

APTITUDE OF PROSPECTIVE TEACHERS IN RELATION TO THEIR INTEREST IN TEACHING

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ABSTRACT

The present investigation was primarily designed to determine the relationship of aptitude and interest of prospective teachers towards teaching. A representative sample of 100 prospective teachers from two Colleges of Education in Chandigarh was selected randomly. Teaching Aptitude Test Battery by Singh and Sharma (2005) and Kakkar Interest for Teaching Scale by Kakkar (1989) were used to measure the Aptitude and Interest of the prospective teachers. Co-efficient of correlation was calculated to interpret the data. The major findings of the study were that there was correlation in the Aptitude and Interest of prospective teachers in teaching. Also there was no significant relationship between Aptitude of prospective teachers and their interest in teaching.

Introduction

Aptitude is an acquired skill or ability assumed to underlie and attain a level of achievement in a specific field. Teaching aptitude may refer to a person's capacity or hypothetical potential for acquisition of certain characteristics, mental abilities and inclination towards the teaching profession with respect to which the individual has had little or no previous training. Sharma (2006) defines individual's aptitude, the capacity to acquire proficiency under appropriate conditions that is his potentialities present, as revealed by his performance on selected tests that have predictive values. Srivastava and Pratibha (2009) explained that teaching aptitude refers to the qualities, traits and skill pertaining to teaching which a person possesses naturally or acquires through self-effort and which gets reflected in his inclination towards teaching and are helpful to him in performing his job dexterously. Chugh (2012) asserts that teaching aptitude is a condition or set of characteristics that estimates the extent to which the individual will profit from the specified course of training, or forecast the quality of his/her achievement in a new situation.

Interest describes why the organism tends to favour some situations and thus comes to react to them in a very selective manner. In Latin, the word interest means "It matters" or "It concerns". A thing that interests us is just something that concerns us or matters to us. Murphy (2000) defines Interest as a conditioned stimuli related to goal objects and expressed as likes or dislike of activities, objects or characteristics of people in environment.

Various studies such as of Kadijevich (2006) examined pre service teacher's interest to attain educational technology standards. The study revealed that, the direct effects of support on aptitude and of attitude on interest are positive and significant.

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Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

Babu et al. (2007) reported Primary school teachers having high teaching aptitude are considered most efficient teachers.

Teacher is a backbone of an effective education system. His proficiency will affect the achievement and values of students. Hence the teacher must be ideal in respect to teaching values, subject matter and code of conduct. The investigator took the decision to study the aptitude and interest of prospective teachers to find whether they have the skills to be an efficient teacher who can serve the needs of the students and whether they have genuine interest in teaching profession.

Objectives of the study

1. To study the Aptitude of prospective teachers in teaching.
2. To study the Interest of prospective teachers in teaching.
3. To study the relationship between aptitude and interest of prospective teachers in teaching.

Hypothesis of the study

1. There exists no significant relationship between Aptitude and Interest of prospective teachers in teaching.

Sample

For the present study a representative sample of 100 prospective teachers from Government College of Education, Chandigarh and Dev Samaj College of Education, Chandigarh was selected by random sampling method.

Tools used

1. Teaching Aptitude Test Battery by Singh and Sharma (2005).
2. Kakkar Interest Scale for Teaching by Kakkar (1985).

Statistical techniques used

Data collected was subjected to following statistical techniques-Mean, Median, S.D, Skewness, Kurtosis and Coefficient of Correlation.

Results and discussions

Table 1: Aptitude of Prospective Teachers in teaching

Aptitude	Number of prospective teachers	Percentage
Below average	13	13
Average	78	78
Above average	9	9

Table 1 shows the percentage of prospective teachers with below average (low) average (good) and above average (high) aptitude in teaching which reveals that majority of prospective teachers (78%) had good or average aptitude in teaching while only 13 % of prospective teachers had low teaching aptitude and only 9% of prospective teachers had high teaching aptitude. The average scores lie in the highest range between 65-96 i.e. 78% of the total sample.

Table 2: Interest of Prospective Teachers in teaching

Aptitude	Number of prospective teachers	Percentage
Low	22	22
Average	65	65
High	13	13

Table 2 shows the percentage of prospective teachers with below average (low) average (good) and above average (high) interest in teaching which reveals that majority of prospective teachers (65%) had good or average interest in teaching while only 13 % of prospective teachers had high interest in teaching and 22% of prospective teachers had low interest in teaching. Only 13% was above average, might be because of the good pay scales of teachers now a days or they might genuinely be interested in teaching.

Table 3: Table showing descriptive statistical values for interest in teaching scores of prospective teachers-

Variable	Mean	Median	Standard deviation	Skewness	Kurtosis
Interest	10.93	11.00	4.553	0.724	1.137

Table 3 shows the descriptive statistical values for interest in teaching of total sample of prospective teachers. The values of mean (10.93) and median (11.00) were quite close/proximate to each other. The value of standard deviation (4.553) represented the scattered scores from the mean position. The skewness and kurtosis of total sample was 0.724 and

1.137. This indicates that the scores of interest in teaching were close to normal distribution. These values did not show a wide departure from the significant value. Hence prospective teachers had average interest in teaching.

Table 4: Descriptive Statistical Values for Aptitude in Teaching Scores of Prospective Teachers

Variable	Mean	Median	Standard deviation	Skewness	Kurtosis
Aptitude	80.54	80.50	15.77	-1.103	1.982

Table 4 shows the descriptive statistical values of the scores of aptitude in teaching of total sample of 50 prospective teachers. The values of mean (80.54) and median (80.50) were approximately the same with a difference of .04. The value of standard deviation (15.77) represented the scattered scores from the mean position. The skewness and kurtosis of total sample was -1.103 and 1.982 respectively. This indicates that the scores of aptitude in teaching were close to normal distribution. These values did not show a wide departure from the significant value.

Table 5: Co-efficient of Correlation between Interest Scores and Aptitude Scores of Prospective Teachers.

Variable	N	Coefficient of Correlation 'r'
Interest	100	0.192*

*Not Significant at 0.05 level.

Table 5 reveals that value of calculated coefficient of correlation of aptitude and interest in teaching of prospective teachers was 0.192. As this value was less than table value of 0.195 at 0.05 level of significance and 0.254 at 0.01 level of significance, therefore the relationship between aptitude and interest in teaching of prospective teachers was not significant. Hence hypothesis "There exists no significant relationship between Aptitude and Interest of prospective teachers in teaching" was retained.

Findings and conclusions

1. 78% of prospective teachers had good or average aptitude in teaching while only 13 % of prospective teachers had low teaching aptitude and 9% of prospective teachers had high aptitude for teaching.
2. 65% of prospective teachers had good or average interest in teaching while only 13 % of prospective teachers had high interest in teaching and 22% of prospective teachers had low interest in teaching.
3. There was no significant relationship between Aptitude of prospective teachers and their interest in teaching.

Educational implications

1. Through this study it is revealed that 13% of prospective teachers had low teaching aptitude and 22 % of prospective teachers had low interest in teaching. It is a matter of concern. It shows that student who has no teaching aptitude and low interest in teaching is also pursuing the course of B.Ed. for the sake of degree.
2. An aptitude test should be administered before admission in the course of B.Ed. for making good teachers.
3. Interest inventory must be administered to students for effective and wise selection of career.

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