

## **A Study On Teacher Effectiveness And Teaching Aptitude Among B.Ed. Student Teachers In Kamrup (M) District Of Assam**

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**ABSTRACT:** Teaching is regarded as a quality work. It is one of those activities, which gives special privileges and responsibilities to those who do it. Therefore, the teaching profession should attract professional students, who have a deep interest, ability and dedication to the profession. Therefore, it is essential to know the teacher effectiveness and teaching aptitude of the future teacher enrolled in various teacher training institutes. The objectives of the present study are to find out the level of teacher effectiveness and teaching aptitude and the relationship between the two among the B.Ed. student. The study has been carried out to find the teacher effectiveness and teaching aptitude of B.Ed. student teachers of Kamrup(M) district from one government and one private teacher training institutes.

**KEYWORDS:** teacher effectiveness, teaching aptitude, B.Ed. student teachers.

### **INTRODUCTION**

India is a developing country and as such the teachers have the great duty of making the students capable enough to stand with their counterparts in the developed countries and to make the country economically independent. To retain the students in the classroom, to make quality education possible, to increase the level of achievement, to tap the capabilities of the students and to advance educational standards remarkably, the teacher should not only be dedicated and dutiful but also be skilled and capable.

The largest professional faction engaged in training the young mind for human development are the teachers. The key agent of change in today's society are the professional engaged in teaching Training for continuous professional advancement and issues such as teacher quality is essential in developing not only the education system but also in accomplishing the targets of a dynamic world. Thus, the role of teachers is vital to any educational institution and their competencies greatly influence the entire system of education.

## **TEACHER EFFECTIVENESS**

The term teacher effectiveness comprises of two words ‘teacher’ and ‘effectiveness’. Teacher is a person who teaches i.e., impart knowledge skills to the learner. ‘Effectiveness’ is the quality of being successful in producing an intended result (Collin’s English Dictionary). The term teacher effectiveness usually indicates the measure of success of a teacher in carrying out institutional and other specified duties demanded by his or her position in the institute. Teacher effectiveness includes competence in classroom management, inter personal relations, feedback, evaluation, strategies adopted in the classroom etc., Teacher Effectiveness indicates that the teacher is able to perform his or her best with maximum level of efficiency. Teaching effectiveness is a critical aspect of education because effective teaching facilitates student learning and also enhances students’ academic performance or achievement. With the increasing demand for quality higher education the demand for effective teaching has also increased.

## **TEACHING APTITUDE**

The future achievement or failure of an individual in any particular job or profession can be determined by the aptitude he or she possesses. **Teaching Aptitude** can be defined as the ability of the teacher to teach effectively in the classroom where he is able to grab the attention of the student. It is through this ability that he can make his teaching interesting and retain the attention of the student for a longer period of time. Aptitude for teaching include such qualities as a love of reading, interest in people and events, personal and creative ability, patience, interest in co-curricular activities, good health, good character, and compassionate thinking. Teaching Aptitude is not something that a teacher gains simultaneously in his or her professional development and then keeps it in the same path after that. Rather it is a constantly evolving necessity based on the continuation of professional development and critical reflection on personal teaching.

## **SIGNIFICANCE OF THE STUDY**

Most of the education Commissions and Committees (Reports of the Secondary Education Commission, 1952-53; Education Commission, 1964-66; National Policy of Education, 1986) strongly argued for the proper teacher training to develop the quality of education in India. National Council for Teacher Education (NCTE), a statutory body of the Govt. of India, argued for the quality development of the teacher education programme in India to produce good and effective teachers with aptitude towards teaching.

However, the important question is, if more qualified teachers are succeeding, does it matter whether their small percentage of them are working less? It is very important because a less effective teacher can suppress success and prevent the learning of a large number of students over time depending on the school capacity, class size and his service life (Chait, 2010; Kodero, Misigo, Owino, & Simiyu, 2011). The characteristics of successful teachers are undoubtedly the most important factors that influence the performance and quality of individual teachers and thus make a significant contribution to improving the quality of education and national

development. Teacher Effectiveness is very crucial in education. It is in the hand of the teacher to make students future bright. Since a teacher is a role model for the students, teacher effectiveness becomes very important in the field of education.

As a teacher, Teaching Aptitude is the force that facilitates excellence in a learner. A teacher's poor aptitude in teaching can be detrimental for the learners. In order to teach the teacher must possess aptitude to teach the student. The professional preparation of teachers and aptitude towards teaching has been recognized to be crucial for the qualitative improvement of education since the 1960s.

B. Ed. course has its own importance. It is the pillar that helps an individual to impart quality education and practice innovative teaching techniques. So, every individual who wish to undertake a teaching job has to enrol in B.Ed. which has been made compulsory all over India. With the ever-changing societal needs teaching now-a-days requires various skills like good communication, classroom management, time management, the ability to question the students, the ability to introduce a lesson, lesson planning, reinforcement etc.

Hence, in view of the above issues and a genuine concern in this regard necessitates the researcher to conduct a study on Teacher Effectiveness and Teaching Aptitude among B.Ed. student teachers in Kamrup (M) of Assam. The present study, thus attempts to identify some unexplored dimensions and directions of improving the Teacher Effectiveness and Teaching Aptitude among the B.Ed. student teachers.

#### **STATEMENT OF THE PROBLEM:**

The present study has been titled as "A study on teacher effectiveness and teaching aptitude among B.Ed. student teachers in Kamrup(M) district of Assam."

#### **OBJECTIVES OF THE STUDY**

- To find out the level of teacher effectiveness among B.Ed. student teachers.
- To find out the level of teaching aptitude among B.Ed. student teachers.
- To find out the relationship between teacher effectiveness and teaching aptitude among B.Ed. student teacher.

#### **HYPOTHESIS OF THE STUDY**

- There exists no relationship between Teacher Effectiveness and Teaching Aptitude among the B.Ed. student teachers.

#### **DELIMITATION OF THE STUDY**

- The study has been conducted for the academic session 2020-21

- For the present study, student teachers taken only from pre-service B.Ed. Teacher Training colleges who were studying in the first year B.Ed. programme from both Private and Government B.Ed. colleges.
- The study has been delimited to one Government B.Ed. college and one Private B.Ed college.
- Data collection period for the present study was October 2020 to April 2021.

## **REVIEW OF RELATED LITERATURE**

**Mangamma H. S and Dr. S. Vijaya Vardhini (2018)** conducted a research study titled, “teacher effectiveness of secondary school teachers in relation to their teaching aptitude”. The objectives of the study were to find the teacher effectiveness and teaching aptitude among the secondary school teachers and also to find the relationship between teacher effectiveness and teaching aptitude of teachers. The results revealed high teacher effectiveness among the school teachers. The results were found to be teachers’ aptitude towards teaching was positively related with their teacher effectiveness. **Mahipal (2019)** in his study on teacher effectiveness of secondary school teachers in relation to their teaching aptitude and adjustment aimed to find the relationship between teacher effectiveness of secondary school teachers in relation to their teaching aptitude. No significant relationship was found between teaching aptitude and teacher effectiveness of secondary school teachers. **Papang Teibor (2019)** in his study aimed to find the level of teacher effectiveness in relation to work motivation and job satisfaction among secondary school teachers in east and west Jaintia Hills Districts. The study revealed that most of the teachers have high teacher effectiveness and there is a significant relationship between work motivation and overall teacher effectiveness of secondary school teachers in East and West Jaintia Hills Districts. **Sindhu and Malik (2015)** in their study aimed to study the relationship between teaching aptitude and teaching competency of B.Ed. pupil teachers. Descriptive survey method of research was used to conduct the study. The findings revealed that teaching aptitude and teaching competency of B.Ed. pupil teachers are not correlated with each other. As there is no significant difference between the two, it shows that there are some other variables which affect the teaching aptitude of B.Ed pupil teachers.

## **METHODOLOGY**

### **RESEARCH METHOD**

In this study **Descriptive Survey Method** has been adopted which is a non-experimental and descriptive research method.

### **VARIABLES OF THE STUDY**

The main variable for the present study is ‘Teacher Effectiveness’ and ‘Teaching Aptitude’ which are dependent variable and B.Ed. student teachers are the independent variable.

### **POPULATION OF THE STUDY**

For the present study, the population has been selected from two B.Ed. colleges of Kamrup (M). The total population comprised of 153 students. Out of which 63 were from the Government B.Ed. college and 90 were from the Private B.Ed. college. For the present study, the researcher chose the student teacher of Kamrup (M) district of Assam as the population.

### **SAMPLING PROCEDURE:**

For the present study, the investigator has used 'Simple Random Sampling' technique to collect data from the sample. A simple random sample is meant to be an unbiased representation of a group.

### **SAMPLE OF THE STUDY:**

In this study, 153 student teachers have been selected as sample from two B.Ed. college of Kamrup (M) district of Assam. The sampling has been done to ensure the representativeness of the sample to avoid biasness. In the present study, though the investigator wanted to select 100% from the total population as the sample, but due to the pandemic situation and absence of the students from the colleges, the investigator was unable to collect 100% data from the sample. Therefore, out of the total population the investigator has taken 90% of B.Ed. student teacher i.e., 63 out of 70 from the Government B.Ed. College and 90 out of 100 from the Private B.Ed. College of Kamrup(M) district as sample for the present study.

### **RESEARCH TOOLS USED IN THE STUDY**

The tools used in the study are

- Teacher Effectiveness Scale by Shallu Puri and S.C. Gakhar (2010)
- The Teaching Aptitude Test (TAT) by Dr. S.C. Gakhar and Dr. Rajnish (2004).

### **STATISTICAL TECHNIQUE FOR DATA ANALYSIS**

- Descriptive analysis
- Inferential analysis
- Correlation analysis

### **ANALYSIS AND INTREPRETATION OF DATA**

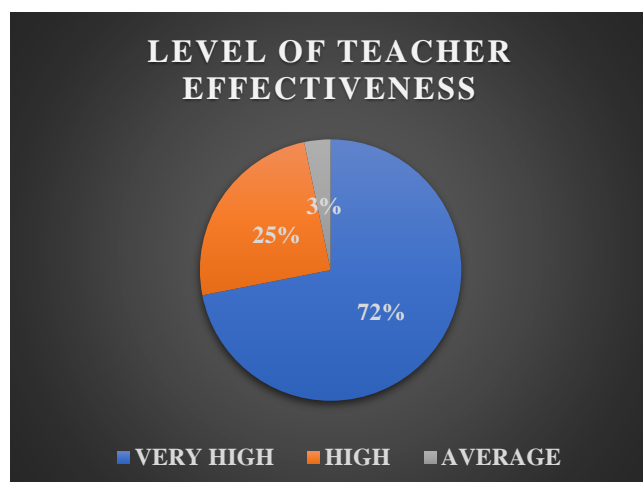
#### **OBJECTIVE 1**

To find out the level of teacher effectiveness among B.Ed. student teachers.

**TABLE 1 LEVEL OF TEACHER EFFECTIVENESS AMONG B.Ed. STUDENT TEACHERS**

SL.NO	LEVELS	NO. OF STUDENTS	PERCENTAGE
1	VERY HIGH	110	72
2	HIGH	38	25
3	AVERAGE	5	3

4	LOW	0	0
5	VERY LOW	0	0



### GRAPHICAL REPRESENTATION OF LEVEL OF TEACHER EFFECTIVENESS AMONG B.Ed. STUDENT TEACHER

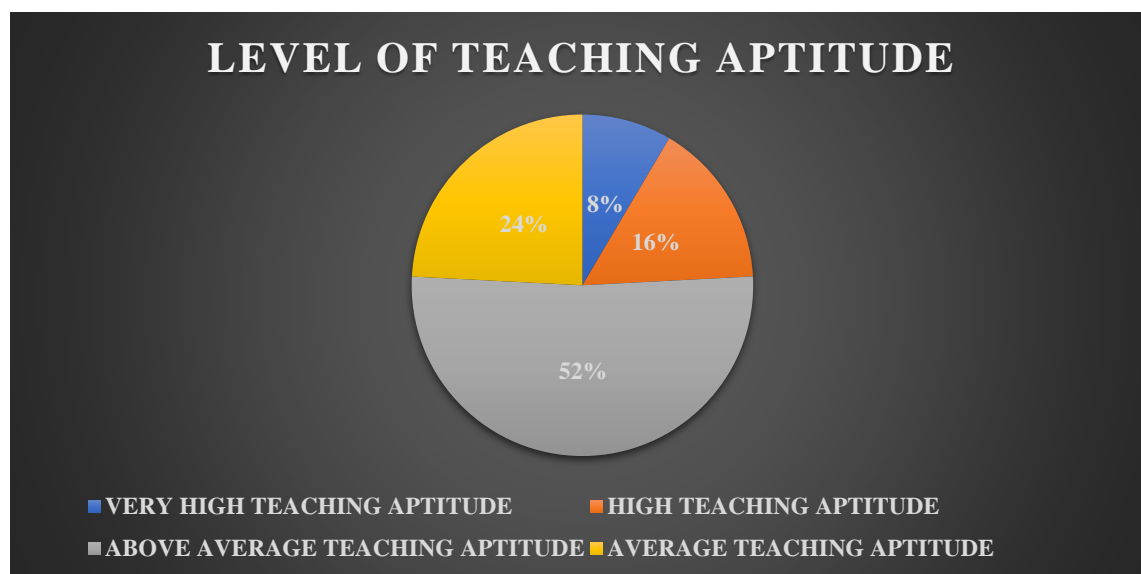
Table 1 and Figure 1 reveals the Level of Teacher Effectiveness among B.Ed. Student Teacher. The table shows the levels of teacher effectiveness ranging from very high to average. It is found that 72% of the students have very high teacher effectiveness, 25% of students have high teacher effectiveness and 3% of students have average teacher effectiveness.

### OBJECTIVE 2

To find out the level of teaching aptitude among B.Ed. student teachers.

**TABLE 2 LEVEL OF TEACHING APTITUDE AMONG B.ED. STUDENT TEACHERS**

SL.NO	LEVELS	NO. OF STUDENTS	PERCENTAGE
1	VERY HIGH TEACHING APTITUDE	13	8
2	HIGH TEACHING APTITUDE	24	16
3	ABOVE AVERAGE TEACHING APTITUDE	79	52
4	AVERAGE TEACHING APTITUDE	37	24



**FIG 2: GRAPHICAL REPRESENTATION OF LEVEL OF TEACHING APTITUDE AMONG B. ED STUDENT TEACHER**

Table 2 and Figure 2 reveals the level of Teaching Aptitude among B.Ed. Student Teacher. The table shows the levels of teaching aptitude ranging from very high to average teaching aptitude. It is found that 8% of the students have very high teaching aptitude, 16% have high teaching aptitude, 52% have above average teaching aptitude and 24% of students have average teaching aptitude.

### OBJECTIVE 3

To find out the relationship between teacher effectiveness and teaching aptitude among B.Ed. student teachers.

### HYPOTHESIS

There exists no relationship between teacher effectiveness and teaching aptitude among the B.Ed. student teachers.

**TABLE 3 CORRELATION BETWEEN TEACHER EFFECTIVENESS AND TEACHING APTITUDE**

Variables	N	Pearson's Correlation (r value)	Level of Significance
Teacher Effectiveness	153	0.13	Significant at 0.01 level
Teaching Aptitude			

### INTERPRETATION

Table 3 shows the correlation between Teacher Effectiveness and Teaching Aptitude among B.Ed. student teachers. From the above table it can be seen that there exists a positive correlation between teacher effectiveness and teaching aptitude among B.Ed. student teachers. The teachers who have high teacher effectiveness also has high teaching aptitude. It is also seen that 'r' 0.13 which is higher than the table value of (0.081) to be significant at 0.01. therefore, the hypothesis that there exists no relationship between teacher effectiveness and teaching aptitude among the B.Ed. student teachers is rejected indicating that there is a positive and significant relationship between teacher effectiveness and teaching aptitude.

## **FINDINGS OF THE STUDY**

The major findings of the study are as follows-

- Majority of the students have high teacher effectiveness.
- The results reveal that majority of students have above average teaching aptitude
- The study further reveals that there is a positive and significant relationship between teacher effectiveness and teaching aptitude among B.Ed. student teachers.

## **CONCLUSION**

The present study has been conducted to find the teacher effectiveness and teaching aptitude of B.Ed. student teachers of Kamrup district from one Government and Private institute. 153 student teachers studying in Government and Private B.Ed. college were selected as the sample of the study. Simple Random Sampling technique has been adopted for the study. The objectives of the study were to find out the level of teacher effectiveness and teaching aptitude among B.Ed. student teachers. The findings of the study reveals that most of the student teachers have high teacher effectiveness and above average teaching aptitude. The study further reveals that there is a positive and significant relationship between teacher effectiveness and teaching aptitude among B.Ed. student teachers. Therefore, it can be said that the teachers who have high teacher effectiveness also has high teaching aptitude.

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