



A Study on Teacher Effectiveness and Teaching Aptitude among B.T.C. Pupil Teachers in DIET and Self-Financed Institute in Meerut

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Abstract

Teacher effectiveness and teaching aptitude are crucial for ensuring high-quality education. This study focuses on B.T.C. pupil teachers in Meerut District, U.P., assessing their effectiveness and aptitude levels across two types of institutions- DIET and Self-Financed Institute. This study investigates teacher effectiveness and teaching aptitude among B.T.C. pupil teachers in Meerut District, U.P., with a sample size of 100 from one DIET and one from Self-financed Institutes. Using a survey method, this research aims to evaluate the levels of effectiveness and aptitude, analyze the relationship between these variables, and provide recommendations for improving teaching quality. The study employs statistical techniques to analyze the data and offers insights into the factors influencing teacher effectiveness and teaching aptitude. 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.T.C student. The study has been carried out to find the teacher effectiveness and teaching aptitude of B.T.C Pupil teachers of Meerut district from one Government Institute and one Self-Financed Institute in Meerut District. U.P.

Keywords: *Teacher Effectiveness, Teaching Aptitude, B.T.C. pupil teachers, DIET and Self-financed Institutes.*

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. 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, 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. 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.T.C. 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 enroll in B.T.C. 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.T.C pupil teachers in Meerut District in U.P. The present study, thus attempts to identify some unexplored dimensions and directions of improving the teacher effectiveness and teaching aptitude among the B.T.C. Pupil teachers.

Statement of the problem

The present study has been titled as

‘A Study on Teacher Effectiveness and Teaching Aptitude among B.T.C. Pupil Teachers in DIET and Self-Financed Institute in Meerut

Objectives of the study

- To find out the level of teacher effectiveness among B.T.C pupils teachers.
- To find out the level of teaching aptitude among B.T.C pupils teachers.
- To find out the relationship between teacher effectiveness and teaching aptitude among B.T.C pupils teacher.

Hypothesis of the study

- There is no relationship between teacher effectiveness and teaching aptitude among the B.T.C pupils

teacher.

Delimitation of the study

- The study has been conducted for the B.T.C course pupil teacher only for the present study.
- The study has been delimited to DIET and one Self-Financed B.T.C Institute.

Review of related literature

Mangamma H. S and Dr. S. Vijaya Vardhini (2020) 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.T.C pupil teachers. Descriptive survey method of research was used to conduct the study. The findings revealed that teaching aptitude and teaching competency of B.T.C 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.T.C pupil teachers.

Research Methodology

Research method

Descriptive Survey Method has been used in present study

Variables of the study

- Teacher Effectiveness
- Teaching Aptitude

Population of the study

One DIET and simultaneously one self-financed institute of Meerut have been taken as a population

of the study.

Sampling procedure

For the present study, the investigator has been 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, 100 pupil teachers have been selected as sample 50 from One DIET and 50 from Self-Financed institute of Meerut.

Research tools used in the study

The tools used in the study are

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

Statistical technique for data analysis

- Descriptive analysis
- Inferential analysis
- Correlation analysis.

Analysis and interpretation of data

Objective- 1

- To find out the level of teacher effectiveness among B.T.C. pupils teachers.

TABLE-1

Level of teacher effectiveness among B.T.C. student teachers

S.No.	Levels	No. of students	Percentage
1	Very high	80	80%
2	High	15	15%
3	Average	5	5%
4	Low	0	0%
5	Very low	0	0%

Table 1 reveals the Level of Teacher Effectiveness among B.T.C. Pupils 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.T.C student teachers.

TABLE- 2

Level of teaching aptitude among B.T.C. student teachers

S.No.	Levels	No. of students	Percentage
1	Very high Teaching Aptitude	25	25%
2	High Teaching Aptitude	40	40%
3	Above Average Teaching Aptitude	15	15%
4	Average Teaching Aptitude	20	20%

Table 2 reveals the level of Teaching Aptitude among B.T.C 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.T.C student teachers.

HYPOTHESIS

- There exists no relationship between teacher effectiveness and teaching aptitude among the pupil's teachers.

TABLE- 3

Correlation between teacher effectiveness and teaching aptitude

Variables	N	Pearson's Correlation (r -value)	Level of Significance
Teacher Effectiveness	100	0.13	Significant at 0.01 level
Teaching Aptitude			

Table-3 shows the correlation between Teacher Effectiveness and Teaching Aptitude among B.T.C pupil teachers. From the above table it can be seen that there exists a positive correlation between teacher effectiveness and teaching aptitude among B.T.C. Pupils teachers. The teachers who have high teacher effectiveness also have 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.T.C. Pupils 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.T.C pupils teachers.

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