CHAPTER 1

INTRODUCTION
CHAPTER - I

INTRODUCTION

1.1 Preface of the Study
1.2 Importance of the Study
1.3 Statement of the Problem
1.4 Definition of Important Terms
1.5 Objectives of the Study
1.6 Variables in the Study
1.7 Hypotheses of the Study
1.8 Delimitations of the Study
1.9 Limitations of the Study
1.10 Scheme of Chapterisation
1.11 Conclusion
CHAPTER - I
INTRODUCTION

1.1 PREFACE OF THE STUDY

Globalisation has already become a reality and we can no longer shut our eyes to the change taking place all around the world which has an impact on economic, social and technological activities. Although India is moving fairly fast in integrating into the global economy, it has not fully realised the implications at internationalisation of higher education.

-- NAAC News, 2003

A major challenge the developing nations face today is that of creating an environment conducive to the cultural, economic and social developments of their people. Historically, education has been a determining factor for the progress of human civilization. The modern world is using education increasingly as an instrument for all-round development. There is a growing and welcome realization amongst the developing countries that education is the key for development. Education shapes the destiny of a nation. The quality of manpower in any country ultimately, determines the sustainable well being of its people. Creation of social opportunities of all sections for society is a reflection of the progress of that society and education is the principal instrument for developing human capabilities. Education, as a liberating force, fosters growth, social quality and technological process. Globalization and the emergence of a new society is more dependent on knowledge and information. Technology has further underlined the importance of education in pursuing developmental goals.

Education is the most crucial investment in human development. Teachers become public figures when something goes wrong with the education system or when they are needed to implement reforms. They acquire public status also when they negotiate salaries and working conditions or take a stand in a relation to some issue.

We know that education is a liberating force as also an evolutionary force, which enables the individual to rise from mere materiality to superior plans of intellectual and spiritual consciousness. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward. In the words of Sri Aurobindo, the foremost philosopher and sage of our times, “The past is our foundation, the present is our material, the future is our aim and summit”. Each must have its due and natural place in a national system of education.

Now in the present scenario, NAAC accreditation should become a quiuqinned phenomenon for updating the quality of education. NCTE's role should also change in the right direction. There is an urgent need to rectify the weaknesses prevailing in the present scheme of selecting B.Ed. students which should be changed in order to develop quality and competence among prospective teachers so that they may be able to fulfill their roles and responsibilities effectively and successfully.

1.2 IMPORTANCE OF THE STUDY:

The work of a teacher is not only confined to mental development but also to contribute in (2)
the emotional, moral and spiritual development of the students. A teacher is considered the builder of nation, foundation stone of educational process, and one who leads the way to society, so a teacher should necessarily have the following qualities.

![Figure 1.1: Classification of qualities and characteristics of teacher](image)

### Figure 1.1: Classification of qualities and characteristics of teacher

- **Individual Qualities**
  - Interest in subject
  - Positive attitude towards the teaching subject
  - Good personality
  - Resourcefulness
  - Self-Confidence and patience
  - Good Health
  - Firm Determination
  - Emotional Balance

- **Professional Qualities**
  - Promote the drill exercise work
  - Knowledge of subject matter
  - Presentation of subject matter
  - Knowledge of individual differences
  - Knowledge of different teaching methods and techniques
  - Interest in research work and application
  - Understanding of children’s problem

- **Social Qualities**
  - Leadership Qualities
  - Social Feelings
  - Impartial Behaviour
  - Justification in various situations

(3)
Teaching in the secondary school is a task which, if seriously undertaken will challenge the best efforts of the good teacher. Secondary education has been neglected a lot and was sandwiched between the claims of primary education for democracy and the claims for university education for quality. There is a general view that the standard of secondary education is deteriorating. In this situation if a right selection of the teacher can be made, most of the factors that bring down the standard of education will be reduced to the minimum.

Like any other professional area, teacher education programme too is expected to prepare the trainees to effectively perform their roles and tasks of teaching. Apart from their conventional role of a dispenser of knowledge, a teacher nowadays is called upon to perform many other roles like that of a motivator, a counsellor, a facilitator, a curriculum developer, a lesson writer, a developer of instructional aids, a researcher, an evaluator, a mobiliser, a manager of resources, a classroom manager and a service provider to the parents and to the community, even in his originally conceived role as an instructor (transmitter of knowledge) and thus preparing pupils for the future. He is expected to facilitate learning on the part of students so as to prepare them for independent thinking and self-learning.

To perform each of these roles, a teacher not only needs to possess knowledge of the prescribed curriculum but also of certain skills, competencies and a set of aptitudes and values.

At present in all universities in the country working according to the N.C.T.E. curriculum of B.Ed., major changes can be seen in teacher training. In some universities of the country for getting admission in B.Ed. course, entrance tests exist, but in Gujarat entrance test does not exist. Although in B.Ed. the merit number of the students depends on the percentage procured at their graduate or post-graduate degree, it does not imply the aptitude for teaching. So it is important to see why many students really want to become teachers? Are they really interested in teaching?

If we could measure the teaching aptitude, the person having low aptitude could be trained in future and the persons with high aptitude could be recruited in the profession. If we appoint the teacher with low teaching aptitude, we have to face various problems in teaching and the understanding of the learners. Following are the disadvantage of unavailability of teaching aptitude test.

1. Low level of preparedness
2. Lack of Intrinsic Motivation
3. Poor Reading Habits
4. Unsuccessful in Achieving Desired Goals
5. Unemployment
6. Lack of Job satisfaction
7. Anxiety and Frustration
8. Reduced Efficiency of work
No optimum Achievement of Educational objectives

Alienation and social behaviour

Lack of leadership in society

Negative Impact on Balanced Development of the society/country

So teaching aptitude test is prepared for those curious students who really want to become teachers in secondary school. In most B.Ed. colleges of Gujarat, Medium of instruction is Gujarati. That is why this test is prepared in Gujarati and it will contribute a lot in the field of education.

1.3 STATEMENT OF THE PROBLEM:

The quality of secondary education plays a vital role in the development of a person. The role of secondary teacher is to maintain quality of secondary education and to increase enrolment of pupils. If the person joining as a secondary school teacher does possess necessary qualification and aptitude for teaching then the level of secondary education can be improved. So the researcher has decided to construct and standardise a suitable tool to measure teaching aptitude.

Title of the present study is

A STUDY OF TEACHING APTITUDE OF B.Ed. TRAINEES OF GUJARAT STATE.

1.4 DEFINITIONS OF IMPORTANT TERMS:

In order to avoid misunderstanding, it is necessary to define the key words of the problem. Therefore the investigator has decided to define key words of the problem.

(1) **Study**: Careful examination or analysis of a phenomenon. An experimental interpretation of specific features or characteristics.

(2) **Aptitude**: Before discussing teaching aptitude first let us clarify the meaning of aptitude. We find people who have some special abilities or potentialities which enable them to do well in certain fields of activity. Such people have special types of aptitude and therefore they are able to learn and acquire the necessary skills in a specialised field. The present investigator, therefore, studied the variety of the term “Aptitude” given by different educationists and psychologists.

According to **Warren**\(^1\) (1934) in his Dictionary of psychology, aptitude is defined as “A condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some (usually specified) knowledge, skill or set of responses, such as the ability to speak a language, to produce music etc.”

**Good**\(^2\) (1945) in his Dictionary of education, defines aptitude as “A pronounced innate capacity or ability in a given line of endeavour such as a particular art, school subject or vocation”.

In the same volume, capacity is defined\(^3\) as the potentiality of a person for given function as conditioned by the total pattern of causes, partly hereditary and partly environmental.

**Ability**\(^4\) is defined as
"The actual power present in an organism to carry to completion of any given act or to make adjustments successfully."

Hahn and Maclean⁶ (1955, P. 176) refer to aptitude as

"Latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements."

According to Bingham⁶ (1942, P. 18)

"Aptitude is a condition symptomatic of a person’s relative fitness, of which an essential aspect is his readiness to acquire proficiency - his potential ability and another is his readiness to develop an interest in exercising that ability."

From the above definitions the following terms are used to describe the meaning of the term “Aptitude”.

![Diagram of Aptitude]

(3) Teaching Aptitude:

When a person possesses an aptitude for teaching, it is assumed that he has a good potentiality to teach. The magnitude of these potentiality (traits) may differ from individual to individual or even the number of traits possessed by each individual may also differ. Some may possess more traits, some may possess less. A number of components required for being successful in teaching increases the aptitude for teaching. Thus the high or low aptitude for teaching is in proportion to the number of traits possessed by a person.

In the present study the meaning of teaching aptitude is the scores that B.Ed. trainees will obtain in the teaching aptitude test constructed and standardized by the investigator.

(4) B.Ed. Trainees:

The students studying in the different Education colleges of Gujarat state are considered here as B.Ed. Trainees of Gujarat state.
1.5 OBJECTIVES OF THE STUDY:
This research study is undertaken with the following objectives:
1. To construct Teaching aptitude test for B.Ed. trainees
2. To standardize Teaching aptitude test for B.Ed. trainees
3. To study Teaching aptitude of B.Ed. trainees in relation to gender
4. To study Teaching aptitude of B.Ed. trainees in relation to area
5. To study Teaching aptitude of B.Ed. trainees in relation to qualification
6. To study Teaching aptitude of B.Ed. trainees in relation to faculty
7. To study Teaching aptitude of B.Ed. trainees in relation to caste

1.6 VARIABLES IN THE STUDY:
As mentioned above, the investigator has decided to study the effect of some variables on teaching aptitude. Therefore it is necessary to clarify the variables of the study.

Dependent Variable: Teaching aptitude

Independent Variable: Gender, Area, Qualification, Faculty and Caste were the independent variables of the study. The independent variables were divided in the following levels.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>Male, Female</td>
</tr>
<tr>
<td>2. Area</td>
<td>Rural, Urban</td>
</tr>
<tr>
<td>3. Qualification</td>
<td>Graduate, Post Graduate</td>
</tr>
<tr>
<td>4. Faculty</td>
<td>Arts, Commerce, Science</td>
</tr>
<tr>
<td>5. Caste</td>
<td>Open, SC/ST/OBC</td>
</tr>
</tbody>
</table>

1.7 HYPOTHESES OF THE STUDY:
The hypotheses to be tested by the study are as follows:
1. There will be no significant difference between the mean scores of teaching aptitude of the male and female B.Ed. trainees.
2. There will be no significant difference between the mean scores of teaching aptitude of the B.Ed. trainees of rural and urban areas.
3. There will be no significant difference between the mean scores of teaching aptitude of the graduate and post graduate B.Ed. trainees.
4. There will be no significant difference between the mean scores of teaching aptitude of the B.Ed. trainees belonging to different faculty.
5. There will be no significant difference between the mean scores of teaching aptitude of the
B.Ed. trainees belonging to open caste and reserved caste.

6. There will be no significant interaction effect of gender and area on teaching aptitude.
7. There will be no significant interaction effect of gender and qualification on teaching aptitude.
8. There will be no significant interaction effect of gender and faculty on teaching aptitude.
9. There will be no significant interaction effect of gender and caste on teaching aptitude.
10. There will be no significant interaction effect of area and qualification on teaching aptitude.
11. There will be no significant interaction effect of area and faculty on teaching aptitude.
12. There will be no significant interaction effect of area and caste on teaching aptitude.
13. There will be no significant interaction effect of qualification and faculty on teaching aptitude.
14. There will be no significant interaction effect of qualification and caste on teaching aptitude.
15. There will be no significant interaction effect of faculty and caste on teaching aptitude.
16. There will be no significant interaction effect between gender, area and qualification on teaching aptitude.
17. There will be no significant interaction effect between gender, area and faculty on teaching aptitude.
18. There will be no significant interaction effect between gender, area and caste on teaching aptitude.
19. There will be no significant interaction effect between gender, qualification and faculty on teaching aptitude.
20. There will be no significant interaction effect between gender, qualification and caste on teaching aptitude.
21. There will be no significant interaction effect between gender, faculty and caste on teaching aptitude.
22. There will be no significant interaction effect between Area, Qualification and faculty on teaching aptitude.
23. There will be no significant interaction effect between Area, Qualification and Caste on teaching aptitude.
24. There will be no significant interaction effect between Area, Faculty and Caste on teaching aptitude.
25. There will be no significant interaction effect between Qualification, Faculty and Caste on teaching aptitude.
26. There will be no significant interaction effect between Gender, Area, Qualification and Faculty on teaching aptitude.
27. There will be no significant interaction effect between Gender, Area, Qualification and Caste on teaching aptitude.
Caste on teaching aptitude

28. There will be no significant interaction effect between Gender, Area, Faculty and Caste on teaching aptitude.

29. There will be no significant interaction effect between Gender, Qualification, Faculty and Caste on teaching aptitude.

30. There will be no significant interaction effect between Area, Qualification, Faculty and Caste on teaching aptitude.

31. There will be no significant interaction effect between Gender, Area, Qualification, Faculty and Caste on teaching aptitude.

1.8 DELIMITATIONS OF THE STUDY:

Delimitations of the study are as under:

1. The study was carried out only on trainees of Gujarati Medium B.Ed. colleges of Gujarat State.
2. The study has covered the traits that came out as a result of rating by about 160 judges.
3. The study was also limited to the B.Ed. trainees studying during the academic year 2009-10 & academic year 2010-11.

1.9 LIMITATIONS OF THE STUDY:

The present study was undertaken keeping in view the following limitations.

1. Different sample size and sampling technique was used at different stages of test development, so the limitation of sample selection and sample size became the limitations of the present study.
2. In the present study the finding work depends upon the sample of 2950 trainees of B.Ed. colleges of Gujarat State.

1.10 SCHEME OF CHAPTERISATION:

Planning is necessary before starting any work. Planning is a mirror of work to be done. The researcher has planned to divide this study into eight chapters. The scheme of chapterisation for next chapters are as under:

2. Theoretical Aspects of the study:
This chapter deals with the theoretical aspect of aptitudes, teaching aptitude, the components of teaching aptitude etc.

3. Review of past Researches:
Three types of literature were studied by the investigator.
(a) Literature on test construction
(b) Literature on psychometry testing in general and
(c) Literature on aptitude test for teachers in particular.
For this purpose available book, magazines, journals and reviews were tapped and studied thoroughly. The details of all these is described in this chapter.

4. Research Design and Methodology:
This chapter deals with research method, population, sample, planning for construction of Teaching Aptitude Test, method of data collection and data analysis.
5. Construction of teaching aptitude test:
This chapter deals with manuscript try-out pre-pilot testing, pilot testing, final testing, setting of time limit and instructions, scoring are discussed in detail.

6. Establishment of Norms, Reliability and Validity of the Test:
In this chapter establishment of norms for the test and preparation of manual, different methods of establishment of reliability and validity are described in details.

7. Additional studies:
In this chapter effects of some independent variables like gender, area, qualification, faculty and caste are described. The main effects as well as interactive effects are studied and described.

8. Epilogue:
The final chapter of the study deals with summary, various observations, suggestions and areas of further researches.
At the end of the thesis, a comprehensive bibliography and appendices are also given.

1.11 CONCLUSION:
Thus in the present chapter importance of the study, definitions of some important terms, objectives and hypotheses of the study, variables of the study and scheme of the chapters are described.

In the next chapter theoretical aspects, teaching aptitude is discussed.
References

3. Ibid.
4. Ibid.
11. http://the worksuite.ning.com/