



A Study of Teaching Aptitude of Primary School Teachers of South Gujarat Region

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Abstract:

This study examined the teaching aptitude of primary school teachers in rural areas of South Gujarat with respect to two variables: educational qualification (B.Ed. vs. P.T.C.) and teaching experience (up to 15 years vs. more than 15 years). A total of 350 teachers were selected using stratified random sampling, and a 47-item Teaching Aptitude Test was administered. The results indicated a significant difference in teaching aptitude between B.Ed. and P.T.C. teachers, with B.Ed. teachers scoring higher. However, no significant difference was found based on teaching experience. These findings underline the importance of teacher training programs and suggest the need for ongoing support to enhance teaching effectiveness.

Keywords: *Teaching Aptitude, Primary School Teachers, B.Ed., P.T.C., Teacher Qualification, Teaching Experience, South Gujarat, Aptitude Test, Educational Research, Teacher Assessment*

1. Introduction

In the ever-evolving educational landscape, the role of a teacher is increasingly defined by their ability to adapt, inspire, and effectively engage students in meaningful learning. This ability is not solely a matter of qualification, but a deeper capability known as teaching aptitude. Teaching aptitude refers to a teacher's inherent or acquired potential to plan, organize, deliver, and evaluate the teaching-learning process efficiently.

In the Indian context, especially in regions like South Gujarat, teachers come from diverse educational backgrounds, including Bachelor of Education (B.Ed.) and Primary Teachers Certificate (P.T.C.). Additionally, teaching experience often shapes the professional competence and approach of a teacher. This study aims to evaluate the teaching aptitude of primary school teachers in South Gujarat with respect to two important variables: educational qualification (B.Ed. vs P.T.C.) and teaching experience (up to 15 years vs more than 15 years).

2. Teaching Aptitude

Teaching aptitude is the ability or potential of an individual to perform effectively in the role of a teacher. It encompasses a range of qualities such as clear communication, patience, empathy, classroom control, problem-solving, and the capacity to inspire and engage students. More than just academic knowledge, teaching aptitude reflects how well a person can convey ideas, adapt to students' needs, and create a supportive and productive learning environment. It plays a vital role in determining one's suitability for the teaching profession and is often measured to identify those best equipped to guide and educate learners.

According to Mangal, S. K. (2009), "Teaching aptitude is the potential or ability to teach effectively, which includes a combination of skills such as communication, classroom management, understanding learners' needs, and the ability to deliver content in an engaging manner.

According to Freeman, F. S. (1971), "Teaching aptitude refers to an individual's ability or capacity to acquire the skills and competencies necessary for effective teaching."

3. Objectives

Objectives of present study are given as below:

- 1.To study the teaching aptitude of primary school teachers of South Gujarat region.
- 2.To compare the teaching aptitude of primary school teachers in relation to the degree of education.
- 3.To compare the teaching aptitude of primary school teachers in relation to their experience.

4. Variables

Variable of present study are given as below:

4.1 Independent Variables

(1) Degree of Education

- B.Ed.
- P.T.C.

(2) Experience

- Up to 15 Years
- More than 15 Years

4.2 Dependent Variables

Scores of Teaching Aptitude Test

5. Hypotheses

Hypotheses of present study are given as below:

Ho₁ There is no significant difference between mean scores of Teaching Aptitude Test obtained by primary school teachers having degree of B.Ed. and P.T.C.

Ho₂ There is no significant difference between mean scores of Teaching Aptitude Test obtained by teachers having experience up to 15 years and more than 15 years.

6. Limitations of the Study

Limitations of present study are given as below:

- 1.The study was limited to teachers working in rural primary schools of South Gujarat.
- 2.Only B.Ed. and P.T.C. qualified teachers were included in the sample.
- 3.The comparison was limited to two levels of teaching experience: up to 15 years and more than 15 years.

7. Research Method

The descriptive survey method was used for this study. A Teaching Aptitude Test was constructed by the researcher to assess the aptitude levels among primary teachers from different qualification and experience groups. The test was administered in a structured manner, and statistical techniques were used to analyze the data.

8. Population and Sample

The sample consisted of 300 teachers working in rural primary schools of South Gujarat, selected using stratified random sampling.

Table 1: Sample of the Study

Qualification/Experience	B.Ed.	P.T.C.	Total
Up to 15 years	75	75	150
More than 15 years	75	75	150
Total	150	150	300

As mentioned in above table, the researcher selected 75 B.Ed. teachers and 75 P.T.C. teachers having experience up to 15 years and 75 B.Ed. teachers and 75 P.T.C. teachers having experience more than 15 years from South Gujarat region.

9. Research Tool

A Teaching Aptitude Test consisting of 47 multiple-choice items was developed by the researcher. The test covered dimensions such as instructional strategy, classroom management, student engagement, communication skills, and teacher attitude. Each correct response was awarded one point.

10. Data Collection

The researcher obtained prior permission from school authorities and administered the test personally in rural schools. Teachers were given clear instructions, and responses were collected immediately after test completion to ensure validity.

11. Data Analysis

The researcher constructed 2 hypotheses to check effect of independent variables on teaching aptitude of primary school teachers. The results of t-tests are given in below tables.

H₀₁ There is no significant difference between mean scores of Teaching Aptitude Test obtained by primary school teachers having degree of B.Ed. and P.T.C.

Table 3: Result of t-test between mean scores of Teaching Aptitude Test obtained by primary school teachers having degree of B.Ed. and P.T.C.

Degree	N	M	SD	SED	t-value	Significance
B.Ed.	150	40.12	4.90	0.54	3.72	0.01
P.T.C.	150	37.12	5.18			

df	0.05	0.01
298	1.97	2.59

According to above table, calculated t-value between mean scores of Teaching Aptitude Test obtained by primary school teachers having degree of B.Ed. and P.T.C. is 3.72. For df=298, table t-values are 1.97 at 0.05 level and 2.59 at 0.01 level. Calculated t-value is more than table value at both levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of Teaching Aptitude Test obtained by primary school teachers having degree of B.Ed. and P.T.C. Moreover, mean score of primary school teachers having degree of B.Ed. is more than mean score of primary school teachers having degree of P.T.C. This revealed that the primary school teachers having B.Ed. degree have more teaching aptitude than primary school teachers having P.T.C. degree.

H₀₂ There is no significant difference between mean scores of Teaching Aptitude Test obtained by teachers having experience up to 15 years and more than 15 years.

Table 4: Result of t-test between mean scores of Teaching Aptitude Test obtained by teachers having experience up to 15 years and more than 15 years

Experience	N	M	SD	SED	t-value	Significance
Up to 15 years	150	39.21	5.10	0.69	0.81	NS
More than 15 years	150	38.77	5.07			

df	0.05	0.01
298	1.97	2.59

According to above table, calculated t-value between mean scores of Teaching Aptitude Test obtained by teachers having experience up to 15 years and more than 15 years is 0.81. For $df=298$, table t-values are 1.97 at 0.05 level and 2.59 at 0.01 level. Calculated t-value is less than table value at both levels. Therefore, hypothesis is not rejected and there is no significant difference between mean scores of Teaching Aptitude Test obtained by primary school teachers having experience up to 15 years and more than 15 years. This revealed that the primary school teachers having experience up to 15 years and more than 15 years have equal teaching aptitude.

12. Major Findings

1. The primary school teachers having B.Ed. degree have more teaching aptitude than primary school teachers having P.T.C. degree.
2. The primary school teachers having experience up to 15 years and more than 15 years have equal teaching aptitude.

13. Conclusion

This study highlights the influence of educational qualification on teaching aptitude among primary school teachers in South Gujarat. B.Ed. teachers outperformed P.T.C. teachers, indicating the importance of advanced teacher training. However, years of experience did not result in a significant difference in aptitude, suggesting that continuous professional development may be necessary for maintaining and enhancing teaching skills over time.

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