CHAPTER – 1
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CHAPTER – 1

STATEMENT OF THE PROBLEM AND DEFINITIONS OF THE TERMS

1.1 Introduction:

“What am I best fitted for? Which trade shall I learn, or which profession shall I follow? In what occupation can I earn a living by doing work that I like to do and can do well? What are my aptitudes and how shall I go about capitalizing them in school and afterwards?”

Insistent questions! They are raised by young people with years of preparation ahead in an unstable economic society. They are asked not only of teachers and deans in school or college, but of placement officers and employment managers.

Misdirection of efforts is costly. Loss is incurred by society as well as by the individual himself when ambitions are ill-advised. If a man is misplaced in his work he is likely to unfit in his job and in his family relations as well. Naturally, in a swiftly changing world, persons who have began to think, eagerly and seriously about their careers should have a clear understanding of the nature of their own aptitudes. At the same time this is the most necessary question for those who are in or out of educational institutions either to plan their training or for their later occupational advancement.

Ours is essentially a complex as well as a fast-moving civilization. It is not always easy to find one’s way unaided. Great universities have their personal bureaus to which students may come for information about opportunities and requirements in different areas of occupation. As a
person planning his future in the light of his fitness for a certain occupation faces a variety of problems, such as:

1. What level of general education is expected of people who enter this occupation?
2. What specialized education or training is ordinarily necessary?
3. Do my general mental abilities resemble those persons in this field?
4. Are my special talents or aptitude necessary?
5. What are the average annual earnings of people in this occupation?
6. Is employment relatively secure or temporary one?
7. What are the opportunities for advancement?
8. Where does this occupation rank in social prestige?

These eight questions do not stop the list of inquiries a person may wish to make before selecting any single occupation. But of all these questions, he may or may not be sure of one or two questions before attending his first interview. As a result, any estimate of a person’s aptitude, of his educational and vocational potentialities, reached during the course of a single interview, is at best a shred guess.

It is a first rough approximation, subject to correction from time to time as fresh facts are brought into focus. The search is then continued for evidences of unusual abilities in whatever direction. Specific disabilities and distastes are brought to light and frankly faced in order to decide whatever they can be sidestepped, compensated for, or corrected. Subsequent interviews may serve to clarify the client’s judgment as to the nature and future of these occupations and also to his probable fitness for entering upon and advancing in them.
It is in situation of this sort that the need is actually felt for aids in estimating aptitudes. As we know that self-knowledge is a gradual growth. To gain a clear understanding of one’s aptitudes is an achievement of years rather than of hours. That’s why the wise consultant asks more questions than he answers. By asking such questions he facilitates his client’s growth in understanding of himself and of the working world. Moreover, in the very process of arriving at these decisions he learns how best to approach the important problems that are bound to arise from time to time in the future.

As aids to self-understanding, scientifically constructed tests of aptitudes are not a substitute for insight and common sense. They may however serve to supplement or modify the considered judgment of a counselor who combines and weighs all the facts, from the personal history and the personal interview as well as from the test record.

Is it possible to identify symptoms of aptitude for the various professions? If so, which of these symptoms can be measured by tests?

Interest in these questions, motivated the researcher to carry out the research on the present topic. This is but natural. The professions are held in high regard. The social status accorded to lawyers, journalists, librarians, preachers, engineers, scientists, doctors and teachers, for example, more than compensates for the fact that the annual earnings of many of them are smaller than they might have been in business or in a skilled trade. The majority of boys want to become professional engineers, or possibly lawyers or doctors, while a great many girls think of teaching or of going on the stage. No wonder that parents and counselors, as well as the young people themselves, want to know the
requirements and the symptoms indicative of probable achievement in a field toward which ambition points.

1.1.1 Teaching as a Profession:

If we talk about the teaching profession, unique in that everyone has had years of opportunities to observe it intimately. Everyone has known personally a number of teachers and has observed day by day – while attending elementary school at least – what these teachers do when in the presence of their pupils. However, we appreciate and remember only those who have left the dippiest impression, have certain characteristics in common: not only a knowledge of their subject, but an infectious enthusiasm for it: not only a real liking for the young people or children in their classes, but also a wise understanding of how to awaken their minds and win their co-operation and respect.

So, although there may be frequent misconceptions as to precisely what is required of a teacher – planning and preparing daily exercises, correcting papers, keeping records, administering achievement tests, maintaining discipline, counseling with individuals on all sorts of educational and personal matters, participating as a teacher often must, in activities of school and community, keeping abreast of progress in his subject and fitting himself for professional advancement – it is doubtful, nevertheless, whether there is any other occupation with which people in general are as well acquainted.

1.1.2 Roles and Responsibilities of a Teacher:

As to prestige, teaching ranks high, particularly in the estimation of the great numbers of people who follow pursuits with
lower rankings than this on the scale of social look up to their teachers.

Teaching is also a populous occupation. There are not nearly so many engineers, nurses, doctors, lawyers, ministers, artists or librarians as there are teachers. Little wonder that it is one of the first occupations to be thought of when a young person begins to turn over in his mind the various careers he might follow.

A university president, with responsibility for choosing an able instructor has said,

“The great teacher brings to his business accurate and wide knowledge, and informed technique, intelligence, energy, initiative, adaptability, commonsense, high standards of personal character and professional achievement, singleness of purpose, sympathy, a rich social background, and a convincing sincerity of personality.”

An impressive picture! But would it not serve equally well as the portrait of a great business executive, political leader, preacher, social worker, physician, or lawyer? Perhaps these, too, are teachers. Teaching is not, however, their profession. The picture must be more sharply drawn if we are to recognize the essential qualities which characterize teachers in contrast to those who, in other professional relations have the responsibility of dealing helpfully with people.

There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the centre stage of the multi-dimensional teaching-learning process, the teacher has to redefine the role, has to undergo rigorous changes, has to update the
knowledge, to have basic human values, to have accountability to the society and to the students. Only such a teacher can work for the formation of right habits, thoughts, actions, cultivation of values and development of right behaviour patterns in children.

Roles of teacher change over time in response to new patterns of educational governance, new kinds of students, new theories of teaching and learning, and the arising of new technologies (Chapman and Adams, 2004). Even though innovations and reforms occur, teacher is still in the pivotal position of the classroom interaction process. In the learner-centred, process-oriented, competency-based, a teacher has to face multi-level problems like planning of content, selection of appropriate teaching-learning strategies and situations, creation of motivation among multi grade – multi level students, completion of curricular objectives, its linkage with practical life, continuous and comprehensive evaluation, classroom management, linkage with society and parents, good relationship with the local bodies and their planning processes etc.

That is, the role of a teacher changes to that of a planner, manager, designer, director, facilitator, researcher, psychologist, philosopher, sociologist, artist, friend, guide, actor, well-wisher, etc. The technological developments, the knowledge explosions, the familial problems, social issues, the behaviouiral problems are other challenges that makes the teacher's role more complex.

1.1.3 Traits to be an Ideal Teacher:

Rousseau, Pestalozzi, Herbart, Dewey, Russell, Mahatma Gandhi, Vivekananda, all have given an extended meaning of
education which direct a prospective teacher to the vast world of teaching.

A more specific description of the ideal teacher was given long ago by George Herbert Palmer in his volume, The Teacher⁴. He puts his finger on four traits without which a teacher is handicapped. He placed first a sympathetic imagination – a limberness of mind which enables one to think in terms of the other person’s limitations, interest and needs. Next is the necessity for a broad background of knowledge, an accumulated wealth extending beyond the bounds of what is actually taught. The third requisite he describes as the power to kindle interest to invigorate the productive activity of pupils as only a stimulating person can do. Finally, he stresses the capacity for disinterestedness – indifference to praise and recognition – a trait which he picturesquely define as “readiness to be forgotten”. In short, an ideal teacher, then, is imaginative, intellectually wealthy, stimulating, disinterestedness.

Is this specific enough? If a young person is drawn toward teaching, how is he to find out whether he possesses the golden qualifications listed by Professor Palmer, or the capacity to acquire them? In facing this question, the researcher would like to go in-depth of the qualities actually exhibited by promising candidates.

A competent, committed and accountable teacher keeps his torch of accumulated knowledge burning and ignites the minds and souls of his pupils. In the words of Tagore, "a teacher can never truely teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its flame".
1.1.4 Present Position of the Professional Schools for Training Teachers:

Education in India is faced with ambiguities and complexities of drastic magnitude. On the one hand, it has institutions imparting education of international quality standard, and on the other hand, there are institutions, which continue to struggle for basic amenities like roofed classrooms for accommodating hundreds of students during summer and rainy seasons. Diversities of various kinds pose another set of challenges and, further improvement in the quality of education. Quality does not lie in the quantum of infrastructure or the number of courses, students and teachers, but it lies in how well the routine functions are performed.

In the contemporary educational scenario of the country, which is emerging amidst chaotic situations, and violent winds of change, it is imperative that our colleges and universities become proactive and responsive. They have to strengthen themselves on the both academic and administrative fronts.

In the recent past, persistent and determined efforts of NAAC and UGC have created country-wide quality consciousness in higher education. Now the time is ripe for taking initiatives at the institutional level through self-audit and self-introspection. Education system in India has expanded enormously since independence. The number of universities has increased from 18 in 1947 to 563 in 2011. The number of students in higher education has increased from 2.28 lac in 1947 to 13.6 million in 2009.
number of teaching members has also increased from 24 thousand in 1950 to 40.2 lac in 2011.

No doubt, this is an impressive quantitative growth in higher education, but the quality of higher education has not improved over the years. As a matter of fact, quality has deteriorated gradually with time. A major concerned on quality of education has been expressed by the Kothari Commission in mid-60s and National Policy of Education, 1986.

Almost, similar concern is voiced by the County Paper in Higher Education at the UNESCO World Conference and by University Grants Commission (DGC). Golden Jubilee Seminars, UGC seminars concluded that the universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching, research and extension activities so as to balance both the need and the demand.

As we begin our journey in the 21st century it is clear that we live in an increasing inter-connected world. In the words of the famous Peter Drucker who at the age of 93, in his 33rd book said:

"The next society will be a knowledge society in which knowledge will be the resource and knowledge workers will be the dominant work force. In future, there will be two forces made up of the under-fifties and the over-fifties."

The professional schools for training teachers have as yet found no sure means of ascertaining in advance whether a candidate has or can acquire the traits described in the foregoing paragraphs, although marked defects and shortcomings are usually
recognizable during an interview with an applicant for admission. His intellectual grasp and mental alertness can be fairly well estimated by reference to his previous school record and his performance in tests of scholastic aptitude, vocabulary, English usage, mathematics, and other academic subjects, supplemented when necessary by such specially devised tests of intelligence.

1.1.5 **Aptitude: An Essential Quality**:

An aptitude is the determiner of teacher’s behavior. The teacher with high aptitude will be appreciated by his friend, students and finally by the society, he belongs to. Many researchers have revealed the pattern of a teacher’s personality, his specific traits, attitudes and ideas; exercise a discerning influence on the behavior, learning and adjustment of his students. Aptitudes can be determiners of the success or failure of an individual in his vocational life. Thus, aptitude is one of the most important factors that affect the teacher and his teaching.

In the light of this thinking, the researcher thought that the Teacher Education is the finest and appropriate stage to have a clear understanding of aptitudes. As teaching aptitude, it includes “a capacity to acquire proficiency or skill, with a given amount of training. Teaching aptitude is necessary for the teachers to do their job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his/her duty properly.”

An effective teacher can focus on making connections between facts and fostering new understanding in students. They can tailor their teaching strategies to student responses and
encourage them to analyse, interpret, and predict information. Instead of spending time memorizing material, filling in the blanks on work sheets, and repeating large numbers of similar problems, students need to learn to solve novel problems, integrate information, and create knowledge for them.

A constructivist teacher's role is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. Good teachers improvise. The better teachers, however, are proactive; that is, they are active information processors and decision-makers. They are strongly committed to the importance of content delivery and tend to be task-oriented. Researches suggest that teacher's knowledge of subject-matter; student's learning and teaching methods are important elements of effective teaching, which are very much related to Teaching Aptitude.

Is teaching an art or a science? Today, most educators are in agreement with Gagne (1985), who argues that there is a scientific basis for the art of teaching. Experienced teachers know it is not simply a matter of sharing what they know with their students; a good teacher must be able to transform knowledge into learning activities that motivate students to learn. Thus, teaching can be viewed as having both artistic and scientific elements.
With this idea, the researcher had constructed a teaching aptitude test for B.Ed. students in order to make them aware of their present aptitude for teaching. Along with this the test had discovered unsuspected talents of B.Ed. students to suggest possible alternative fields. In short, the study had developed in a person objective thinking about himself and his future relations to the world of work.

1.2 Statement of the Problem :

The study undertaken by the researcher was entitled as,

CONSTRUCTION AND STANDARDIZATION OF A TEACHING APTITUDE TEST FOR B.ED. STUDENTS

In this research, the researcher has constructed and standardized a Teaching Aptitude Test for B.Ed. Students. The study on the teaching Aptitude of B.Ed. Students was carried forward keeping in context certain variables - I.Q., E.Q., Academic Achievement Score, Recreational Activities, Parent’s Occupation, and Sex of B.Ed. Students.

1.3 Definitions of Key Terms :

Some terms have wide scope of meaning in different contexts but for working knowledge of the study, the investigator should put into precise terms, the connotations and meanings of the terms involved in the statement of the problem. It is also essential for the investigator to define some terms frequently used in a specific sense with some limitations in the study. In the present study, the key words are:

1. Construction and Standardization
2. Teaching Aptitude Test
3. B.Ed. Students
1. Construction and Standardization:

(i) Construction:

The Webster’s Dictionary gives its meaning as:

“– to put together the parts in their proper place and order: to build up, to erect, and to form.”

The term ‘construction’ indicates the preparation of a new item or a thing. It happens in the field of measurement to adopt some foreign tests rather than to construct a new test. Here, ‘construction’ means to prepare or to coin the test items. All the items to be used in the process of standardizing must be evolved or constructed. This naturally leads one to taking items through the process of pilot administration and analysis.

In the present study, the term ‘construction’ indicates especially the construction of a ‘Teaching Aptitude Test.’

(ii) Standardization:

Standardization is a procedure of making a test standard in many respects. It is a process of refining a measuring instrument through scientific procedure. When a test passes through the procedure of standardization, it becomes a standardized test.

In the initial definition, a psychological test was described as a standardized measure. Thereafter, it is a process of establishing the norms, its reliability and validity. According to the Webster’s Dictionary, the term ‘standardization’ means:

“– to accept as a standard: to make a certain fixed and standard size or quality.”
In the present study, the term ‘standardization’ indicates especially the standardization of a ‘Teaching Aptitude Test’ through the specified process of standardization.

2. Teaching Aptitude Test :

   English and English states that:

   "Teaching Aptitude is regarded as the capacity to acquire proficiency or skill with a given amount of training."\(^9\)

   Aptitude Test as mentioned in Good’s Dictionary of Education is:

   “A standardized test designed to measure the ability of a person to develop skills or acquire knowledge.”\(^10\)

   The Dictionary of Education also defines Aptitude as:

   "Aptitude is innate capacity to or ability in a given line of endeavor such as a particular art, subject or vocation."\(^10\)

   Freeman gives the meaning of aptitude as:

   "Aptitude is a combination indicative of individual capacity to acquire some specific knowledge, skill or set of organized responses such as the ability to speak a language, to become a musician, to do mechanical work."\(^11\)

   Aptitude refers to "A natural or acquired disposition or capacity for a particular purpose, or tendency to a particular action or effect." (Webster's Revised Unabridged Dictionary, Internet Explorer).

   Operational meaning of Teaching Aptitude, in this study, teacher aptitude refers to the acquired capacity of the teacher trainees to do in teaching profession which is measured in terms of
I.Q., E.Q., Academic Achievement Score, Recreational Activities, Parent’s Occupation and Sex. Skills, abilities and attitude are similarly related but distinct in their meanings. Skills are a backward looking description. Skills describe what a person has learned to do in the past. Abilities describe what a person can do now. Aptitudes are a forward looking description.

“Aptitude describes what a person has the ability to do in the future. Aptitude describes what a person can [learn] to do.”

Aptitudes are generally tested in the form of an Aptitude battery, which tests a large number of aptitudes at one time with a series of small tests for each aptitude. Aptitude batteries may lean more toward innate aptitudes or more toward learned skills. Batteries that lean toward learned skills are frequently called aptitude Test.

For this research, the Teaching Aptitude Test has been constructed and standardized to measure the teaching aptitude of B.Ed. students. Teaching Aptitude Test, for this study, comprise 5 major aspects:

1. Innovation-Research in Education and Interest and Attitude towards Teaching

2. Teacher’s Mastery in Subject-content, Methods and Evaluation of Education

3. Teacher’s Accountability

4. Teacher’s Human Relationship and Social Dedication

5. Mental Abilities
The tool, which was used to measure teaching aptitude, was known Teaching Aptitude Test (TAT).

3. B.Ed. Students:

B.Ed. student, as defined in Good’s Dictionary of Education, means:

“A person undergoing training for a particular teaching job or teaching profession is a B.Ed. Student.”¹²

In the present study, B.Ed. students, means the trainee teacher who is undergoing training for teaching the pupils of secondary / higher secondary schools. Therefore, whenever there is a term ‘students’ it means ‘B.Ed. students’ in the present study.

A B.Ed. student is one who undergoes a formal kind of training, under a particular institution for a fixed period. In the present study, it means, the students who are studying for 1 year academic programme in B.Ed. Colleges of Gujarat state recognized by NCTE, Bhopal.

1.4 Objectives of the Study:

The present study involved the following objectives:

1. To construct a Teaching Aptitude Test for B.Ed. students of Gujarat state.
2. To standardize the Teaching Aptitude Test for B.Ed. students of Gujarat state in terms of its reliability, validity and norms for male and female students.
3. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their Intelligence Quotient (I.Q.).
4. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their Emotional Quotient (E.Q.).

5. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their Academic Achievement score (Theory & Practical).

6. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their recreational activities.

7. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their parent’s occupation.

8. To study the Teaching Aptitude of B.Ed. students of Gujarat state in context of their sex.

9. To establish regression equations to predict the Teaching Aptitude of B.Ed. students from the score of the sample of independent variables.

1.5 Hypotheses of the Study:

Hypotheses are the tentative conclusions intended for verification. The following null hypotheses were formulated testing the present study:

\( \text{H}_1 \) : There is a significant correlation between the mean Intelligence Quotient (IQ) Scores and Teaching Aptitude Scores of the Students.

\( \text{H}_2 \) : There is a significant correlation between the mean Emotional Quotient (EQ) Scores and Teaching Aptitude Scores of the Students.

\( \text{H}_3 \) : There is a significant correlation between the mean Academic Achievement Scores and Teaching Aptitude Scores of the Students.
H4: There is a significant correlation between the mean Teaching Aptitude Scores of the Students having different groups Recreational Activities.

H5: There is a significant correlation between the mean Teaching Aptitude Scores of the Students having Teacher and Non-Teacher Parents.

H6: There is a significant correlation effect of interaction between / among Independent Variables on the Dependent Variable.

H07: There is no significant difference between the mean Teaching Aptitude Scores of the Students having different levels of IQ.

H08: There is no significant difference between the mean Teaching Aptitude Scores of the Students having different levels of EQ.

H09: There is no significant difference between the mean Teaching Aptitude Scores of the Students having different levels of Academic Achievement scores.

H010: There is no significant difference between the mean teaching aptitude scores of the Students having different levels of Recreational Activities.

H011: There is no significant difference between the mean teaching aptitude scores of the Students having Teacher Parents and Non-Teacher Parents.

H12: There is no significant difference between the mean teaching aptitude score of Male and Female Students.
1.6 Variables of the study:

The study includes the following variables as tabulated in Table 1.1:

**TABLE 1.1**

**VARIABLES OF THE STUDY**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Variable</th>
<th>Type</th>
<th>Levels/Groups</th>
<th>Details</th>
<th>Tool used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intelligence Quotient (IQ)</td>
<td>Independent</td>
<td>3</td>
<td>-High</td>
<td>Adopted Gujarati version of Gardner’s Multiple Intelligence test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Middle</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-Low</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Emotional Quotient (EQ)</td>
<td>Independent</td>
<td>3</td>
<td>-High</td>
<td>Emotional Quotient(EQ) Scale by Dr. Pallavi P. Patel &amp; Hitesh Patel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Middle</td>
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<td></td>
<td></td>
<td></td>
<td>-Low</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>B.Ed. Achievement Score</td>
<td>Independent</td>
<td>3</td>
<td>-High</td>
<td>Result sheets of University Examination</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>-Middle</td>
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<td>-Low</td>
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<tr>
<td>4</td>
<td>Recreational Activities</td>
<td>Independent</td>
<td>3</td>
<td>-Academic</td>
<td>From the Data</td>
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<td></td>
<td></td>
<td></td>
<td>-Entertainment</td>
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<td></td>
<td></td>
<td></td>
<td>-Other</td>
<td></td>
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<td>5</td>
<td>Parent’s Occupation</td>
<td>Independent</td>
<td>2</td>
<td>-Teacher</td>
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<td></td>
<td>-Non-teacher</td>
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<tr>
<td>6</td>
<td>Sex</td>
<td>Independent</td>
<td>2</td>
<td>-Male</td>
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<td></td>
<td></td>
<td>-Female</td>
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<tr>
<td>7</td>
<td>Teaching Aptitude</td>
<td>Dependent</td>
<td>3</td>
<td>-High</td>
<td>Self constructed Teaching Aptitude Test (TAT)</td>
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<td>-Middle</td>
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<td>-Low</td>
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</tbody>
</table>
1.7 Importance of the Study:

The world is changing every day, in all the aspects, with the development of science, technology and skillful manpower. To grow oneself as powerful person in this constantly changing world, one must ready with the aptitude the world need in future. There is a temptation to think of a person’s aptitude as though it were a substance, a possession, a thing which belongs to him/her. Aptitude is of course not the name of an object. It is an abstract noun. It points to a quality – a quality or characteristic of a person. Aptitude refers to those qualities characterizing a person’s ways of behavior which serve to indicate how well he can learn to meet and solve certain specified kind of problems.

As indicative of how an individual may be expected to perform in certain vocational situations. The present test, constructed by the researcher was to measure B.Ed. students aptitude – would disclose how they would be likely to behave in the teaching profession.

With this the researcher finds the following importance of the present study:

1. The Teaching Aptitude Test (TAT) standardized by the researcher would be a useful tool to study the teaching aptitude of B.Ed. students of Gujarat state.

2. The study of teaching aptitude would provide the teacher educators, the fundamental base of teaching.

3. The understanding of teaching aptitude would help the trainee-teachers and their parents to predict their vocational future.
4. The awareness about teaching aptitude would increase in young generations, the sight and directions for professional teaching.

5. The professional counselors would be able to give right directions to the students approaching them regarding their future vocations.

6. The Teaching Aptitude Test (TAT) would be a useful tool for the further studies in the field of education.

7. The study would be more useful to the B.Ed. institutes to select the proper candidate for the teaching profession, using this as the tool for their entrance examinations.

8. The study would also be helpful to the educationists to prepare the syllabi for the B.Ed. programme, keeping in context the traits – to be developed – mentioned in the present research.

9. Finally, the test might be a useful tool for teaching institutes (private and government) to select a suitable candidate for their required teaching posts.

1.8 Fencing of the Study:

“Delimitation consists of making choices from a number of alternatives such as coverage of geographical area, type of school’s system and time period”\textsuperscript{13} says Francis J. Rummel.

“Delimitation focuses attention on valid objectives and help to minimize the dangers of overgeneralizations”\textsuperscript{14} says John W. Best.

The study encompasses fairly large area of education. However, considering the constraints on resources, it was limited to the following:
a) The study is confined to the students who were studying in B.Ed. the one year programme of Education Institutes in Gujarat state. It is expected that most of the objectives of teaching would have been achieved by the students. A teaching aptitude (for which they have been trained) is one of the important variables of the present study. Hence it was decided to measure the teaching aptitude of the students studying in B.Ed. institutes of Gujarat state during the academic year 2010-2011. The study is confined to the students of the selected sample from the B.Ed. institutes affiliated with the various Universities of four zones of Gujarat state namely: South Gujarat, North Gujarat, Middle Gujarat, and Saurashtra.

b) Secondly, to obtain the valid and reliable data about achievement of the B.Ed. students, Annual examinations marks was preferred due to the following reasons:

- The parental body of the entire B.Ed. collages is common – NCTE, Western Region Committee, Bhopal.
- It is the last academic examination for teaching programme before they join Secondary Education System for teaching.
- The results of annual examinations are declared through various digital media like Internet, etc.

c) The tool to measure teaching aptitude of B.Ed. students was constructed in Gujarati Language as there were very few English medium B.Ed. Collages compared to Guajarati medium state vide.

d) Under this study, the researcher had included only six independent variables – I.Q., E.Q., Academic Achievement Score, Recreational
Activities, Parent’s Occupation, and Sex. Teaching Aptitude was the dependant variable in the study.

1.9 Delimitations of the Study:

The delimitations of the present study were as under:

1. The study was carried out only on the students of B.Ed. colleges of Gujarat State.

2. The sample of the present study was selected randomly from some B.Ed. colleges of Gujarat State.

3. The B.Ed. students, who were present at the time of data collection, were included in the sample, making the total number of 1000 respondents for the tool standardization.

4. The study has covered the traits that were found to be most rated as rated by about 100 judges.

5. The research is as much reliable and valid as the teaching aptitude test is reliable and valid. Hence in spite of every care and caution displayed in the construction and standardization of teaching aptitude test, certain lapses which could not be detected would cause discrepancy in the assessment of teaching aptitude. The study and its conclusions are reliable and valid only up to this extent.

6. The whole investigation is based on one dependent variable viz. teaching aptitude and six other independent variables viz. intelligence Quotient (IQ), Emotional Quotient (EQ), Parent’s Occupation, B.Ed. Achievement Score, Recreational Activities and Sex.
7. Various instruments and tests used in the assessment of the attributes were held to be valid and reliable to the extent of their reliability and validity.

8. The results and the interpretations of this study were found to be valid and reliable to the extent of the reliability and validity of the tool employed in measuring the teaching aptitude of the B.Ed. students, contained in the study.

1.10 Scheme of Chapterization:

The report of the present research has been presented in six chapters. A brief description of the chapters to follow is given below:

- The **Second Chapter** is presented in two parts: (a) the conceptual understanding of teaching aptitude and factors that influence it, and (b) the critical review of related literature and the summary of the past researches.

- The **Third Chapter** gives in detail the planning and procedure of the study.

- The **Fourth Chapter** gives in detail the process of standardization of the tool – Teaching Aptitude Test.

- The **Fifth Chapter** comprises of analysis and interpretation of data along with the correlated studies in full-scale description.

- The **Sixth Chapter** comprises of the findings, conclusions, educational implications and suggestions.

Besides this, the thesis contains statistical tables, graphs, appendixes and the bibliography.
REFERENCES


4. [http://www.ugc.nic.in/list](http://www.ugc.nic.in/list)


8. Ibid P.705


