ Pedagogical theory + Professional skills. **Education Commission (1964-66)** says "of all different factors which influence the quality of education and its contributions to national development, the quality, competence, and character of teachers are undoubtedly the most significant". **NCTE (1998)** studied the growth and development in India and observed that after independence number of secondary teacher education institutions had increased at a very faster rate by ignoring its quality. Despite the attempts by National Council of Educational Research and Training (NCERT), University Grants Commission (UGC), NCTE and other bodies of education, the teacher education curricula are stale and stagnant. An assessment made by **Chellamani and Mohan (2004)** on the efficacy of teacher education programme revealed that inadequate demonstration of the basic teaching skills in the actual class room situation, mismatch between the optimal

teaching competence and the exhibited teaching competency in the actual class room situation, incongruence between teaching aptitude and teaching performance, scanty exposure on practice teaching, etc.

Spearman (1927) opined aptitude is the potential ability of an individual that promises future fruition in to perfection. **kaur (2007)** in a study established that academic achievement, teaching aptitude and the personality traits are the predictors of success in elementary teacher training. **Devendiran and Hema (2018)** conducted a study on Teaching Aptitude of Prospective Secondary School Teachers and revealed that there was significant difference between the teaching aptitude of gender and stream of study and there exist no significant difference between the teaching aptitude of 1st and 2nd year prospective secondary school teachers. A study undertaken by **Parhi and Benjonkumba (2019)** reported that no student teacher could qualify for high teaching aptitude level and the mean scores of teaching aptitude of female trainees are more than the male trainees. **Qureshi (2019)** found that there was no significant difference in the teaching aptitude between male and female science students. The study also established that there was a significant difference in the teaching aptitude between male and female Arts students. **Parhi (2023)** revealed that, the female student teachers possess better teaching aptitude than male student teachers and there is significant difference in academic achievement of B.Ed. student teachers having high teaching aptitude and low teaching aptitude.

RATIONALE OF THE STUDY

National Knowledge Commission (NKC) observed that the teacher is the single most important element in the school system and has stressed the need to substantially enhance teachers' professional capabilities, standing and commitment to education. The problems of present teacher education system are that knowledge is treated as 'given' and is never critically examined; there is very little scope for the student teachers to reflect on their experiences. The evaluation of the prospective teachers is also excessively quantitative and lacks comprehensiveness, with no scope of evaluating the teaching aptitude, attitude towards teaching, professional values and interests etc. In the present context, quality teacher education becomes mandatory to compete in the global market. It is true that the quality of teachers help the students to become good human beings and contribute in building a knowledgeable and coherent society. A perspective teacher is an individual who's personal and social values are pre-dominant and motivate to join the teacher education programme with a mission to serve. In this study, an attempt has been made to know the quality of prospective teachers in Nagaland with special reference to their teaching aptitude and academic achievement.

OBJECTIVES OF THE STUDY

Following objectives were kept in focus -
- To investigate the level of teaching aptitude of Total group, Arts and Science stream male and female B.Ed. student teachers in Nagaland.
- To find out the significant difference that exists between male and female B.Ed. student teachers of Total group, Arts and Science stream with respect to teaching aptitude
- To investigate the relationship between teaching aptitude and academic achievement of Total group, Arts and Science student teachers of B.Ed. programme.

HYPOTHESES OF THE STUDY

The study was designed to test the following hypotheses -
HO$_1$: There is no difference between the levels of teaching aptitude of Total group, Arts and Science stream male and female B.Ed. student teachers.
HO$_2$: The mean of teaching aptitude scores of male student teachers is not different from the mean of teaching aptitude scores of female student teachers in Total group, Arts and Science stream B.Ed. student teachers.
HO$_3$: There is no positive relationship between teaching aptitude and academic achievement of Total group, Arts and Science stream male and female B.Ed. student teachers.

METHODOLOGY

In the present study, an analytical survey method was employed. Fieldwork and document analysis were done. 200 B.Ed. student teachers from 5 (five) teacher preparation institutions under public and private management made up the study's sample.

SAMPLE

Five teacher preparation institutions were chosen as the study's sample institutions. Care was taken to choose an equal number of samples while taking the type of institutions into consideration. There were two types of institutions: public and private. 200 student teachers were chosen as a sample from two different category of student teachers viz Arts and

Science streams. With the study's goals in mind, the sampling was carried out in the following three steps: (i) choosing the jurisdiction, (ii) choosing the institution *and (iii) choosing the student teacher.*

TOOLS USED IN THE STUDY

The researcher used the following one standardized tool for the current study

1) TEACHING APTITUDE TEST BATTERY (TATB)
    -By Dr. R.P. Singh and Dr. S. N. Sharma.

STATISTICAL TECHNIQUES USED

The data were gathered and tabulated with the help of the research tool already mentioned. The unprocessed raw scores were analyzed. For the analysis and interpretation of the data, descriptive statistics like mean, median, mode, skewness, kurtosis, standard deviation, correlation, and percentage were computed and used.

DELIMITATION OF THE STUDY

The study was delimited to the Bachelor of Education (B.Ed.) student teachers of 5 teacher education institutions managed by Government and Private Bodies of Nagaland.

ANALYSIS AND INTERPRETATION OF DATA

The data obtained through the procedure for the present study does not serve the purpose unless it is systematically classified, tabulated and interpreted in consistent with the inherent meaning and scope of the problem. Tabulation denotes the recording of the classified data in quantified terms. Data obtained were tabulated as required by descriptive statistics. Data were also tabulated as required by inferential statistics like correlation for the purpose of deriving relevant facts related to the present study and the obtained data have been analyzed under the following sub heads:

2. CHARACTERISTICS OF B.ED STUDENTTEACHERS

2.1 LEVEL OF TEACHING APTITUDE OF TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

In order to study the level of teaching aptitude of the total group, male and female student teachers, data collected through the teaching aptitude test battery were tabulated and analyzed. Six cutting points were determined. The respondents those who scored z value +2.01 and above included in the excellent teaching aptitude category, those who scored z value between +1.26 to 2.00 included in the high teaching aptitude category, those who obtained z score between + 0.51 to + 1.25 included in above average aptitude category, the student teachers who scored z value between -0.50 to +0.50 placed in the average teaching aptitude, the respondents who obtained z value between -0.51 to -1.25 included in the below average and those who scored z value between -1.26 to -2.00 placed in the low teaching aptitude category. The following Table 4.13 shows the number and percentage of student teachers in excellent, high, above average, average, below average and low teaching aptitude category.

TABLE – 1
LEVEL OF TEACHING APTITUDE OF TOTAL GROUP, MALE AND FEMALE B.Ed. STUDENT TEACHERS

GROUPS	CATEGORIES						Numbers (N)
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	09 (4.50)	18 (9.00)	117 (58.50)	36 (18.00)	17 (8.50)	03 (1.50)	200
Male Student Teachers	05 (7.24)	07 (10.14)	35 (50.72)	13 (18.84)	07 (10.14)	02 (2.89)	69
Female Student Teachers	04 (3.05)	11 (8.39)	82 (62.59)	23 (17.55)	10 (7.6)	01 (0.76)	131

(Numerical values given in parentheses are percentages)

The Table- 1 represents that about 1.50 percent student teachers were having excellent teaching aptitude, about 8.50 percent high teaching aptitude, about 18.00 percent above average teaching aptitude, about 58.50 percent average teaching aptitude, about 9.00 percent below teaching aptitude and about 4.50 percent low teaching aptitude in total group. It indicates the quality of student teachers of our state who are given the responsibility to make the future of our

nation. The Table further indicates the level of teaching aptitude of male student teachers. About 2.89 percent male student teachers were having excellent teaching aptitude, about 10.14 percent high teaching aptitude, about 18.84 percent above average teaching aptitude, about 50.72 percent average teaching aptitude, about 10.14 percent below average teaching aptitude and about 7.24 percent low teaching aptitude in male student teacher group.

The Table also reveals the level of teaching aptitude of female student teachers. About 0.76 percent female student teachers were having excellent teaching aptitude, about 7.6 percent high teaching aptitude, about 17.55 percent above average teaching aptitude, about 62.59 percent average teaching aptitude, about 8.39 percent below average teaching aptitude and about 3.05 percent low teaching aptitude.

2.2 LEVEL OF TEACHING APTITUDE OF ARTS STREAM TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

TABLE – 2

LEVEL OF TEACHING APTITUDE OF ARTS STREAM TOTAL GROUP, MALE & FEMALE B.Ed. STUDENT TEACHERS

GROUPS	CATEGORIES						Numbers (N)
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	05 (4.34)	13 (11.30)	74 (64.34)	13 (11.30)	08 (6.95)	02 (1.73)	115
Male Student Teachers	02 (6.89)	04 (13.79)	18 (62.06)	02 (6.89)	02 (6.89)	01 (3.44)	29
Female Student Teachers	03 (3.48)	09 (10.46)	56 (65.11)	11 (12.79)	06 (6.97)	01 (1.16)	86

(Numerical values given in parentheses are percentages)

The Table -2 represents that about 1.73 percent student teachers were having excellent teaching aptitude, about 6.95 percent high teaching aptitude, about 11.30 percent above average teaching aptitude, about 64.34 percent average teaching aptitude, about 11.30 percent below average teaching aptitude and about 4.34 percent low teaching aptitude in total group. It indicates the quality of Arts stream student teachers of our state who are given the responsibility to make the future of our nation. The Table further indicates the level of teaching aptitude of Arts stream male student teachers. About 3.44 percent male student teachers were having excellent teaching aptitude, about 6.89 percent high teaching aptitude, about 6.89 percent above average teaching aptitude, about 62.06 percent average teaching aptitude, about 13.79 percent below average and about 6.89 percent low teaching aptitude in Arts stream male student teacher group.

The Table also reveals the level of teaching aptitude of Arts stream female student teachers. About 1.16 percent female student teachers were having excellent teaching aptitude, about 6.97 percent high teaching aptitude, about 12.79 percent above average, about 65.11 percent average teaching aptitude, about 10.46 percent below average and about 3.48 percent low teaching aptitude.

2.3 LEVEL OF TEACHING APTITUDE OF SCIENCE STREAM TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

TABLE – 3

LEVEL OF TEACHING APTITUDE OF SCIENCE STREAM TOTAL GROUP, MALE & FEMALE B.Ed. STUDENT TECHERS

GROUPS	CATEGORIES						Numbers (N)
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	04 (4.70)	05 (5.88)	43 (50.58)	23 (27.05)	09 (10.58)	01 (1.17)	85
Male Student Teachers	03 (7.50)	03 (7.50)	18 (45.00)	11 (27.50)	04 (10.00)	01 (2.50)	40
Female Student Teachers	01 (2.22)	02 (4.44)	25 (55.55)	12 (26.66)	05 (11.11)	00 (0.00)	45

(Numerical values given in parentheses are percentages)

The Table -3 represents that about 1.17 percent Science stream student teachers were having excellent teaching aptitude, about 10.58 percent high teaching aptitude, about 27.05 percent above average teaching aptitude, about 50.58 percent average, about 5.88 below average and about 4.70 percent low teaching aptitude in total group. It indicates the quality of Science stream student teachers of our state who are given the responsibility to make the future of our nation. The Table further indicates the level of teaching aptitude of Science stream male student teachers. About 2.50 percent male student teachers were having excellent teaching aptitude, about 10.00 percent high teaching aptitude, about 27.50 percent above average, about 45.00 average, about 7.50 percent below average teaching aptitude and about 7.50 percent low teaching aptitude in male science student teacher group. The Table also reveals the level of teaching aptitude of female science stream student teachers. About 0.00 percent female student-teachers were having excellent teaching aptitude, about 11.11 percent high teaching aptitude, about 26.66 percent above average, about 55.55 average teaching aptitude, about 4.44 percent below average and about 2.22 percent low teaching aptitude.

3. NATURE OF DISTRIBUTION OF SCORES IN INDEPENDENT VARIABLES
3.1 TEACHING APTITUDE OF TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

Data were tabulated to investigate the nature of distribution of scores for teaching aptitude of Total B.Ed. student teachers.

The mean, median, mode, standard deviation, skewness and kurtosis were computed for teaching aptitude and the measures were recorded in Table 4.

TABLE - 4
THE MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF TEACHING APTITUDE FOR TOTAL GROUP, MALE & FEMALE B.Ed. STUDENT TEACHERS

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	200	80.11	80	80	15.18	-0.84	3.66
Male Student Teachers	69	79.26	80	90	17.21	-1.05	2.93
Female Student Teachers	131	80.22	80	80	13.78	-0.68	4.32

3.2 TEACHING APTITUDE OF ARTS STREAM TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

Data were tabulated to investigate the nature of distribution of scores for teaching aptitude of Arts B.Ed. student teachers. The mean, median, mode, standard deviation, skewness and kurtosis were computed for teaching aptitude and the measures were recorded in Table 5.

TABLE - 5
THE MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF TEACHING APTITUDE FOR ARTS STREAM TOTAL GROUP, MALE & FEMALE B.Ed. STUDENT TEACHERS

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	115	78.38	79.00	79.00	14.74	-0.62	3.97
Male Student Teachers	29	76.58	79.00	79.00	19.12	-1.43	4.29
Female Student Teachers	86	78.98	79.00	80.00	13.03	-0.35	1.59

3.3 TEACHING APTITUDE OF SCIENCE STREAM TOTAL GROUP, MALE AND FEMALE B.ED. STUDENT TEACHERS

Data were tabulated to investigate the nature of distribution of scores for teaching aptitude of Science stream B.Ed. student teachers.

The mean, median, mode, standard deviation, skewness and kurtosis were computed for teaching aptitude and the measures are recorded in Table 6.

TABLE -6
THE MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF TEACHING APTITUDE FOR SCIENCE STREAM TOTAL GROUP, MALE & FEMALE B.Ed. STUDENT TEACHERS

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	85	82.44	82.00	80.00	15.54	-1.21	4.26
Male Student Teachers	40	82.32	81.00	80.00	16.33	-0.39	0.37
Female Student Teachers	45	82.55	82.00	78.00	14.99	-2.19	9.76

3.4 RELATIONSHIP BETWEEN TEACHING APTITUDE SCORE AND ACADEMIC ACHIEVEMENT OF TOTAL GROUP, MALE AND FEMALE ARTS STREAM B.ED. STUDENT TEACHERS AND SCIENCE STREAM B.ED. STUDENT TEACHERS

This section deals with the relationship between teaching aptitude score and academic achievement of B.Ed. student teachers. The quality of input for teacher education institutions is very much dependent on teaching aptitude of student teachers. Quality of any nation building is expected from the competent and skillful teachers appointed by the state. Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent that can enable to acquire suitable training, acquiring knowledge, skill or composite of knowledge, understanding and skills. The teaching aptitude of a teacher may also affect the job satisfaction and his responsibilities towards academic activities.

For the selection of B.Ed. students for different teacher education institutions, Govt. of Nagaland conducts a centralized entrance test. In order to identify the competent and qualitative teachers, an attempt has been made to examine the teaching aptitude and attitude towards teaching profession with their academic achievement in B.Ed. programme. Students are selected both from Science and Arts streams. Besides, students are also selected for different caste categories like General, OBC, SC & ST as per reservation rules. To know the relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female student teachers, coefficient of correlations was computed. Teaching aptitude scores of B.Ed. students were correlated with the academic achievement keeping in view the streams. The results of coefficient of correlation are given in Table 7.

TABLE – 7
RELATIONSHIP BETWEEN TEACHING APTITUDE SCORE AND ACADEMIC ACHIEVEMENT OF TOTAL GROUP, MALE AND FEMALE ARTS STREAM B.ED STUDENT TEACHERS AND SCIENCE STREAM B.ED. STUDENT TEACHERS

Streams	Category	Number (N)	Product moment coefficient of correlation(r)
Total Group	Total Group Student Teachers	200	r = .259 *
	Male Student Teachers	69	r = .591 **
	Female Student Teachers	131	r = .689 **
Arts	Total Group Student Teachers	115	r = .288 **
	Male Student Teachers	29	r = .719**
	Female Student Teachers	86	r = .812**
Science	Total Group Student Teachers	85	r = .290**
	Male Student Teachers	40	r = .443**
	Female Student Teachers	45	r = .690**

** Significant at .01 level of confidence
* Significant at .05 level of confidence

The Table 7 shows that in total group, male and female categories correlation coefficient ranges from .259 to .689. Similarly, correlation coefficient for different categories in Arts stream B.Ed. student teachers ranges from .288 to .812. In Science stream correlation coefficients ranges from .290 to .690 and found significant for total group, male and female student teachers. The relationship between teaching aptitude score and academic achievement score was found significant at .01 level of confidence for total group, Arts and Science categories of student teachers. The above result led to the rejection of null hypothesis **HO₃**, namely "There is no positive relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female B.Ed. student teachers".

4. FINDINGS OF THE STUDY

The findings of the present study pertaining to Teaching Aptitude of B.Ed. student teachers in Nagaland have been presented below:

- The Study revealed that in total group about 2.89 percent male student teachers are having excellent teaching aptitude, whereas only about 0.76 percent female student teachers are qualified for this group.
- About 10.14 percent male and 7.6 percent female student teachers are having high teaching aptitude in total group.
- About 18.84 percent male and 17.55 percent female student teachers are having above average teaching aptitude in total group.
- About 50.72 percent male and about 62.59 percent female student teachers are having average teaching aptitude in total group.
- About 10.14 percent male and about 8.39 percent female student teachers are having below average teaching aptitude in total group.
- About 7.24 percent male and about 3.05 percent female student teachers are having low teaching aptitude in total group.
- The Study revealed that in Arts total group about 3.44 percent male student teachers are having excellent teaching aptitude, whereas only about 1.16 percent female student teachers are qualified for this group.
- About 6.89 percent male and 6.97 percent female Arts student teachers are having high teaching aptitude.
- About 6.89 percent male and 12.79 percent female Arts student teachers are having above average teaching aptitude.
- About 62.06 percent male and about 65.11 percent female Arts student teachers are having average teaching aptitude.
- About 13.79 percent male and about 10.46 percent female Arts student teachers are having below average teaching aptitude.
- About 6.89 percent male and about 3.48 percent female Arts student teachers are having low teaching aptitude.
- The Study revealed that in Science total group about 2.50 percent male student teachers are having excellent teaching aptitude, whereas no female student teachers are qualified for this group.
- About 10.00 percent male and 11.11 percent female Science student teachers are having high teaching aptitude.
- About 27.50 percent male and 26.66 percent female Science student teachers are having above average teaching aptitude.
- About 45.00 percent male and about 55.55 percent female Science student teachers are having average teaching aptitude.
- About 7.50 percent male and about 4.44 percent female Science student teachers are having below average teaching aptitude.
- About 7.50 percent male and about 2.22 percent female Science student teachers are having low teaching aptitude.
- There exists significant difference of mean in teaching aptitude between male and female B.Ed. student teachers in total group, Arts and Science stream B.Ed. student teachers. The female student teachers possess better teaching aptitude than the male student teachers.
- There exist significant and positive relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female B.Ed. student teachers.

5. SUGGESTIONS FOR FURTHER STUDY

Further investigations can be made on the following lines:

(1) A prediction of student teachers teaching aptitude of DIET is another virgin area of research. It can be considered independent variables like personality adjustments, study habits, interest etc. in order to get further in to the problem.
(2) The study is limited to Nagaland state only. It can be extended to other states in India for a comparative study.

6. CONCLUSION

Aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skills or set of organized responses. Teacher performance is the most crucial input in the field of education whatever policies may be laid down; in the ultimate analysis these have to be implemented by the teachers as much through their personal example. The teacher is required to acquire adequate knowledge, skills, interests, teaching aptitude, attitudes etc. towards the teaching profession. This study has proved the role and importance of teaching aptitude required for every teacher to excel in teaching profession. It is an independent variable plays its prime role for academic success.

CONFLICT OF INTERESTS
None

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