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RESEARCH ARTICLE

A STUDY OF TEACHERS APTITUDE TOWARDS THEIR TEACHING IN B. ED COLLEGE WITH DEGREE COLLEGE OF DISTRICT KISHTIWAR

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ABSTRACT

Present Study throws lights on Teacher Aptitude towards teaching in B. Ed as well as Degree College of District Kishtwar of Jammu and Kashmir UT. Aptitude can be defined as someone's natural ability to do something. Teaching aptitude, hence, refers to an individual's innate ability in teaching. In addition to this, it can also be defined as the ability of a person to teach, once they are given the necessary training. The teaching aptitude means an interest in the teaching work orientation, implementing teaching principles and methods. Under the gamut of teaching aptitude, teaching skill occupies a major place. Teaching aptitude is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note-taking, discussion, assignment writing, simulations, and practice).

INTRODUCTION

- Teaching aptitude, hence, refers to an individual's innate ability in teaching. In addition to this, it can also be defined as the ability of a person to teach, once they are given the necessary training. Understand and digitize school operations with Teaching and its features like the performance management for efficient school management.
- Every student is a different entity from the viewpoint of his intelligence, aptitude, and interest. Under a particular situation, different students may have different perceptions, actions, and reactions to a given issue/subject.
- Teaching is a social process in which the teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs of the society. Effecting coordination among them could be a very difficult task for a teacher and is put to test only on such occasions.
- Teaching is an art and science as well. It is a professional activity involving teacher and student with a view to the development of the student. Teaching is a system of actions varied in form and related with content and pupil behaviour under the prevailing physical and social conditions.
- Smith (1947)" considered teaching as a tripolar process involving (i) agent or source producing learning which may be human or material; (ii) a goal or target to be achieved; (iii) the intervening variables consisting of learning or teaching situation; involving human or physical conditions and instructional methods".

Amidon (1967)" Teaching as a process of interaction between the teacher and the taught as a cooperative enterprise, as a two-way traffic". The manner of teaching should be such that it makes the pupils feel at home in his class room. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large. Nature

COMMON CHARACTERISTICS AND OBJECTIVES OF GOOD TEACHING

According to UNESCO (2004) and Scheerens (2004), the main characteristics of good teaching relate to a number of broad categories:

- Relevance: of the teaching content, in particular alignment with the
- Sufficient learning time: this refers to the time devoted to actual teaching, as opposed to the official hours set in the curriculum.
- Structured teaching, in which learners' engagement is stimulated, their understanding monitored, and feedback and reinforcement regularly
- A conducive classroom environment with, in particular, a task-oriented climate, mutual respect between the students and teacher and among students themselves, orderliness, and

- Teachers with appropriate subject matter mastery, verbal intelligence, a broad teaching repertoire, and motivation to achieve.
- What research also underlines though is that adaptability to context matters as different countries and students may need different teaching contents (both in terms of subject matter knowledge and of medium of instruction) and different levels of structure tailored to students' profile. It is therefore important to critically assess the relevance of both current and planned objectives (in terms of the content, structure, and context of teaching and learning).

Variables to be Studied: In the Present Study there are two independent variables and one dependent variable.

Independent Variables: 1. Type of Institution
2. Gender

Dependent Variables: Teacher Aptitude Scale

Tool Used in the Study: The Investigator used Teacher Aptitude Test (TAT) by Dr. S. C. Gaktar and Dr. Rajnish.

Administration of the tool: The investigator approached the principals of the mentioned colleges for collection of selected samples.

Table

S. No	Name of the Institute	Number	Male	Female
1	IFCOE	100	50	50
2	GDC	100	50	50
	Total	200	100	100

Table 1.1. To find significant differences in teachers' aptitude among B. Ed College and Government Degree College teachers

score	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
IFCOE	.293	.589	.217	198	.829	.060	.277	-.486	.606
GDC			.217	196.469	.829	.060	.277	-.487	.607

Table 1.2. To find significant Gender differences in teachers' aptitude among B. Ed College and Government Degree College teachers

	gender	N	Mean	Std. Deviation	Std. Error Mean
Score	male	100	21.29	1.871	.187
	female	100	21.23	2.044	.204

Table 1.3. To find whether significant interaction exists between type and Gender of teachers with teachers' aptitude as the dependent variable

score	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
IFCOE	.293	.589	.217	198	.829	.060	.277	-.486	.606
GDC			.217	196.469	.829	.060	.277	-.487	.607

Objectives of the Study

- To find significant differences in teachers' aptitude among B. Ed College and Government Degree College teachers.
- To find significant Gender differences in teachers' aptitude among B. Ed College and Government Degree College teachers.
- To find whether significant interaction exists between type and Gender of teachers with teachers' aptitude as the dependent variable.

Hypotheses of the Study

- There is no significant differences in teachers' aptitude among B. Ed College and Government Degree College teachers
- There is no significant Gender differences in teachers' aptitude among B. Ed College and Government Degree College teachers
- There is no significant interaction exists between type and Gender of teachers with teachers' aptitude as the dependent variable.

Sample of the Study: The sample of the present study is drawn randomly from B. Ed college of Education Islamia Faridiya and Government Degree college. The Investigator collected 200 samples out of which 100 from B. Ed and 100 from Degree college Kishtwar. The sample is comprised on the basis of stream Science and Arts background.

After going the manual, the scoring process is done accordingly. After scoring is done the analysis is done by using SPSS technique.

To find significant differences in teachers' aptitude among B. Ed College and Government Degree College teachers: Perusal of Table 1.1 reveals that there is slight difference in aptitude of teachers as far as their colleges is concerned. So, it can be said that there is 0.05 level of significant differences in teachers' aptitude among B. Ed College and Degree college of Kishtwar. Hence the hypothesis that there is no significant differences in teachers' aptitude among B. Ed College and Degree College teachers is rejected. In Degree college teachers the aptitude level is found higher than the B. Ed college teachers. Perusal of Table 1.2 reveals that the standard deviation of Females is higher than the males teachers, so as standard error of females is higher too. So it can be said that there is significant differences in teachers' aptitude among B. Ed College and Degree College teachers Hence the hypothesis that there is no significant Gender differences in teachers' aptitude among B. Ed College and Degree College teachers is rejected. In females the aptitude is found better than the males. Perusal of Table 1.3 reveals that very slight differences is found in whether gender or college is concerned. So, it can be said that there is 0.05 level of significance when interaction exists between type and Gender of teachers with teachers' aptitude as the dependent variable. Hence the hypothesis that there is no significant nosignificant interaction exists between type and Gender of teachers with teachers' aptitude as the dependent variable is rejected. In GDC the aptitude ia found better than IFCE teachers.

Limitations of the Study

- The present study is confined to 200 teachers only.
- The present study is confined to district Kishtwar only.
- The present study is confined to two independent variables only.
- The present study is confined to one dependent variable only.
- The present study is confined to two colleges only.

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