



**A COMPARATIVE STUDY BETWEEN B.ED (GEN) AND B.ED (SPECIAL) STUDENTS
IN RELATION TO THEIR TEACHING APTITUDE IN VARANASI REGION**

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ABSTRACT

The purpose of this study was to assess the teaching aptitude of B.Ed (General) and B.Ed(Special)Students. The assessment was based on "Manual for Aptitude Test Battery (T.A.T.B)" was used by the investigator. This manual is prepared by Dr. R.P. Singh and Dr. S.N. Sharma, Patna University and was to administer for students at higher level. The researchers used questionnaires to acquire information about 180 students. The researchers found that B.Ed Special students have higher teaching aptitude than B.Ed General Students. The findings of the degree of importance section showed that there was no difference between these students in relation to professional information and profession interest at teacher training colleges However, there was a significant difference in the respect of teaching aptitude and mental ability. At last we can say that without aptitude teaching learning can not formulate more effective.

Keywords: Teaching Aptitude and B.Ed Students (General &Special).

1. INTRODUCTION

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social reengineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education. Although an educational system has excellent resources, or if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful. Several studies had provided substantial evidence favouring teacher aptitude, for quality education. Complexity and multi dimensional nature of teacher aptitude warrants a comprehensive study of the factors related with it

1.1 NEED AND IMPORTANCE OF THE STUDY:

Teaching aptitude is very important for an upcoming teacher in the field of education because aptitude refers to potential for achievement. An aptitude test is designed to make a predicting about an individual's future achievement. Aptitude tests measure or assess the degree or level of one's special bent or flair much the same way as intelligence tests are employed for measuring one's intelligence they are chiefly used to estimate the extent to which an individual would profit from a specific course or training, or to predict the quality of his or her achievement in a given situation. For example, a mechanical aptitude test would be able to determine whether an individual would do well as a mechanic after appropriate training and with the right motivation.

The common teaching aptitude standardized test scores one derived from provide a way for making direct comparison of scores across large group of individual. In order to succeed in a given activity, a person must have both aptitude for the activity and interest in it. This does not mean that interest and aptitude are one and the same thing. A person may be interested in a particular activity, job or training but may not have the aptitude for it. In such cases, the interest shown in a particular occupation or course of study is often not the result of personal but of some other outside influence or reason such as the wishes of parents, the probability of getting a particular appointment or job, stipend or other financial help or the prestige associated with this work. A guidance or selection programme must, therefore, give due weightage to the measure of aptitude as well as of interest. Both are essential for the success of an individual in a given activity, job or course of instruction. In short, new aptitude testing theory predicts that schools that faced stronger competition would favour teachers who raised the school's ability to attract students. These schools presumably would strive to attract & retain teachers who are especially talented on hand working or who possessed rare skills. In turn, it would expect their tolerance for less effective teachers to wane. In fact, that teaching would be transformed into a profession, where teachers are rewarded not only on the basis of seniority but also on the basis of their skills & performance. As we know that Teaching aptitude requires proper attitude of teachers towards their students. It is an activity involving teacher & student with a view to the development of students. The main aim of teaching is to bring about socially desirable behavioral changes in the students and can be achieved only if teaching is effective and based on certain values of principles.

The National Boards for Professional Teaching Standard's Board certification process and the **American Federation of Teacher (AFT)** made a splash by coming out in support of aptitude testing for new teachers. They suggest that school choice would change the teaching profession in ways that would fulfill many of the reform movement's goals.

This is one reason why teaching, as it stands is not as attractive to candidates with high aptitude, a strong work ethic, or math and science skills. The evidence suggests that such people are less likely to start teaching than their lower aptitude peers (even which those being compared are all

certified to teach), and less likely to remain in teaching. This situation has worsened over time, or other profession such as management, law and medicine have opened their doors to women. Women with high aptitude or math and science skills have chosen such profession over teaching, perhaps because these profession, school choice might also make it a more attractive career to people who would thrive in such an environment.

Teaching aptitude tests as we have seen, are concerned with specific abilities. Therefore, whereas with the knowledge of intelligence of an individual we can predict his success in a number of situation involving mental function or activity, the knowledge of aptitudes, on the other hand, acquaints us with the specific abilities and capacities of an individual to succeed in a particular field of activity. Therefore, in predicting his achievement in some specific job, training, course or specialized instruction we need to know more about his aptitudes abilities rather than his intelligence or general ability.

1.2 JUSTIFICATION OF THE STUDY

Investigator has chosen the topic "Teaching Aptitude" & she is trying to find out, that there is any significant differences between the teaching aptitude of higher students in the field of education. Individuals having the same level of intelligence may not show the same results if they are put to the same work. Something other than intelligence is also required to be successful and that something. Other things being equal, which enables an individual's to learn the task more successfully may be characterized as aptitude. Thus when we talk of a person's aptitude we are looking for his future. By testing aptitude, we are able to know to a great extent whether an individual has the potentiality to become a good teacher, a good leader, and a good musician, etc.

It is observed that if our educators are genuinely interested to reduce the number of failures, they should take measures to find out the aptitudes of the students and accordingly educational and career programmes. Quality, competence and character of teacher highly influence the quality of education. If competent teachers are obtained, the like hood of attaining desirable educational outcomes is substantial are largely wasted. In the process of education, teacher plays a two fold role. Firstly, he influences the personality of the learner through his own magnetic personality. Secondly as a builder of the educational environment, he provides and use fully his skills and capacities to achieve the good of his own self and the welfare of his society, of which his is an integral part.

A good teacher must possess significant aspect of teaching. A person will be considered possessing high teaching aptitude. If he possesses good mental ability, positive attitude towards children, adoptability professional information, interest in profession teaching aptitude may be considered as a special ability or specific capacity besides the general intellectual ability which helps as individual to acquire a required degree of proficiency or achievement in a teaching field.

1.3 STATEMENT OF THE PROBLEM

Statement of the problems is as follows:

A COMPARATIVE STUDY BETWEEN B.ED (GENRAL) AND B.ED (SPECIAL) STUDENTS IN RELATION TO THEIR TEACHING APTITUDE IN VARANASI REGION

1.4 OPERATIONAL DEFINITION OF THE TERM USED

1.4.1 Teaching Aptitude

Teaching aptitude may be defined as a specific capacity or special ability, distinct from the general intellectual ability of in individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning *or* training.

1.4.2 B.Ed(Gen) Students

Bachelor of education is a one year specialized degree Programme of secondary teacher education. Which is available for the students after completed their graduation.

1.4.3 B.Ed(Special) Students

Those students are taking teacher training for teaching Exceptional Children it's called B.Ed Special Students

1.5 OBJECTIVES

1.5.1 To study the teaching aptitude of B.Ed. and B.Ed(Special) Students of Varanasi Region .

1.5.2 To compare the teaching aptitude of B.Ed. and B.Ed(Special) Students of Varanasi Region.

1.6 HYPOTHESIS

1.6.1 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their teaching aptitude.

1.6.2 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their mental ability.

1.6.3 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their attitude towards children.

1.6.4 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their adaptability.

1.6.5 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their professional information.

1.6.6 There is no significant difference between B.Ed. and B.Ed(Special) Students in relation to their interest in profession.

1.7 DELIMITATION

It is essential to delimit and specify the area of study. The present study was delimited in regards to the following.

1.7.1 The area of present study limits by Varanasi Division at U.P.

1.7.2 The study was conducted on B.Ed.(General) & B.Ed (Special) students.

1.7.3 In the present study teaching aptitude test battery developed by Pro. R.P. Singh & Dr. S.N. Sharma was used.

1.7.4 Tools were administered over students 90 B.Ed (General) & 90 B.Ed (Special) students only.

2 METHODOLOGY OF THE STUDY

Since the present study purported to the comparative study of the teaching aptitude of students at higher level. For this purpose, the "Manual for Aptitude Test Battery (T.A.T.B)" was used by the investigator. This manual is prepared by Dr. R.P. Singh and Dr. S.N. Sharma, Patna University and was to administer for students at higher level. The students at higher level (Under Graduate Students and Graduate Students) are from Varanasi region of U.P.

2.1 Research Design: Researcher has used Survey method for collecting data. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Researcher has been used the Survey method was used to study the Teaching Aptitude of students at teacher secondary level

2.2 POPULATION AND SAMPLE OF THE STUDY:

The representative proportion of the population is called sample. Sampling is the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population form, which it was selected. Keeping in the view the limited sources of time, money and practical, difficulty a limited sample consisted of B.Ed General and Special(B.Ed) students of Varanasi Region of U.P.

2.3 PROCEDURE OF THE STUDY

To begin with data collection was undertake over a sample of 250 students but from which investigator had got 180 sample from students at teacher training college. Four Training colleges was selected for sample from students i.e.

In this way the sample of the present study comprised of 180 higher students of Varanasi Division of U.P.

2.4 SAMPLE TECHNIQUE: Researcher has been used Stratified Sample random technique for collecting data

2.5 TOOLS OF THE STUDY: Selection of the suitable instruments or tools is of vital importance for the collection of data in any research work. Different tools are suitable for collection of data & for various kinds of information. One may use one or more of the tools according to one purpose of study.

2.6 STATISTICAL TECHNIQUES USED: The data was analyzed statistically by using Mean, Standard deviation and t-score for Teaching Aptitude of the students. Mean is sensitive measure of sample or group. It is the most accurate measure of central tendency. It is used for interval and ratio variable

3. ANALYSIS AND INTERPRETATION OF RESULT

3.1-H₀1 There is no significant difference between B.Ed. & B.Ed(Special). Students in relation to their teaching aptitude.

To compare the teaching aptitude of B.Ed. and B.Ed(Special) students the mean score, SD and t-value are computed, which are presented in table 3.1.

Table no. 3.1

Stream	N	Mean	S.D.	't' - value
B.Ed. Students	90	80.40	7.20	**7.38
B.Ed(Special) Students	90	87.80	6.20	

**** Significant difference at 0.01 level**

It is evident from table 3.1 that mean teaching aptitude score of B.Ed. students is (M-80.40) and B.Ed(Special) students is (M-87.80). The computed t-value is (t-7.38). The obtained t-value is higher than the table value (2.58) at 0.01 level of significance.

So null hypothesis "There is no significant difference between B.Ed. and B.Ed(Special) students in relation to their teaching aptitude" has been rejected. It means the both groups have significant difference in relation to their teaching aptitude. In other words B.Ed. students and B.Ed(Special). students having differences in their teaching aptitude.

3.2-H₀2 There is no significant difference between B.Ed. & B.Ed(Special) Students in relation to their mental ability.

To compare the mental ability of B.Ed. and B.Ed(Special). students the mean score, SD and t-value are computed, which are presented in table 3.2.

Table no.3.2

Stream	N	Mean	S.D.	't' - value
B.Ed. Students	90	21.20	3.05	**6.06
B.Ed(Special) Students	90	23.60	2.19	

**** Significant difference at 0.01 level**

It is shown in table 4.2 that mean mental ability score of B.Ed. students is (M-21.20) and B.Ed(Special). students is (M-23.60). The computed t-value is (t-6.06). The obtained t-value is higher than the table value (2.58) at 0.01 level of significance.

So null hypothesis "*There is no significant difference between B.Ed. and B.Ed(Special) students in relation to their mental ability*" is rejected. It means the both groups have significance difference in relation to their mental ability.

3.3-H₀₃ There is no significant difference between B.Ed. & B.Ed(Special) Students in relation to their attitude towards children.

To compare the attitude towards children of B.Ed. and B.Ed(Special) students the mean score, SD and t-value are computed, which are presented in table 4.3.

TABLE NO. 3.3

Stream	N	Mean	S.D.	't' - value
B.Ed. Students	90	12.07	1.78	**5.51
B.Ed(Special). Students	90	13.50	1.70	

**** Significant difference at 0.01 level**

Table3.3 shows that mean attitude towards children score of B.Ed. students is (M-12.07) and B.Ed(Special). students is (M-13.50). The computed t-value is (t-5.51). The obtained t-value is higher than the table value (2.58) at 0.01 level of significance. So null hypothesis "*There is no significant difference between B.Ed. and B.Ed(Special). students in relation to their attitude towards children*" has been rejected. It means the both groups have significance difference in relation to their attitude towards children. In other words B.Ed. students and B.Ed(Special). students having differences in their attitude towards children.

H₀₄ There is no significant difference between B.Ed. & B.Ed(Special). Students in relation to their adaptability.

To compare the adaptability of B.Ed. and B.Ed(Special). students the mean score, SD and t-value are computed, which are presented in table 3.4.

TABLE NO. 3.4

Stream	N	Mean	S.D.	't' – value
B.Ed. Students	90	15.50	3.01	**5.62
B.Ed(Special). Students	90	17.92	2.76	

****Significant difference at 0.01 level**

It is evident from table 3.4 that mean adaptability score of B.Ed. students is (M-15.50) and B.Ed(Special). students is (M-17.92). The computed t-value is (t-5.62). The obtained t-value is higher than the table value (2.58) at 0.01 level of significance.

So null hypothesis "*There is no significant difference between B.Ed. and B.Ed(Special). students in relation to their adaptability*" has been rejected. It means the both groups have significance difference in relation to their adaptability.

In other words B.Ed. students and B.Ed(Special). students having differences in their adaptability.

H₀5 There is no significant difference between B.Ed. & B.Ed(Special). Students in relation to their professional information.

To compare the professional information of B.Ed. and B.Ed(Special). students the mean score, SD and t-value are computed, which are presented in table 3.5.

TABLE NO. 3.5

Stream	N	Mean	S.D.	't' - value
B.Ed. Students	90	23.09	2.30	*1.00
B.Ed(Special). Students	90	23.40	1.79	

***Not Significant difference at 0.01 level**

It is stated in table 3.5 that mean professional information score of B.Ed. students is (M-23.09) and B.Ed(Special). students is (M-23.40). The computed t-value is (t-1.00). The obtained t-value is lower than the table value (2.58) at 0.01 level of significance.

So null hypothesis "*There is no significant difference between B.Ed. and B.Ed(Special). students in relation to their professional information*" has been accepted. It means the B.Ed. students & B.Ed(Special). students have more or less same professional information.

In other words B.Ed. students and B.Ed(Special). students are almost same in their professional information.

H₀6 There is no significant difference between B.Ed. & B.Ed(Special). Students in relation to their interest in profession.

To compare the interest in profession of B.Ed. and B.Ed(Special). students the mean score, SD and t-value are computed, which are presented in table 3.6.

TABLE NO. 3.6

Stream	N	Mean	S.D.	't' - value
B.Ed. Students	90	7.53	1.62	*.40
B.Ed(Special) Students	90	7.67	1.69	

***Not Significant difference at 0.01 level**

It is evident from table 3.6 that mean interest in profession score of B.Ed. students is (M-7.53) and B.Ed(Special). students is (M-7.67). The computed t-value is (t-.40). The obtained t-value is lower than the table value (2.58) at 0.01 level of significance.

So null hypothesis "*There is no significant difference between B.Ed. and B.Ed(Special). students in relation to their interest in profession*" is accepted. It means the B.Ed. students & B.Ed(Special). students have more or less same interest in profession. In other words B.Ed. students and B.Ed(Special). students are almost same in their interest in profession.

RESULT AND DISCUSSION

1. H₀₁ "There is no significant between B.Ed. & B.Ed(Special)students in relation to their teaching aptitude". Significant difference was found between and B.Ed(Special)students in relation to their teaching aptitude. It means that teaching aptitude is more in B.Ed(Special)students then the B.Ed. Students.
2. H₀₂ "There is no significant difference between B.Ed. & B.Ed(Special)students in relation to their mental ability". Significant difference was found between the B.Ed. students and B.Ed(Special)students in relations to their mental ability. It means that mental ability of B.Ed(Special)students is found more than B.Ed. students.
3. H₀₃ "There is no significant difference between B.Ed. & B.Ed(Special)students in relation to their attitude towards children". Significant difference was found between the B.Ed. students and B.Ed(Special)students in relation to their attitude towards children. It means that B.Ed(Special)students have more attitude towards children then the B.Ed. students.
4. H₀₄ "There is no significant difference between B.Ed. & B.Ed(Special)students in relation to their adaptability". Significant difference was found between the B.Ed. students and B.Ed(Special)students in relations to their adaptability. It means the B.Ed. (Special)students are found more adaptable then the B.Ed. students.
5. H₀₅ "There is no significant difference between B.Ed. & B.Ed(Special)students in relation to their professional information". In the area of profession information significant difference was not found between B.Ed. students and B.Ed(Special)students. B.Ed. students and B.El.Ed students were found same value in relation to their professional information it means both group have same amount of professional information.
6. H₀₆ "There is no significant difference between B.Ed. & B.Ed(Special)students in relation to their interest in profession". In the area of interest in profession significant difference was not found between B.Ed. students and B.Ed.(Special)students. B.Ed. students and B.El.Ed students were found same value in relation to their interest of profession it means both group have same amount of interest in profession.

CONCLUSION

On the basis of analysis and interpretation of data we can draw the conclusion that -

1. Teaching aptitude of B.Ed(Special)students was more than B.Ed. students.
2. Mental ability of B.Ed(Special)students was more than B.Ed. students.
3. Attitude towards children of B.Ed(Special)students was more than B.Ed. students.
4. Adaptability of B.Ed(Special)students was more than B.Ed. students.
5. B.Ed. students and B.Ed(Special)students were found same value in relation to their professional information.
6. B.Ed. students and B.Ed(Special)students were found same value in relation to their interest in profession.

IMPLICATIONS

Finding of the study can help in education of special children, normal children, teacher and for different people associated with it:

1. **Researcher:** In this study Significant difference was found between the B.Ed. students and B.Ed(Special)students in relation to their attitude towards children, teaching aptitude, mental ability, adaptability. It means that B.Ed(Special)students have more attitude towards children, teaching aptitude, mental ability, adaptability then the B.Ed. students. So the result of my study will be very applicable for the researcher in context of Identifying the problem.
2. **Policy Maker:** My study will be more useful for the Policy Maker of the various points:
 - Provide latest data for the committee.
 - Analytical evidence for the subject expert.
 - **Society:** For the society my findings are more beneficial. In the respect of awareness about special schools, Methodology, Curriculum and special skills for the Parents.
 - **Teacher:** Results of my research work will be useful for the teacher community specially for those pupil teachers which are doing Special B.Ed. and Normal B.Ed.

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