



(REVIEW ARTICLE)



## Relationship between teaching aptitude with academic achievement of student-teachers of college of education

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### Abstract

This study aims to explore the impact of Teaching Aptitude on the academic achievement of student-teachers in colleges of education. Employing a descriptive survey approach, a sample of 100 student-teachers was randomly selected from various Teacher Education Colleges affiliated with Davangere University, with consideration given to gender, locality, and academic stream. The research tool utilized in this study was developed by Dr. S.C Gakhar and Dr. Rajrish. The primary focus of the investigation was to examine the relationship between teaching aptitude and academic performance within the context of the B.Ed. Program. The research methodology involved the application of descriptive survey methods, with data collected from a representative sample of 100 student-teachers. Academic achievement was assessed using tools specifically developed and validated by a research scholar. Statistical analyses, including mean, standard deviation, and the product-moment correlation coefficient, were employed to analyze the data.

**Keywords:** Teaching Aptitude; Academic Achievement; Student-Teachers

### 1. Introduction

Educational researchers dedicate significant efforts to unravel the myriad factors that can impact the Teaching Aptitude of student teachers and, consequently, their academic achievement. Recognized as a crucial quality in educators, Teaching Aptitude empowers teachers to comprehend the unique needs and interests of their learners, actively involve them in the learning process, and guide them towards realizing their full potential. A robust Teaching Aptitude equips teachers to exert a positive influence on their students.

The profound influence of effective Teaching Aptitude on student learning outcomes and academic achievement is widely acknowledged. This intrinsic set of qualities and abilities essential for effective teaching encompasses clear communication skills, adept lesson planning, skillful assessment of student performance, and the flexibility to adapt teaching strategies to cater to diverse learners. Teaching Aptitude holds paramount importance for various reasons, such as fostering quality education, facilitating student success, promoting career growth, and contributing to personal satisfaction—all of which significantly impact academic achievement. Student teachers endowed with elevated levels of Teaching Aptitude are likely to exhibit superior academic performance.

Given the pivotal role of Teaching Aptitude in determining the academic achievement of student teachers, there is a pressing need to concentrate on cultivating this aptitude among them. This emphasis on developing Teaching Aptitude is paramount for enhancing the academic achievement of student teachers.

Academic Achievement, encompassing a student's demonstrated levels of knowledge, skills, and abilities through activities such as exams, assignments, and projects, is a multifaceted indicator of academic performance. Traditionally

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measured by grades, test scores, and other objective metrics, Academic Achievement serves as a comprehensive yardstick for evaluating the educational progress of students.

### Objectives of the Study

- To study the levels of Teaching Aptitude of Student-Teachers of Colleges of Education.
- To study the relationship between Teaching Aptitude with Academic Achievement of Student-Teachers of colleges of education.

### 1.1. Hypothesis of the Study

- There is no significant relationship between Teaching Aptitude with Academic Achievement of Student-Teachers of colleges of education.

### 1.2. Sample of the Study

Sample of 100 Students Teachers were randomly selected from different college teacher education affiliated to Davangere University by giving due preference to gender, locality and stream.

### 1.3. Tools Used for Data Collection

The researcher used the tool teaching aptitude test which was prepared by Dr. S C Gakhar and Dr. Rajnish. Academic achievement tool has been developed and valued by research scholars to collect data.

### 1.4. Analysis and Interpretation

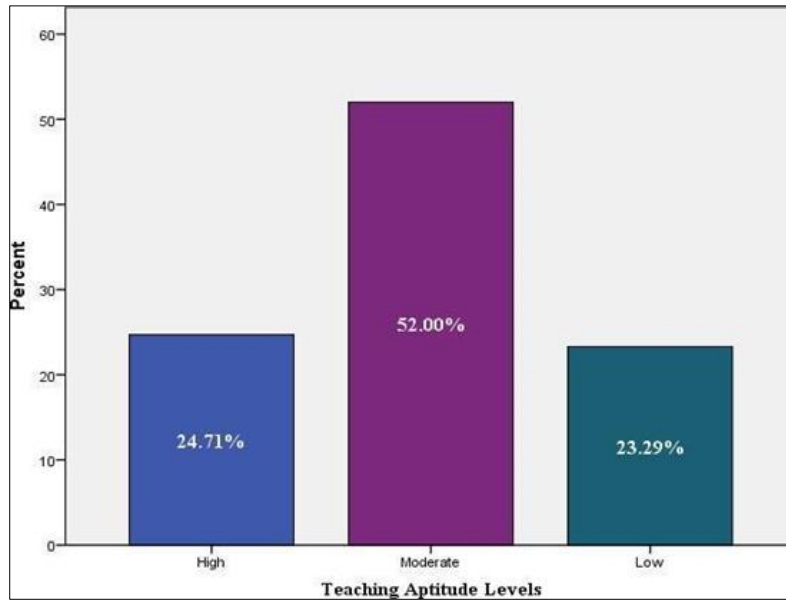
#### 1.4.1. Objective 1

To study the levels of Teaching Aptitude of Student-Teachers of Colleges of Education.

**Table 1** Shows levels of Teaching Aptitude of Student-Teachers

	Frequency	Percent	Cumulative Percent
High	105	24.7	24.7
Moderate	221	52.0	76.7
Low	99	23.3	100.0
Total	100	100.0	

Table 1 reveals that out of 100 student-teachers, 24.7% have high teaching aptitude, 52% have moderate teaching aptitude, and 23.3% have low teaching aptitude. It means majority of student-teachers in the sample have moderate teaching aptitude, while a smaller proportion demonstrates high or low teaching aptitude.



**Figure 1** Percentage of Student-Teachers having high, moderate and low Teaching Aptitude

Graph 1. clearly shows that there are a more number of student-teachers having moderate level of teaching aptitude compared to student-teachers having high and low level of teaching aptitude.

*1.4.2. Objective 2*

To study relationship between Teaching Aptitude with Academic Achievement of Student-Teachers of Colleges of Education.

H0 1: There is no significant relationship between Teaching Aptitude with Academic Achievement of Student-Teachers of Colleges of Education.

**Table 2** Correlation between Teaching Aptitude and Academic Achievement of student-teachers

Correlations			
		Teaching Aptitude	Academic Achievement
Teaching Aptitude	Pearson Correlation	1	0.592
	Sig. (2-tailed)		0.057
	N	100	100
Academic Achievement	Pearson Correlation	0.592	1
	Sig. (2-tailed)	0.057	
	N	100	100

The above table 2. reveals that the correlation value between Teaching Aptitude and Academic Achievement of Student-Teachers is 0.592, it can be concluded that there is a moderate positive co-relation between Teaching Aptitude and Academic Achievement of Student-Teachers.

This means that there is a tendency for student-teachers with higher Teaching Aptitude to also have higher Academic Achievement, and student-teachers with lower Teaching Aptitude to have lower Academic Achievement. The correlation of 0.492 indicates a meaningful relationship between these variables, indicating that Teaching Aptitude has a moderate influence on Academic Achievement among the student-teachers in this study.

It is important that correlation does not imply causation. While this correlation suggests a positive co-relation, other factors may also contribute to Academic Achievement, and Teaching Aptitude may be influenced by other variables as well. Nevertheless, based on this correlation value, it can be concluded that there is a moderate positive relationship between Teaching Aptitude and Academic Achievement of student-teachers.

### 1.5. Educational Implications

- Teacher education institutions should consider teaching aptitude as an important criterion during the selection and recruitment process of student teachers. Identifying individuals with a natural inclination towards teaching can contribute to better academic achievement and future success as educators.
- The findings suggest the need for teacher training programs to focus on developing teaching aptitude among student-teachers. These programs should provide opportunities for skill development, knowledge enhancement, and attitude shaping to ensure that student-teachers possess the necessary Competencies for effective teaching.

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## 2. Conclusion

In conclusion, Teaching Aptitude encompasses the amalgamation of knowledge, skills, and attitudes essential for effective teaching, playing a pivotal role in shaping positive student learning outcomes and academic performance. Educators endowed with robust teaching aptitudes excel in engaging their students and fostering active learning environments, ultimately contributing to enhanced academic achievement. The influence of strong teaching aptitude is reflected in the profound impact teachers can make on the academic success of their students. As we wrap up, it is evident that cultivating and prioritizing teaching aptitude is crucial for fostering a positive and impactful educational experience, ultimately propelling academic achievement to new heights.

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